

Sarah Rawson Smith Elementary School Strategic Plan (North Atlanta Cluster)

District Mission & Vision

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system

Cluster Mission & Vision

The North Atlanta Cluster will implement an International Baccalaureate (IB) program with depth and fidelity for all students in order to develop inquiring, knowledgeable and caring young people who will graduate ready for college and career.

North Atlanta Cluster Vision: to be a high-performing cluster where students, educators and families work together to create a better and more peaceful world through intercultural understanding and respect.

School Mission & Vision

Sarah R. Smith Elementary School's Mission is to promote a safe, nurturing environment grounded in a relevant, comprehensive curriculum. With a commitment to excellence, our staff will ensure that all students become critical thinkers, life-long learners, and responsible citizens in a global community.

Our Vision is an inclusive community where learning is a passion, excellence is achieved, and the whole child is developed.

Signature Program: International Baccalaureate Primary Years Programme

School Priorities

1. Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.
2. Develop a literate community in which students read and write with clarity and fluency across the curriculum.
3. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.
4. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social-emotional learning.

School Strategies

- 1A. Targeted professional learning and coaching to support program implementation and/or address teacher efficacy.
 - 1B. Utilize common assessments (benchmarks, grade level assessments) to foster a cycle of continuous improvement through use of data to guide differentiation of instruction (ie enrichment, remediation, intervention).
 - 1C. Utilize transdisciplinary teaching for integrated, rigorous, and relevant learning through IB Planners and the SRS Programme of Inquiry.
 - 1D. Increase opportunities for building background knowledge through in-house and out-of-house field trips and experiences.
 - 2A. Utilize STAR and AR data to develop individual goal setting, monitor progress, and provide feedback to increase student Lexile levels.
 - 2B. Intentional planning using tiered vocabulary and variety of narrative and informational texts to address reading skills and content knowledge.
 - 2C. Develop and implement consistent writing program to address identified areas for growth.
 - 3A. Utilize technology resources and partner organizations to enhance rigorous math and science curriculum.
 - 4A. Implement consistent Social Emotional Learning curriculum (SEL) in all grades.
 - 4B. Review current Specials offerings to identify opportunities to expand programming through additional courses, as well as before and after school offerings.
- Uses of Flexibility/Innovation: TBD*

Key Performance Measures

- Increase the % of students scoring proficient or distinguished by 3%.
- Increase the % of students scoring Level 4 by 3% in all content areas.
- Decrease the % of students scoring Level 1 in all content areas by 3%.
- Increase the % of students scoring typical or high growth by 3% in all content areas.
- >90% of students will leave 2nd grade reading at/above grade level.
- Increase the % of teachers holding specialized certification by 10%.
- Increase the % of 3rd and 5th Graders will attain Lexile of 670 and 920 respectively by 3%.
- Maintain Student Attendance >95%.
- Maintain Suspension Rate <1%.
- Maintain Staff and Parent Satisfaction Survey Data >80%.



5. Offer authentic and diverse professional learning experiences to increase teacher efficacy.
6. Develop a faculty/staff base that serves the growing language needs of the school.

- 5A. Provide targeted professional learning for all teachers to improve transdisciplinary teaching, consistent implementation of school-based programs, co-teaching implementation, and build teacher efficacy.
 - 5B. Utilize Professional Learning Community (PLC) model to review curriculum and data in order to enhance teaching and learning for all students.
 - 5C. Increase the number of teachers holding additional certification (Gifted, ESOL) in collaboration with partner organization and intentional recruitment.
 - 6A. Intentional recruitment and retention to identify and develop bi-literate educators.
 - 6B. Provide targeted professional learning to promote the guiding principles for Dual Language Immersion and other language programs.
- Uses of Flexibility/Innovation: TBD*



7. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.
8. Optimize and acquire resources to support our students who are 21st century learners.

- 7A. Cultivate partnerships to support IB supplemental training and implementation (POI development and updates, planner development) in order to implement program with greater fidelity.
 - 7B. Build community awareness, knowledge and support for IB PYP reauthorization (parent education meetings, update external communications).
 - 8A. Cultivate partnership opportunities to support acquisition and training of 21st century tools in order to utilize in a developmentally responsive manner.
 - 8B. Implement research-based strategies to bridge the school to home connection for families.
- Uses of Flexibility/Innovation: TBD*



Culture

9. Create a school-wide culture of high expectations, trust, and strong communication.
10. Foster an active and engaged school community that encourages inclusion of all stakeholders.

- 9A. Implement consistent Social Emotional Learning (SEL) to promote positive school culture, externally.
 - 9B. Utilize IB Learner Profiles to guide instructional rigor and communication both internally and externally.
 - 10A. Enhance internal and external communication through weekly updates, school master calendar, and partnering with PTA to streamline information to families.
 - 10B. Utilize the Family Engagement Committee to provide supplemental supports and transition programming with particular focus on ESOL and Special Education families and students.
- Uses of Flexibility/Innovation: TBD*