

District Mission & Vision

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

Vision:
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. Our vision is 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

Mission
To provide a rigorous learning environment that promotes inquiry, reflection, respect, and compassion in every students and member of the learning community.

Vision
To cultivate critical thinkers that are socially responsible and make meaningful contributions to the greater global community.

Signature Program:

School Priorities

1. Embed a data-driven, multi-tiered system of support to improve our English Learner performance.

SMART Goals

In SY2019, 17% of all English Learners were proficient and above in ELA and 13% of all English Learners were proficient and above in Math. By the end of SY2020 this subgroup's performance will increase by a minimum of three percentage points in each subject area, moving to 20% proficient or above in ELA, and 16% proficient or above in Math.

Barriers

- Deficits in academic language
- Limited teacher knowledge of effective ESOL strategies
- Lack of intentional planning that supports ELs through differentiation

School Strategies

- Increase the number of teachers with ESOL endorsement
- Implement a balanced literacy framework
- Weekly/monthly PL calendars with specific strategies of focus (for coaching feedback)
- Dedicated common planning time for co-teachers
- Teachers utilize data protocols and students' data profile
- Personalized learning targets are generated by teachers and students

Strategic Impact

- Increase in movement between ACCESS performance bands
- Consistent growth of ELs on universal screeners (STAR, BAS, etc.)
- Moderate to high SGP growth for all teachers for all students served

2. Create a culture of high expectations and trust for students, staff, and families

By the end of the 2020-2021 school year, 85% of formal and informal observation data will indicate satisfactory (Level III) or higher in creating a positive learning environment and holding students to high expectations (TKES Standards 7-Positive Learning Environment & 8-Academically Challenging Learning Environment; EPAT Core Values #3-Put Students and Schools First)

Barriers

- Lack of positive relationships with students and colleagues
- Lack of cultural awareness
- Ineffective co-teaching practices

School Strategies

- Implementation of a school-wide behavior plan
- Ongoing recognition and incentive programs are offered to students and staff
- SEL, Restorative Practices and mindfulness embedded into instructional practices
- Physical school environment and programming reflects the cultural and language diversity of the school community
- Team-building activities to build trust and promote effective collaboration

Strategic Impact

- Increase in collaboration and student data analysis
- Increase in positive responses on school culture survey data
- Maintain 97% student attendance rate

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Cluster Mission & Vision

School Mission & Vision



GO Teams approve "Priorities," "SMART Goals," and "Barriers" prior to the budget process in January 2019. Some strategies may require School-based Solutions. In those cases, the GO Team will implement the School-based Solutions Process.

Signature Program: IB, STEM, or College & Career

School Priorities

Based on your data and your existing strategic plan, principals & GO Teams should confirm or craft two priorities for 2019-2020.

Definition:

- Key focus areas that address your school needs
- Broad enough to address multiple domains (Academics, Talent, System, Culture)
- Led with a "continuous improvement" verb
- Clear, concise, compelling
- Measurable
- Provides direction to stakeholders (students, staff, families, community)
- Priorities are high-level, whereas, strategies get to the how and individual needs/barriers of a school



SMART Goals

Principals & GO Teams should confirm or craft a SMART Goal that will address each of your two priorities (one goal each).

Ensure goals are specific, measurable, achievable, relevant, and time-bound

Barriers

Identify the barriers that prevent you from achieving your priorities and SMART goals.

These barriers should be alterable, foundational, actionable, and wide-reaching

School Strategies

Principals will identify or confirm strategies that address the barriers outlined. Some strategies may require school-based solutions. In those cases, the GO Team will implement the School-based Solutions process

Definition

- A new or existing set of actions a school chooses to pursue in order to achieve its priorities
- High-leverage, have significant impact to eliminate barriers
- Evidence-based
- Determined by school leadership

Strategic Impact

Strategic Impact is the leading indicators or behavior changes you expect to see if you implement your school strategies. These help with progress monitoring.