



GO Team Meeting #2

Where we are – Where we're going

Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed
2021-2025 Strategic
Plan

2

Summer 2022

School Leadership
completed Needs
Assessment and defined
overarching needs for
SY22-23

3

August 2022

School Leadership
completed 2022-2023
Continuous
Improvement Plan

4

Sept. - Dec. 2022

Utilizing current data,
the **GO Team** will review
& possibly update the
school strategic
priorities and plan

5

Before Winter Break

GO Team will take
action (vote) on the rank
of the strategic plan
priorities for SY23-24 in
preparation for budget
discussions.



Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment

SMART GOALS

Monitoring Measures

MAP Data

Data Protocol



Current Strategic Plan

2021-2025

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



Academic Program

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.



Talent Management

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.



Systems & Resources

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.



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.

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 Special offerings to identify opportunities to expand programming through additional courses, as well as before and after school offerings.
Uses of Flexibility/Innovation: TBD

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

7A. Cultivate partnerships to support IB supplemental training and implementation (PDI 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

9A. Implement consistent Social Emotional Learning (SEL) to promote positive school culture.
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

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%.



Continuous Improvement Plan

SY 2022-2023



School Name

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Student Support Problem Statement
Our MAP and Milestones performance has decreased, and our achievement gap has increased for Black, Hispanic, emergent bilinguals and students with disabilities.	Our MAP and Milestones performance has decreased, and our achievement gap has increased for Black, Hispanic, emergent bilinguals and students with disabilities.	Our students lacked sufficient social emotional support throughout the pandemic.

[Mapping Link](#)

[Mapping Link](#)

[Mapping Link](#)

Why?	Why?	Why?
No clear and consistent guidelines for tier one instruction.	No clear and consistent guidelines for tier one instruction	The pandemic has negatively impacted the social emotional wellness of our students.
Why?	Why?	Why?
The vision and/or or instructional expectations have changed frequently in recent years.	The vision and/or or instructional expectations have changed frequently in recent years.	Many students have suffered loss, endured isolation and have not had many of their needs addressed.
Why?	Why?	Why?
There has been a long-standing track record of leadership and staff turnover without transfer of historical knowledge nor continuity with the instructional program.	There has been a long-standing track record of leadership and staff turnover without transfer of historical knowledge nor continuity with the instructional program.	Parents were stretched to meet the needs of their children without the additional supports the school would have typically been able to offer.
Why?	Why?	Why?
The lack of continuity, allowed teachers to plan individually and not create coherent standards-based plans.	The lack of continuity, allowed teachers to plan individually and not create coherent standards-based plans.	Even post pandemic typical school structures (<u>i.e.</u> social workers/counselors) were unavailable and/or over exhausted and have not provided needed supports.
Why?	Why?	Why?
There were no PLCs/structures in place that would facilitate standards-based, consistent tier 1 instruction and best practices.	There were no PLCs/structures in place that would facilitate standards-based, consistent tier 1 instruction and best practices.	The school counselor (one for two buildings) and SEL teacher were both teaching full time, while the social worker position was never consistently filled.

Root Cause

There were no PLCs/structures in place that would facilitate standards-based, consistent tier 1 instruction and best practices.	There were no PLCs/structures in place that would facilitate standards-based, consistent tier 1 instruction and best practices.	The school counselor (one for two buildings) and SEL teacher were both teaching full time, while the social worker position was never consistently filled.
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Our Overarching Needs

LITERACY

Our MAP and Milestones performance has decreased, and our achievement gap has increased for Black, Hispanic, emergent bilinguals and students with disabilities.

NUMERACY

Our MAP and Milestones performance has decreased, and our achievement gap has increased for Black, Hispanic, emergent bilinguals and students with disabilities.

WHOLE CHILD & STUDENT SUPPORT

Our students lacked sufficient social emotional support throughout the pandemic.

SMART Goals (Elementary/Middle School)

By the end of the 2022-2023 school year, we will increase from 56% to 61% proficient or above on the Georgia Milestones in Literacy.

By the end of the 2022-2023 school year, we will increase from 57% to 62% proficient or above on the Georgia Milestones in Numeracy.

By the end of the 2022-2023 100% of our CARE Team Meetings will utilize the 7 Core Components in order to support our students that have social emotional challenges.

SMART Goals (High School)

Progress Monitoring Measures

- Administer MAP three times a year and create an action plan based on the results.

- Administer MAP three times a year and create an action plan based on the results.

- Monitor the implementation of the CARE Team Meetings



Our Current Progress Monitoring Measures

Literacy

- MAP
- Common Assessments
- GKIDS

Numeracy

- MAP
- Common Assessments
- GKIDS

Whole Child

- Monitor the implementation and effectiveness of CARE Teams



MAPS Data

1st Administration

Quintiles

Reading

School	Tested Grade	Exams					
Smith	01	108	21%	17%	17%	22%	23%
	02	114	26%	16%	19%	21%	18%
	03	112	34%	18%	20%	12%	17%
	04	96	19%	17%	21%	24%	20%
	05	103	20%	21%	18%	21%	18%

Math

School	Tested Grade	Exams					
Smith	01	107	22%	21%	21%	9%	25%
	02	113	15%	23%	18%	19%	26%
	03	112	9%	16%	20%	24%	31%
	04	95	14%	16%	21%	24%	25%
	05	103	16%	11%	15%	15%	45%

MAP Growth Achievement as a Predictor for GMAS

School	Window	Tested Grade	Exam	Exams				
Smith	Fall 2022-2023	02	Math	134	9%	36%	40%	16%
			Reading	137	26%	32%	28%	14%
		03	Math	136	15%	24%	40%	21%
			Reading	140	24%	23%	32%	21%
		04	Math	113	12%	27%	49%	13%
			Reading	117	12%	26%	36%	26%
		05	Math	127	13%	33%	31%	22%
			Reading	130	12%	24%	37%	27%

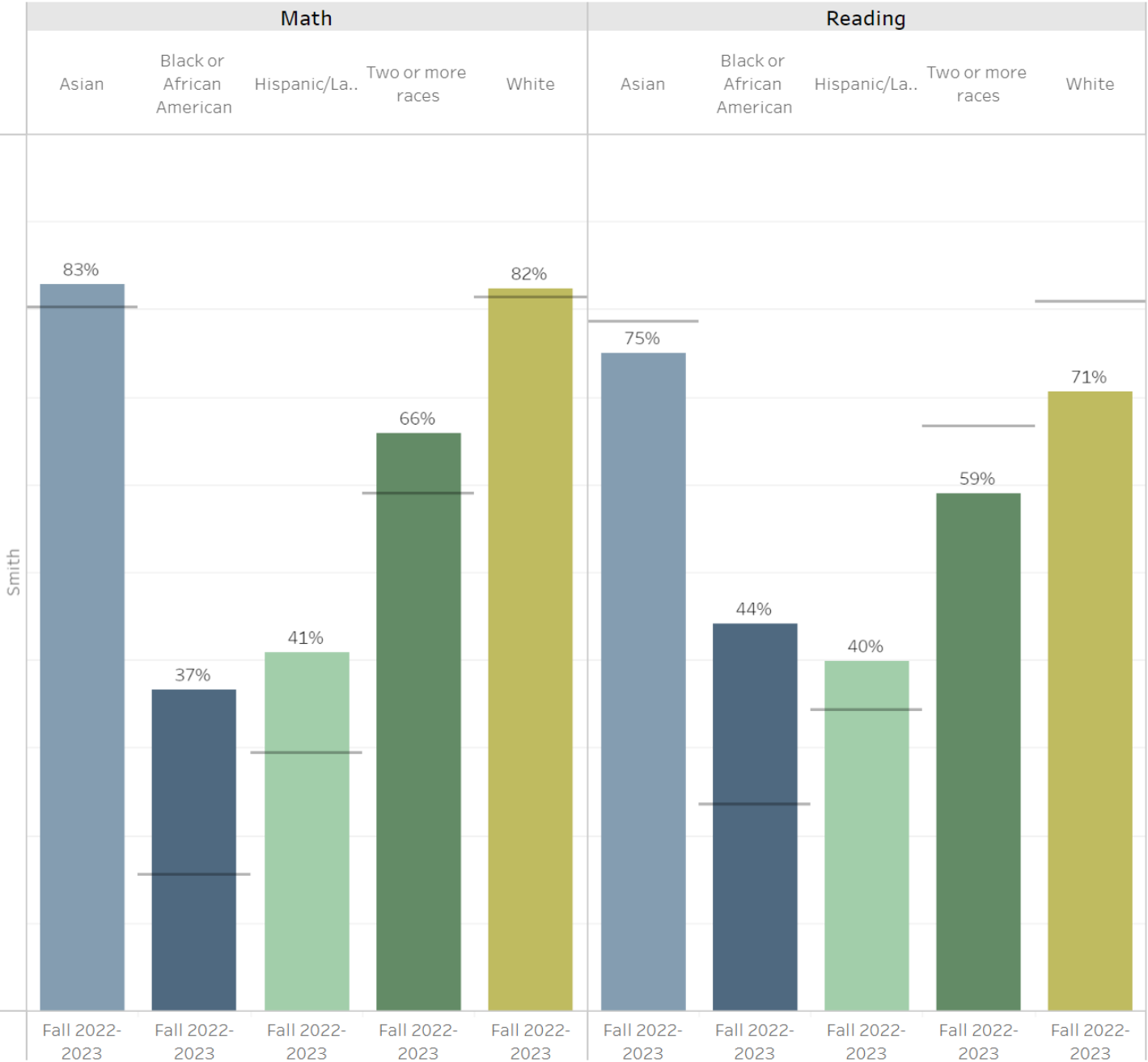
MAP Domain Quintile

Smith: Domain Quintile

exam	domain	ExamCount					
Math	Geometry	764	14%	12%	16%	23%	34%
	Measurement and Data	764	14%	16%	15%	22%	33%
	Number and Operations	764	13%	16%	17%	25%	30%
	Operations and Algebraic Thinking	763	13%	13%	17%	23%	35%
Reading	Foundational Skills	255	9%	14%	17%	26%	34%
	Language and Writing	255	11%	12%	19%	24%	34%
	Reading Literary and Informational	255	11%	11%	17%	22%	39%
	Vocabulary Acquisition and Use	777	13%	12%	18%	23%	34%
	Informational Text	522	19%	13%	13%	24%	31%


MAP Growth Cohort Comparison

MAP Growth Subgroup Comparison (Proficient and Above): Smith
Data for this comparison exists for Grades 2-8 ONLY. The horizontal lines represent the district average in each category.



GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- What additional questions do you have?



Strategic planning will help
you fully uncover your
available options, set priorities
for them, and define the
methods to achieve them.

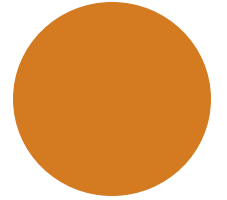
Robert J. Mckain

Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take **Action** (vote) on ranking our strategic priorities for the 2023-2024 school year.

Let me or the Chair know of any additional information you need for our future discussion.





Thank you

