



**ATLANTA PUBLIC SCHOOLS**  
**SARAH SMITH ELEMENTARY SCHOOL**



**CONTINUOUS SCHOOL IMPROVEMENT PLAN**  
**2015-2016**

## Continuous School Improvement Plan

School Name: Sarah R. Smith Elementary School

Principal Name: Kenneth M. Proctor

School Year: 2015-2016

### School Improvement Plan Team Members

<b>Name</b>	<b>Position/Title</b>
Proctor, Ken	Principal
Corley, Katy	Kindergarten Teacher
Champion, Alphonso	1 <sup>st</sup> grade Teacher
Anderson, Susan; Ovbey, Tim	2 <sup>nd</sup> Grade Teachers
Jones, Samuel	3 <sup>rd</sup> Grade Teacher
Wade, Shana	4 <sup>th</sup> Grade Teacher
Payne, Melanie	5 <sup>th</sup> Grade Teacher
Monroe, Dan	Specials Teacher
Byrd, Tori	French Teacher
Carter, Chiesa	Gifted and Talented Teacher
Harron, Jessica	Assistant Principal
Hamilton, Freda	Assistant Principal
Dahunsi, Donnovant	Program Administrator
Lamar, Karla	IB Coordinator
Moore, Sara	Special Ed Lead Teacher
McQueen, Kelly	Media Specialist
Blackwell, John	ESOL Teacher
Hage, Allyson	LC Secretary
<b>Stakeholders Who Reviewed the Plan</b>	
<b>Name</b>	<b>Position/Title</b>
Peck, Brigitte	Parent Member, LSC Chairperson
Hoover, Lisa	Parent Member, LSC Secretary
Cunningham, Jeff	Business Member of LSC
Peake, Jean	Teacher Member, LSC
Brookins, Holly	Teacher Member, LSC

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## School Mission, Vision, and Goals

<b>Vision</b> The vision of Sarah Smith Elementary School is a community where learning is a passion, excellence is achieved, and dreams are realized.
<b>Mission</b> The mission of Sarah Smith Elementary School is to promote a safe, caring, and supportive environment grounded in a relevant, comprehensive curriculum. With a commitment to excellence, our staff will strive to ensure that students become critical thinkers, life-long learners, and responsible citizens in a global community.
<b>Goals</b> <ol style="list-style-type: none"><li>1. The average student NCE Reading score on the CAAS (Performance Series) for the bottom 25% of students will increase by 5 points from the fall 2015 administration of the assessment to the spring 2016 administration of the assessment.</li><li>2. By March 2015, teachers will fully implement the IB Planners with fidelity in reach of their respective classrooms. By December 2015, the IBO will receive a full report in response to the matters to be addressed from their September 2014 evaluation visit.</li></ol>

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### DATA

**Data Source(s):** 2014 – 2015 CAAS Data, IBO Evaluation Report from November 2014, Qualitative Data from K-3 teachers

**Strength(s):**

- Reading – the percentage of students Meeting and Exceeding standards has remained high - 98%-99% for grades 3-5.
- ELA – Fewer students fell in the Does Not Meet category in grades 3 and 5 from 2013 to 2014.
- Science – The number of third grade students exceeding in math increased from 57% in 2013 to 63% in 2014. Additionally, 2% fewer children fell in the Does Not Meet category in third grade (from 12% to 10%).
- Social Studies – More third and fourth grade students exceeded in social studies from 2013 to 2014 with 68% and 52% respectively.

**Area(s) of Concern:**

- English Language Learners is the subgroup that performs the lowest on all core subject areas of the CRCT in almost all grade levels.
- Data from the 2014 LKES administrators' survey indicates a need for improvement in the area of staff morale – Standard 2 (school climate).
- The IBO indicated there were five areas/categories of "Matters to be Addressed" in order to maintain the IB Authorized Status of Sarah Smith.
- CAAS data show a significant number of students in the bottom 25% in reading and math. Many of these students are ESOL and Hispanic students.

**Prioritized Need(s):**

After analyzing sources of data Smith Elementary has identified the following area(s) as our most urgent needs:

- Reading (specifically the needs of early learners in the areas of phonics, phonemic awareness, vocabulary and fluency).
- Full integration and implementation of the IB program to meet the instructional goals of Sarah Smith and the North Atlanta Cluster goals.

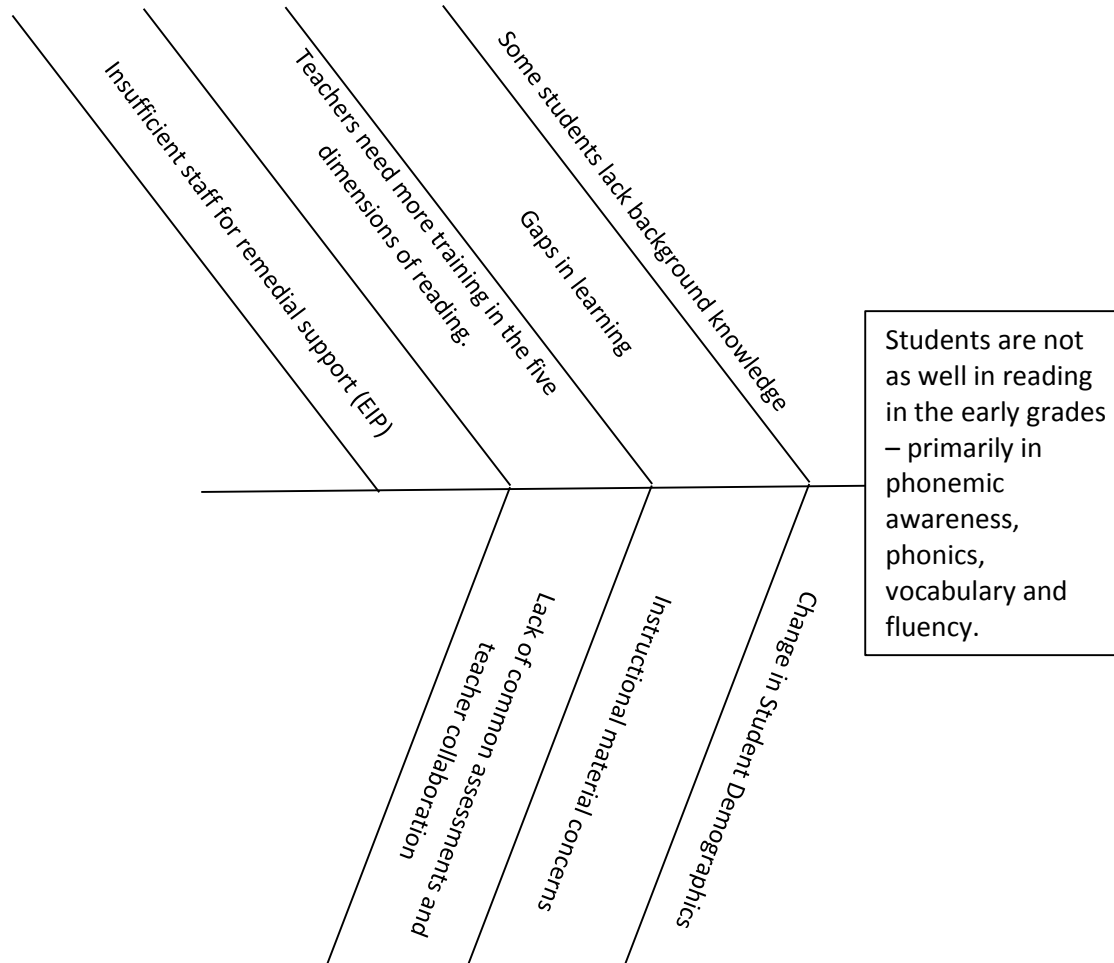
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## Sarah Smith Elementary Reading Fishbone Activity



## Continuous School Improvement Plan

School Name: Sarah R. Smith Elementary School

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School Year: 2015-2016

Focus Area: Reading - **Rigorous & Relevant Curriculum** and **Teacher & Leader Effectiveness**

**Objective:** Purposefully meet the unique needs of students and deliberately tailor a systemic implementation of Tiers of intervention and differentiation to enhance instruction and increase the percentage students proficient or higher in Reading.

**Measureable Goal(s):** The average student NCE Reading score on the CAAS (Performance Series) for the bottom 25% of students in grades 1-5 will increase by 5 points from the fall 2015 administration of the assessment to the spring 2016 administration of the assessment.

School Keys TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Instruction Standard 2: Research based Instruction Standard 2: Research based instruction is standard practice. 2.2 Higher-Order Thinking Skills, Processes, and Habits - Performance/ Action 1  TKES 3.4 TKES 4.1 TKES 5.4 TKES 8.6 TKES 9.4 LKES 1.3 LKES 1.5 LKES 1.6 LKES 5.3 LKES 5.5	<ul style="list-style-type: none"> <li>Use research-based instructional strategies to deliver instruction in the area of reading/literacy.</li> </ul>	2015-2016	No Costs – Marzano’s High-Yield Strategies	Teachers, Paraprofessionals and Administrators	<ul style="list-style-type: none"> <li>Teacher Training Agendas</li> <li>CAAS Reading Assessments</li> <li>Accelerated Reading Reports</li> <li>Early Literacy Pre/Post Assessments</li> <li>GMAS Data</li> <li>Lesson Plans</li> <li>Student Writing Folders, Phonics Folders, Dictation Folders</li> <li>Tutoring logs</li> <li>Classroom library inventories</li> <li>Daily 5 professional books</li> </ul>	Teachers and students will have a deeper understanding of the reading process.  Increased student proficiency with skill acquisition and application in the areas of reading, spelling, writing and grammar.  Students will be more prepared for higher-level reading comprehension.
	<ul style="list-style-type: none"> <li>Provide professional learning for teacher in Early Literacy Instruction</li> </ul>	2015-2016	SSEF Funding - \$5,000	Teachers and Administrators		
	<ul style="list-style-type: none"> <li>Provide professional learning for teachers in the areas of phonemic awareness and phonics (Focus on Phonics and Orton-Gillingham)</li> </ul>	2015-2016	SSEF Funding - \$15,000	Teachers		
	<ul style="list-style-type: none"> <li>Tutor students for reading using the Educational Assistance Foundation tutors.</li> </ul>	2015-2016	No Costs SSEF Funding - \$30,000	Teachers and EAF tutors Administrators		
	<ul style="list-style-type: none"> <li>Employ a part-time reading teacher to provide research-based intervention for students in grades K-3 who have been identified as Tier 3 students.</li> </ul>	2015-2016	Flexibility General Funds from APS - \$30,000	Teachers and Administrators		
	<ul style="list-style-type: none"> <li>Development of an Early Literacy Plan by a Literacy Committee for Sarah Smith Elementary to address the five major components of learning to read.</li> </ul>	2015-2016	No Costs	Teachers and Administrators, Instructional Specialist		

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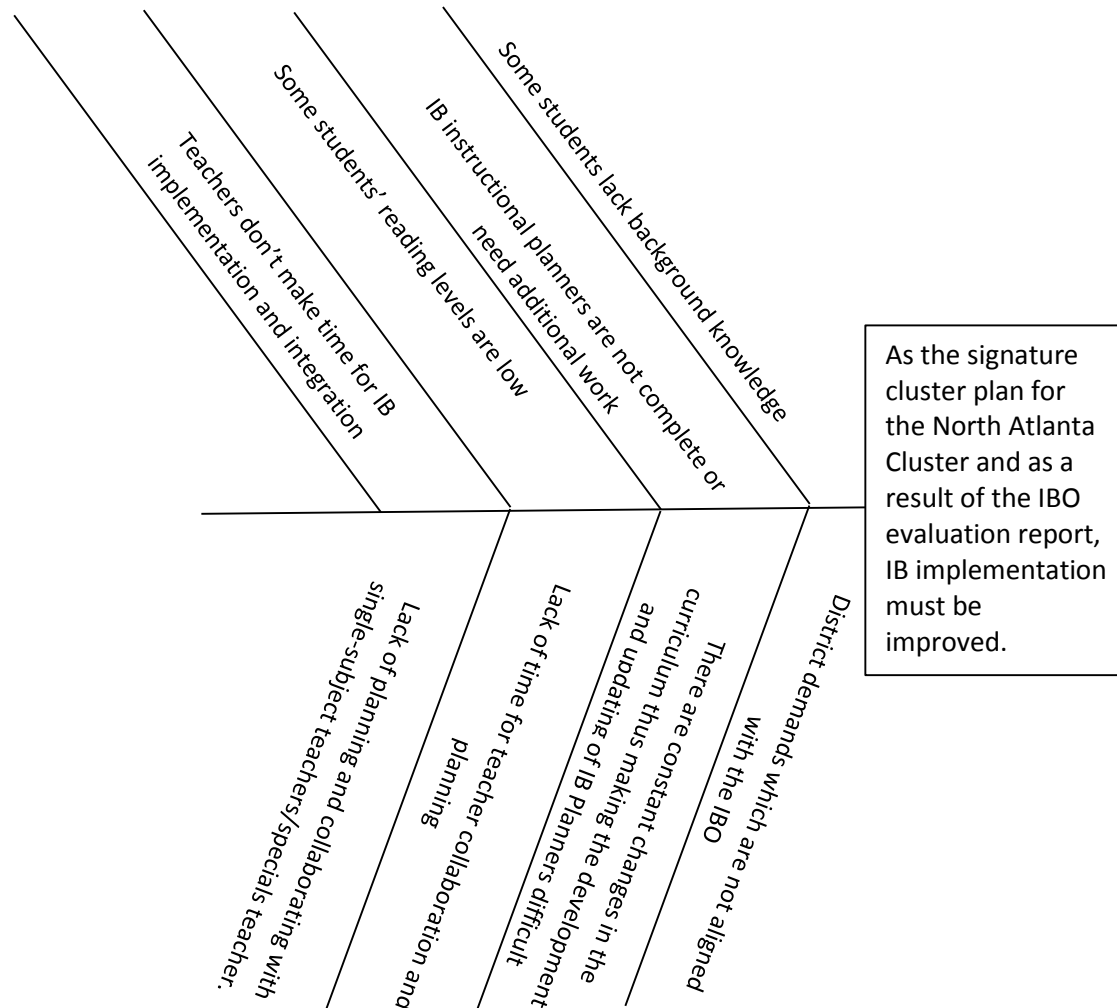
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	<ul style="list-style-type: none"> <li>Continue the implementation of the Great Books Program for 2015-16. Research alternatives to this program for future years.</li> </ul>	2015-2016	SSEF Funding - \$25,000	Instructional Specialist, Teachers and Administrators Instructional Specialists, Teachers and Administrators Instructional Specialist, Teachers and Administrators Fourth and Fifth Grade Teachers		
	<ul style="list-style-type: none"> <li>Alignment of a vertical scope and sequence for phonics instruction in grades K-2</li> </ul>	2015-2016	No Costs			
	<ul style="list-style-type: none"> <li>Allow teachers to observe classrooms where Daily 5 instruction is strongly implemented.</li> </ul>	2015-2016	No Costs			
	<ul style="list-style-type: none"> <li>Continue to build classroom libraries to support Daily 5 and literacy instruction</li> </ul>	2015-2016	SSEF Funding - \$10,000			
	<ul style="list-style-type: none"> <li>Increase students' spelling skills and vocabulary acquisition through the use of Latin and Greek roots instruction in grades 4 and 5.</li> </ul>	2015-2016	SSEF Funding - \$1,800			

Sarah Smith Elementary  
International Baccalaureate Implementation  
Fishbone Activity





## Continuous School Improvement Plan

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**Focus Area: International Baccalaureate Implementation - Rigorous & Relevant Curriculum**

**Objective:** Purposefully meet the unique needs of students and deliberately tailor an International Baccalaureate curriculum to enhance instruction and increase the percentage students proficient or higher in all subject areas.

**Measureable Goal(s):** By March 2015, teachers will fully implement the IB Planners with fidelity in reach of their respective classrooms. By December 2015, the IBO will receive a full report in response to the matters to be addressed from their September 2014 evaluation visit.

School Keys TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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	<ul style="list-style-type: none"> <li>Develop the response to the IBO in final form on or before November 20, 2015.</li> </ul>	Fall 2015	No Costs	IB Coordinator, IB Council Members		
	<ul style="list-style-type: none"> <li>Collaboratively plan two times per month for each grade level to review the IB planners and reflect on the effectiveness of their use.</li> </ul>	2015-2016	No Costs	All Teachers		
	<ul style="list-style-type: none"> <li>Provide differentiated professional learning for teachers for IB.</li> </ul>	2015-2016	\$20,000 from SSEF Funds	Teachers who are needing training based on training schedule Principal		
	<ul style="list-style-type: none"> <li>Develop a collaborative planning schedule which includes special area teachers (Art, Music, PE, Gifted, Special Education, and ESOL) in the development and implementation of the IB planners.</li> </ul>	Spring, 2015, review in Fall 2015	No Costs			
	<ul style="list-style-type: none"> <li>ManageBac Training for all teachers in order to insert IB planners into this electronic system and to report to parents</li> </ul>	2015-2016	NA Cluster funds - \$10,000	IB Coordinator		
<ul style="list-style-type: none"> <li>Use professional development days for IB planner development and revision</li> </ul>	2015-2016	No Costs	Teachers, IB Coordinator			

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	<ul style="list-style-type: none"><li>Research and begin implementation of IB walk-throughs for teachers using rubrics and a walk-through protocol</li></ul>	2015-2016	No Costs	IB Coordinator, Teachers, Administrators		
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