Accountability
Continuous Improvement
Equity
Support

Sarah Smith Elementary School
Emily Boatright, *Principal*
North Atlanta Cluster
Dr. Dan Sims, *Associate Superintendent*

- **Principal Information**
  - **Years at School:** 4 years
  - **Years as a Principal:** 4 years

- **School Information**
  - **Signature Program:**
    IB PYP/DLI K-5
  - **Reading Program:**
    Fundations; Fountas and Pinnell
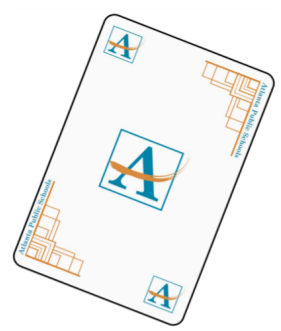 - **Mathematics Program:**
    Eureka Math

- **Enrollment Information*** 803 students
  - **SY2022 Enrollment:** 846 students
  - **SY2021 Enrollment:** -43 students
  - **Change in Enrollment:**

- **Staffing Information**
  - **Number of First Year Teachers:** 3
  - **Number of Vacancies:** 0 vacancies

- **Financial Information**
  - **Title I Budget:** $0
  - **% remaining to spend:** 78%
  - **Holdover funds:** $48,469.27

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Early Warning Indicators

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- ## SY22 Attendance*

  - **Attendance Take Rate =** 94.8%

  - **ADA Attendance Rate =** 95.1%

  - **Students not chronically absent =** 83.8%
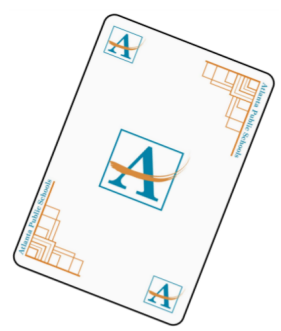   **(CCRPI Attendance Rate)**

  *As of xx/xx/2021

- ## SY22 Behavior*

  - **Overall Suspension Rate =** 0

Suspension Rate by Subgroup

Subgroup	Overall Suspension Rate	OSS Suspension Rate	ISS Suspension Rate
Female	.01	.01	.00
Male	.00	.00	.00
SWD	.00	.00	.00
Black	.01	.01	.00
Hispanic	.00	.00	.00
Multi-race	.00	.00	.00
White	.00	.00	.00

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- ## NWEA MAP Fall Assessment Results

  - **MAP Take Rate:** 99.3%

  - **MAP Growth Predicted GMAS Achievement Levels:**

- ## HMH Dosage

Program	Avg. Daily Use (Mins)	Avg. Weekly Use (Days)
Read 180	17.2 minutes	2 days
Systems 44	4 minutes	1 days
iRead	15 minutes	1 days

Subgroup	% Proficient + above ELA	% Proficient + above Math
Overall	58	48
Female	63	46
Male	52	50
SWD	13	23
EL	26	20
Black	47	27
Hispanic	39	28
White	74	74

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- Action Step 1: Implement weekly 90 minutes PLC meetings to align grade-leveling planning, review and refine IB Planners, share implementation strategies, review data to guide small group instruction/intervention.

- Action Step 2: Identify opportunities to provide additional support to underperforming subgroups through after-school tutorial or other extended year programs.

- Action Step 3: Monitor implementation of curriculum resources to ensure implementation adheres to the requirements of programs in alignment with signature programming and IB Planners.

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