



GO Team

Business 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 2023

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

3

August 2023

School Leadership
completed 2023-2024
Continuous
Improvement Plan

4

Sept. - Dec. 2023

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 SY24-25 in
preparation for budget
discussions.



Discussion Items

Current Strategic Plan

Continuous Improvement Plan

Needs Assessment
SMART GOALS
Action Plan

Strategic Plan Alignment & Update

MAP Data

Data Protocol



Current Strategic Plan

2021-2025

Mission: The mission of Bolton Academy is to provide a rigorous and equitable learning environment that promotes lifelong inquiry, reflection, respect, and empathy in every student and member of the learning community.

Vision: . Bolton Academy’s vision is to cultivate critical thinkers that are socially responsible and make meaningful and compassionate contributions to the school and global community.

SMART Goals

- ≤ 30% of students will score in the Beginning range on any school-based, district level, or state assessment
- 80% of Students will leave 2nd grade reading at/above grade level

- Maintain ≥ 97% student attendance
- ≥ 80% Maintain a satisfaction rate in Staff and Parent Survey Data

- 3% (YOY) increase in ESOL students achieving GMAS Level 3, or 4 in math, reading, social studies, and science
- ≥ 25% increase in EL students moving across performance bands on ACCESS

- 12 certified and fully trained ESOL teachers will be on staff
- ≥ 80% Maintain a satisfaction rate in Staff and Parent Survey Data

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

- Increase student performance in ELA. -1
- Increase student performance in Math. -2
- Embed a data-driven, multi-tiered system of support to improve our multi-lingual learner performance.-5
- Implement the enhanced IB PYP model with fidelity.-6

- Extended collaborative planning during the school day.
- Implementation of the Balanced Literacy framework in grades K-5 .
- Intentional focus on word work and time on academic vocabulary related to content areas.
- Intentional focus on student Lexile levels and use of resources that provide texts for students at appropriate levels of challenge.
- Implementation of planned writing curriculum.
- Utilize a writing assessment system.
- Implement enhanced IB standards and practices
- Increase the number of ESOL and GATE endorsed teachers on staff
- Implement concept-based instructional model with inquiry, action, and reflection
- Support DLI program through monitoring and curriculum development.

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

- Develop and sustain a positive, informed, and engaged school community for all stakeholders (students, teachers, parents, and the community)-7
- Create a culture of high expectations and trust for students, staff, and families.-8

- Implement secondSTEP curriculum with fidelity.
- Promote reflection and awareness of cultural differences through school programming and practices.
- Support the implementation of Restorative Practices.
- Provide monthly recognition opportunities for students and staff.
- Offer semi-annual parent conference days (fall and spring).
- Conduct semi-annual Principal’s Chats.
- Utilize weekly communication systems to keep all stakeholders informed and engaged.

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

- Improve teacher efficacy in IB standards and practices, Literacy Workshop, Math Workshop, and science/social studies integration based on the Georgia Standards of Excellence.-3
- Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.-4

- Provide teachers with ongoing professional development regarding IB, Literacy Workshop, Math Workshop, and effective co-teaching strategies.
- Promote, engage, and develop teacher implementation of integrated curriculum in the areas of language arts, science, and social studies.
- Integrate APS Definitions of Teaching & Leader Excellence with the coaching cycle.
- Develop and monitor effective implementation of ESOL strategies.
- Conduct annual talent reviews, providing ongoing coaching and feedback.
- Adhering to district timeline and protocols for highly qualified hiring practices.

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

- Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines.-9

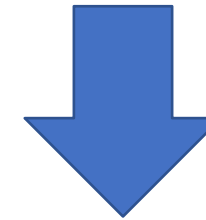
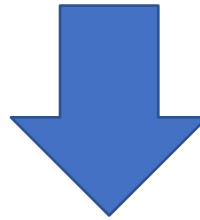
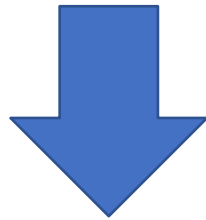
- Implement effective PLCs during grade-level collaborative planning.
- Design master scheduling to maximize collaboration.



Continuous Improvement Plan

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES	
Strengths	Challenges
The school's average daily attendance take rate improved from 88% in 2021-2022 to 98.8% in 2022-2023.	Students only increased the GMAS proficiency/distinguished by 0.2% in Math.
55% of K-5 students met their growth targets in ELA on the MAP assessment.	Only 32% of students met their growth target in Math on the MAP assessment .
Student achievement grew in ELA on GMAS from 44% proficient/distinguished to 55% proficient/distinguished	Our behavior incidents increased from 33 incidents in 21-22 to 52 incidents in 22-23.
Students scoring in the beginning level decreased by 6% in Math on GMAS and 10% in ELA	There is a 30-40% achievement gap between White Students and Black and Hispanic students in both ELA and Math on GMAS.

Our Overarching Needs		
Literacy: To increase literacy achievement by 5% during the 23-24 school year.	Numeracy: To increase mathematics achievement by 5% during the 23-24 school year.	Whole Child & Intervention: To decrease the number of behavioral incidents by 5%.



Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
55% of our students are scoring proficient and above on the GMAS.	41% of students are scoring proficient or higher on the GMAS.	To decrease the number of behavioral incidents by 5%



Goals

Our Overarching Needs: Elementary & Middle Schools		
Literacy: According to our 2022-23 GMAS data 55% of our students are proficient and above.	Numeracy: 41% of students are scoring proficient or higher on the GMAS.	Whole Child & Intervention: To decrease the number of behavioral incidents by 5%

SMART Goals (Elementary and Middle Schools)		
At the conclusion of the 2023-2024 school year, we will increase the % of students who are proficient or above in grades 3-5 by 3% on the GMAS assessment (from 55% to 58%).	At the conclusion of the 23-24 school year, students in grades 3-5 scoring proficient or above in math will increase by 3% on MAP assessment (from 41% to 44%).	At the conclusion of the 2023-2024 school year behavior incidents will decrease by 5% from 52 incidents to 49 incidents.

Progress Monitoring Measures		
- Universal Screener: MAP (Fall, Winter, Spring) - Common Assessments and Data Digs - Schoolwide Intervention - Walk throughs/Instructional rounds (workshop model, standards based instruction, Foundations, morphology)	- MAP Testing - Pre-, Mid-, Post-assessments from Math scope and sequence units/common assessments - Intervention Block - Exit tickets Walk throughs/Instructional rounds (workshop model, standards based instruction, curriculum implementation)-	- APS Graphs - Infinite Campus



Action Plans

Elementary & Middle Schools Literacy CIP Goal:						
At the conclusion of the 2023-2024 school year, we will increase the % of students who are proficient or above in grades 3-5 by 3% on the GMAS assessment (from 55% to 58%).						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
K-3 Teachers implement early literacy foundational skills (phonics, phonemes, REVLOC).	Coaches and the Admin Team	August 2023-May 2024	80% of teachers implement early literacy foundational skills at a proficient level.	70% of students meet their projected RIT growth on MAP.	General Budget	Data C&I
Conduct weekly PLC sessions where teachers utilize data to inform instruction and next steps.	Coaches and the Admin Team	August 2023-May 2024	100% of teachers utilize data to differentiate daily instruction.	70% of students meet their projected RIT growth on MAP.	N/A	Data C&I Personalized Learning
Ensure high-quality lesson plans that include all essential components for core subjects and intervention block.	Teachers, Coaches, Admin Team	August 2023-May 2024	100% implement lesson plans that include all essential components for core subjects and intervention block.	70% of students meet their projected RIT growth on MAP.	District Funding General Funds	Data C&I Personalized Learning Whole Child Intervention Signature Programming

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
General education teachers and co- teachers plan literacy instruction together weekly.	Gen. Ed Teacher Co-teacher Coaches	August 2023-May 2024	100% of general education teachers and co-teachers plan literacy instruction together weekly.	70% of students with disabilities meet their projected RIT growth on MAP.	Local School Funds	Data C&I
ELs use Lexia Core 5 Reading to accelerate the development of ELL's literacy skills daily.	ESOL Teacher Classroom Teacher	August 2023-May 2024	100% of ESOL teachers monitor usage weekly.	70% of EL students meet their projected RIT growth on MAP.	District Funding	Data



Action Plans

Elementary & Middle Schools Numeracy CIP Goal:						
At the conclusion of the 23-24 school year, students in grades 3-5 scoring proficient or above in math will increase by 3% on MAP assessment (from 41% to 44%).						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Build teacher capacity of grade level standards through lesson internalization and instructional planning.	Instructional Coach & Admin	July-Internalizing Unit 1 August-January-Lead protocol February-May-Monitor implementation/Effectiveness of protocol	100% of teachers teach lessons accurately aligned to the Georgia Math standards.	70% of students meet their projected RIT growth on MAP.	Local School	2
Teachers adhere to the pacing guide and scope and sequence.	Instructional Coach & Admin	Year long	100% of teachers are on pace with the scope and sequence at the end of each month.	70% of students meet their projected RIT growth on MAP.	Local School	2,4

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
General education teachers and co-teachers plan math instruction together weekly.	Gen. Ed Teacher Co-teacher Coaches	August 2023-May 2024	100% of general education teachers and co-teachers plan math instruction together weekly.	70% of students with disabilities meet their projected RIT growth on MAP.	General	1,2,3,4,5



Action Plans

Whole Child & Intervention CIP Goal:						
At the conclusion of the 2023-2024 school year behavior incidents will decrease by 5% from 52 incidents to 49 incidents.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Weekly WCI Meetings to look at student data regarding attendance, behavior and support services for identified students to analyze effectiveness of student supports	WCI Team	Weekly	100% of WCI team will attend weekly meetings, as evidenced by sign-in sheets.	Decrease behavior incidents by 5%	-Partners in Education -SOFi/PTA	Data Whole Child & Intervention
Delivery of weekly Social Emotional Learning via the Second Step Curriculum	Classroom Teachers	August – May	100% of teachers will be on track to complete SEL lessons using the SecondStep Curriculum.	Decrease behavior incidents by 5%	Local School	Curriculum & Instruction Whole Child & Intervention



Action Plans

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Facilitate small group focused on emotional regulation for identified Black students	Counselor and/or Social Worker	6-8 Week segments/ September - May	100% of the small groups will be implemented monthly.	Decrease behavior incidents by 5%	local	Data Whole Child and Interventions
Attendance Monitoring and attendance improvement celebrations	WCI team	Monthly; October - May	100% of attendance celebrations for the month.	Decrease behavior incidents by 5%	local	Data Whole Child and Intervention
Classroom teachers review and implement behavior plans for targeted students	SP Lead Teacher and classroom teachers	August - May	100% of behavior plans are implemented.	Decrease behavior incidents by 5%	local	Data Whole Child and Intervention

GO TEAM DISCUSSION: Review the priorities and goals in your strategic plan and the information and goals CIP. Reflect on if updates need to be made to the Strategic Plan.

GO Team Activity & Discussion

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?

Are all CIP Goals reflected in our Strategic Plan Priorities?

Three empty blue rectangular boxes stacked vertically, connected by a vertical line on the left, intended for listing missing CIP goals.

Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*





MAP Data

(SEE SEPT MINUTES)

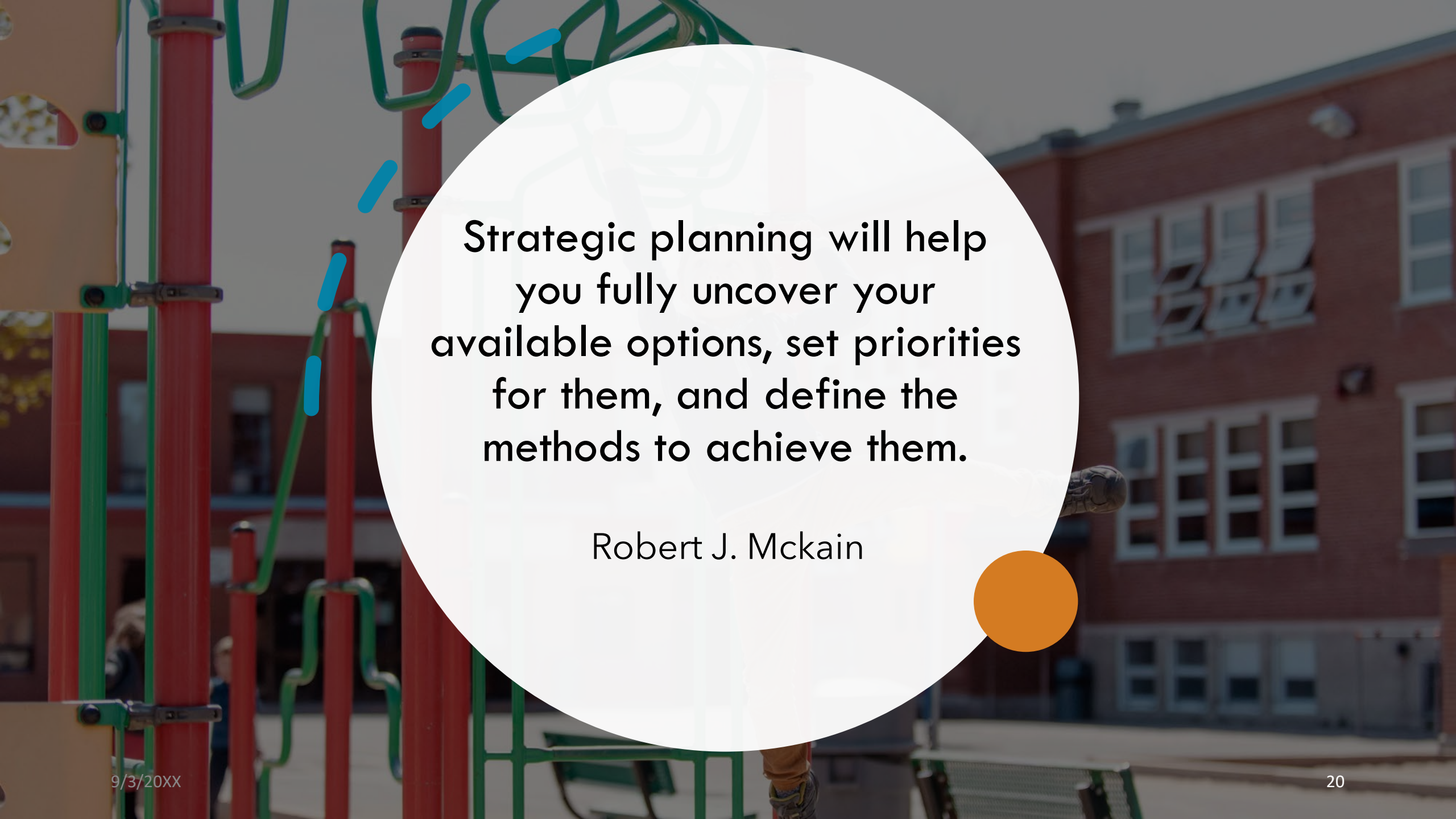
GO Team Discussion: Data Protocol

- What do you notice?

- What are your wonderings?

- What additional questions do you have?

**COMPLETED
SEPT GOT TEAM!**



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

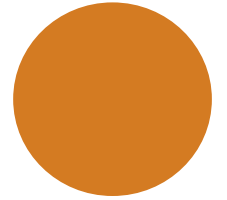
Robert J. Mckain

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 2024-2025 school year.

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





Thank you