



45 Day Check-in and Preparing for Budget Development

GO Team Business Meeting #3



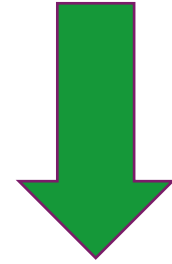
Agenda

- Continuous Improvement Plan
 - 45 Day Check-in
- Fall to Winter MAP Data Discussion
- Review of Strategic Plan and priorities progress
 - *Strategic Plan Updates*
- Preparing for the Budget Development
 - *Rank Strategic Priorities*



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 SY23-24

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 school's strategic plan and vote on the ranked strategic plan priorities for SY24-25 budget discussions.



Continuous Improvement Plan



Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?
- What data supports the completion of an action step and success criteria (both implementation and student achievement)?



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 |
|--|-------------------------------|----------------------------|---|---|
| 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. |
| 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. |
| 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. |

Additional Action Steps required for subgroup populations.

| Action Step | Person/Position Responsible | Timeline of Implementation | Method for Monitoring Implementation | Method for Monitoring Effectiveness |
|--|------------------------------------|----------------------------|---|---|
| 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. |
| 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. |



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 |
|--|-----------------------------|--|--|---|
| 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 /Ef fectiveness of protocol | 100% of teachers teach lessons accurately aligned to the Georgia Math standards. | 70% of students meet their projected RIT growth on MAP. |
| 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. |

Additional Action Steps required for subgroup populations.

| Action Step | Person/Position Responsible | Timeline of Implementation | Method for Monitoring Implementation | Method for Monitoring Effectiveness |
|---|--|-----------------------------|---|---|
| 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. |



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 |
|--|-----------------------------|----------------------------|--|-------------------------------------|
| 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% |
| 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% |



Action Plans

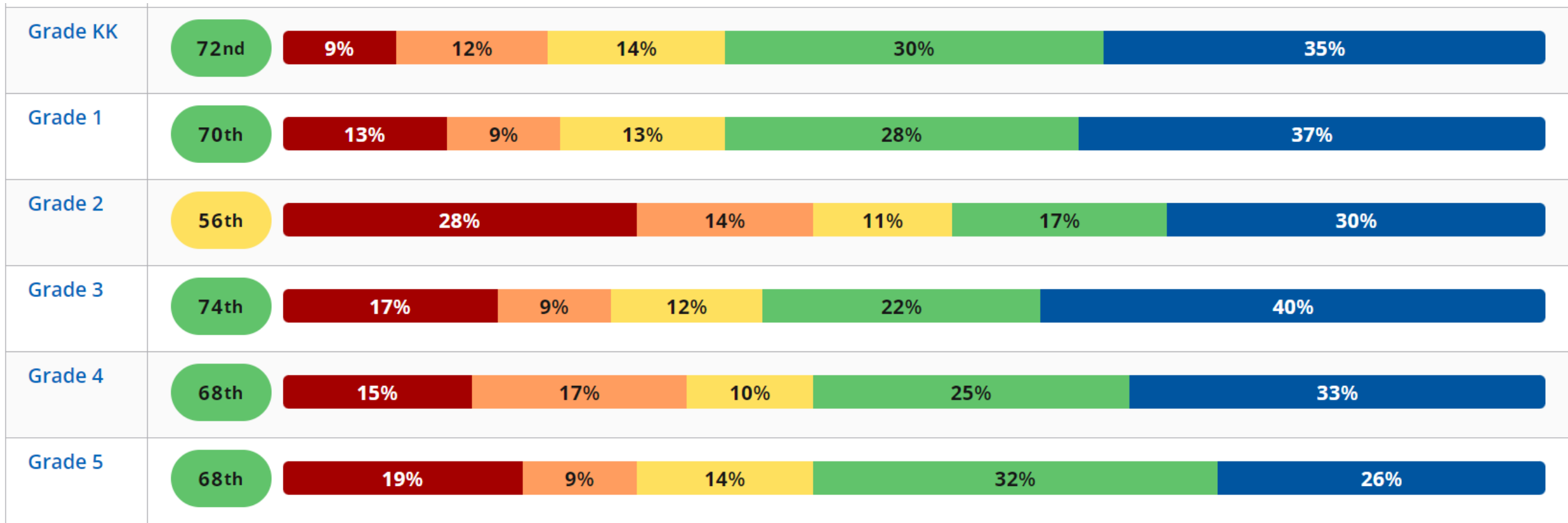
Additional Action Steps required for subgroup populations.

| Action Step | Person/Position Responsible | Timeline of Implementation | Method for Monitoring Implementation | Method for Monitoring Effectiveness |
|--|--|---------------------------------------|---|-------------------------------------|
| 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% |
| Attendance Monitoring and attendance improvement celebrations | WCI team | Monthly; October - May | 100% of attendance celebrations for the month. | Decrease behavior incidents by 5% |
| 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% |

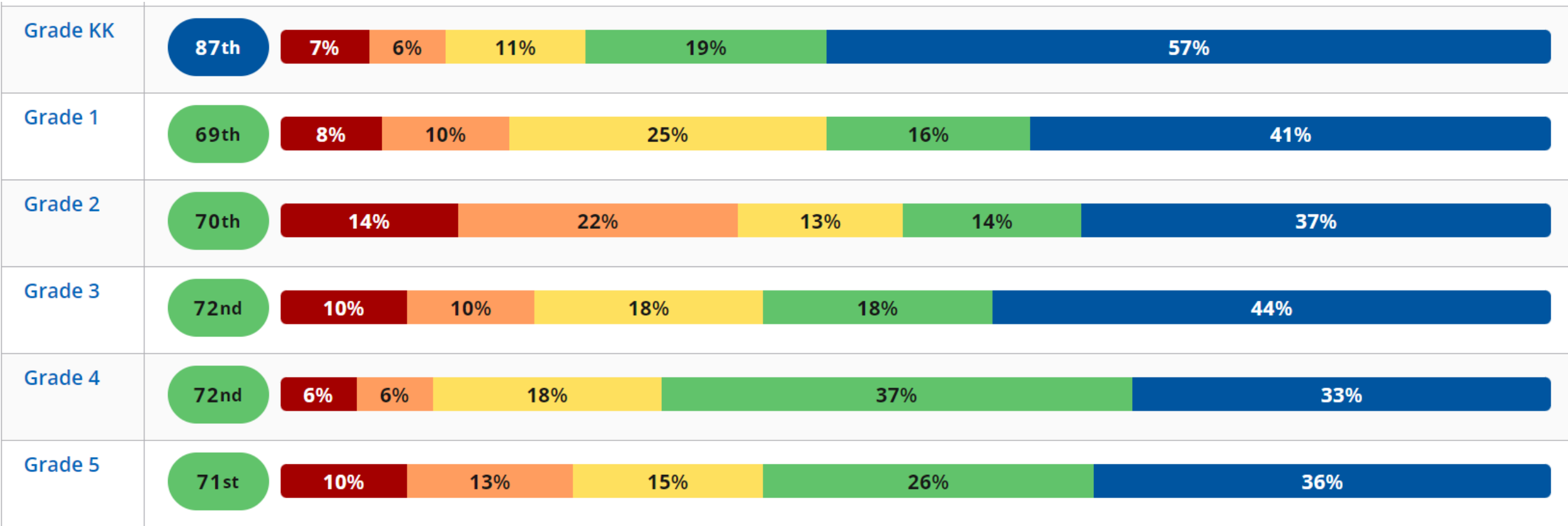
Data Discussion



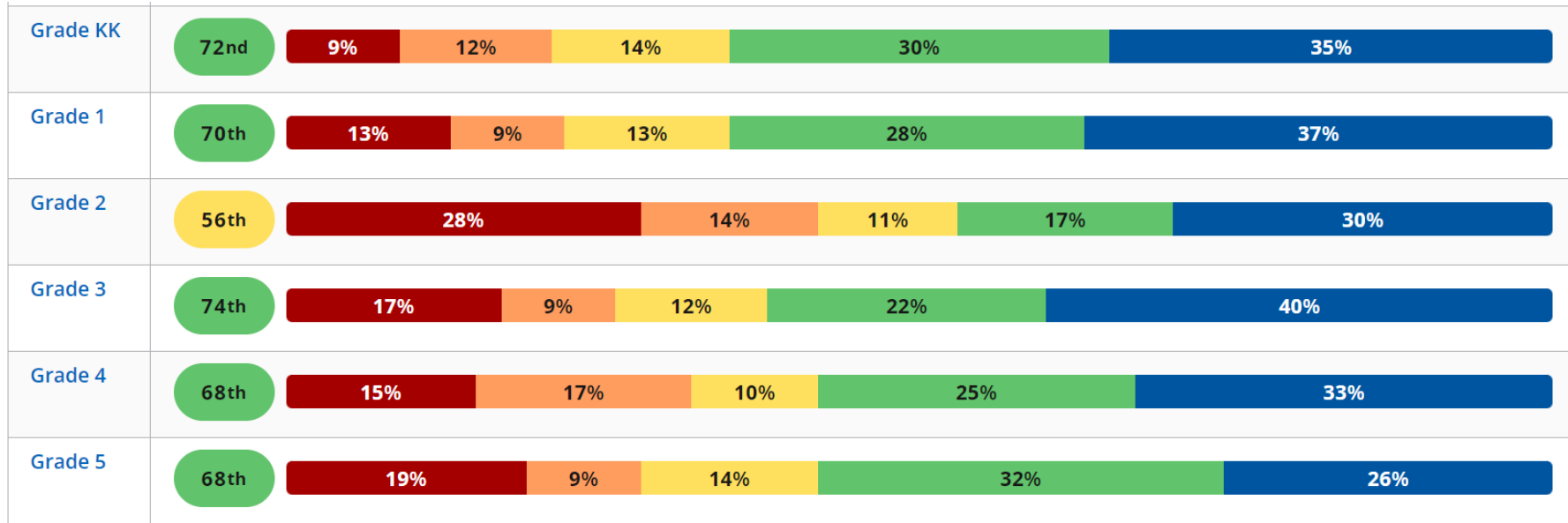
Fall MAP Reading Data



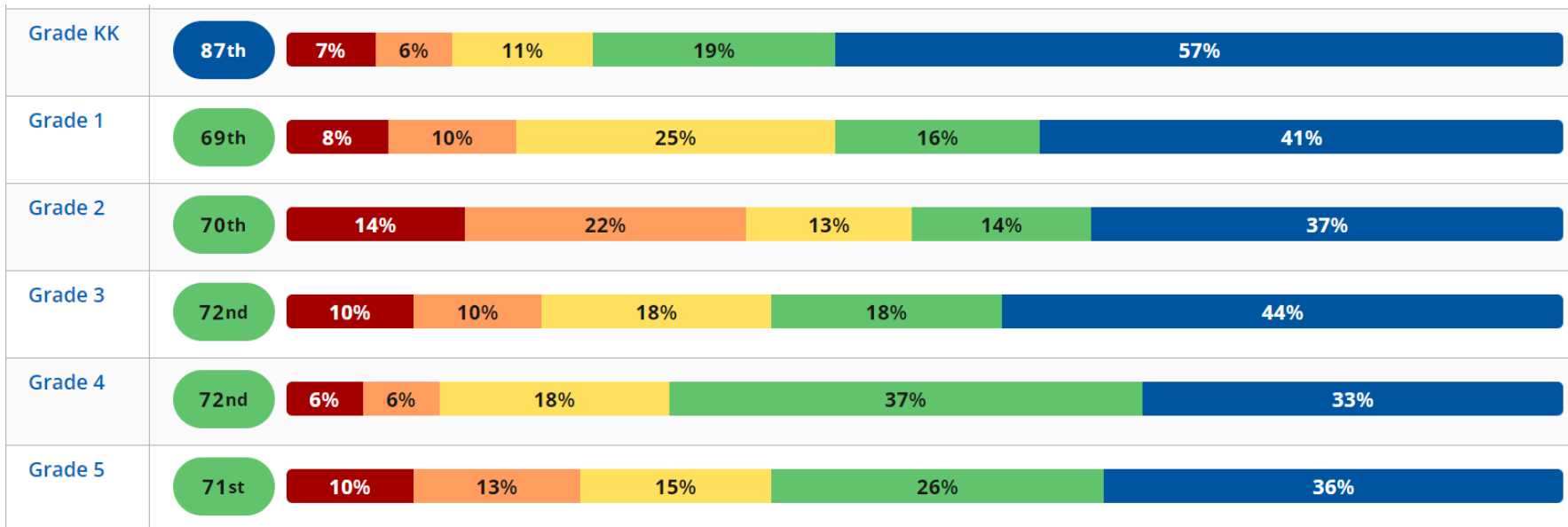
Winter MAP Reading Data



Fall



Winter



GO Team Discussion: Data Protocol

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



Strategic Plan Progress



Updates to the Strategic Plan

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

Add to School Strategies: **Incentivizing positive behaviors**

Add to School Strategic Priorities: **“Implementing instruction for students and families on critical skills in the area of self-awareness, self-regulation and conflict resolution.”**

Add to SMART Goals: **Add the quantitative CIP behavior goal to the SMART goals at the top of the Strategic Plan**

Add to Strategic Strategies: **Monthly parent workshops need to be included in the Strategic Strategies.**

Bolton Academy

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
- Decrease behavior incidents by 5%

- 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

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

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

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

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

School Strategic Priorities

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

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

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

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

School Strategies

- Minimum of 90 minutes of collaborative planning during a week.
- Implementation of the Literacy based on the most up-to-date expectations outlined by the GADOE .
- 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.
- 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).
- Monthly parent training through Principal Chats or Parent Classes.
- Utilize weekly communication systems to keep all stakeholders informed and engaged.
- Incentivize positive behaviors
- Implementing instruction for students and families on critical skills in the area of self-awareness, self-regulation and conflict resolution.
- Provide teachers with ongoing professional development regarding IB, Literacy instruction, Math instruction, 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.
- Implement effective PLCs during grade-level collaborative planning.
- Design master scheduling to maximize collaboration.

Activity & Discussion

GO TEAM DISCUSSION: Review the priorities and goals in your strategic plan and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

What progress has been made towards the priorities identified in our Strategic Plan?
What evidence/data do we have?

- Increased academic performance in reading
- Winter MAP Data

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Preparing for Budget Development



Discussion

Strategic Plan Priority Ranking

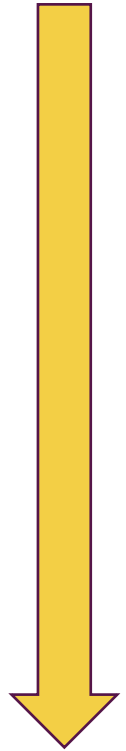
In preparation for the 2024-2025 Budget Development (January–March 2024), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.



Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



Lower

1.



Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



Where we're going

At our next meeting we will begin the discussion of the 2024-2025 budget.

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

Thank you