

GO TEAM MEETING #1

September 10, 2025



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AGENDA

School Strategic Plan

Strategic Plan & Priorities Review

SMART Goals

Data Discussion

Spring MAPS and GMAS

Stakeholder Engagement At Our School

Principal's Report

Current Enrollment & Leveling

Information about our school

APS Forward 2040: Comprehensive Long-Range Facilities Plan



2021-2025 STRATEGIC PLAN



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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.

Bolton Academy

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.

- $\leq 30\%$ 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

- Maintain $\geq 97\%$ student attendance
- $\geq 80\%$ 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
- $\geq 25\%$ increase in EL students moving across performance bands on ACCESS

- 2 certified and fully trained ESOL teachers will be on staff
- $\geq 80\%$ 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.
- Increase student performance in Math.
- Embed a data-driven, multi-tiered system of support to improve our English Learner performance.
- Implement the enhanced IB PYP model with fidelity.

- 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 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)
- Create a culture of high expectations and trust for students, staff, and families.

- 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, Balanced Literacy Framework, Eureka Math, and science/social studies integration.
- Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.

- Provide teachers with ongoing professional development regarding IB, Balanced Literacy, Eureka Math, 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.

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



Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher



Lower

1. Increase student performance in Math.
2. Increase student performance in ELA.
3. Embed a data-driven, multi-tiered system of support to improve our multi-lingual learner performance.
4. Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.
5. Improve teacher efficacy in IB standards and practices, Literacy , Math, science/social studies instruction based on the Georgia Standards of Excellence.
6. Implement the enhanced IB PYP model with fidelity.
7. Develop and sustain a positive, informed, and engaged school community for all stakeholders (students, teachers, parents, and the community)
8. Create a culture of high expectations and trust for students, staff, and families.
9. Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines.

CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



Strategic Plan Priority

Increase student performance in Math

Increase student performance in ELA

Embed a data-driven, multi-tiered system of support to improve our MLL performance

CIP SMART Goal

By the end of the 2025-2026 school year, Bolton's 3rd through 5th grade number of students score proficient or above on the GMAS Math EOG by 3% from current 50% to projected 53%.

By the end of the 2025-2026 school year, Bolton's 3rd through 5th grade number of students score proficient or above on the GMAS ELA EOG by 3% from current 57% to projected 60%.

Gen Ed and ESOL teachers will use Lexia Core 5 Reading to accelerate the development of ML students' literacy skills daily.

Key Indicator

70% of students all students will meet their projected RIT growth on the Spring 2026 MAP assessment.

70% of students all students will meet their projected RIT growth on the Spring 2026 MAP assessment.

70% of students all multilingual learners will meet their projected RIT growth on the Spring 2026 MAP assessment.



DATA DISCUSSION



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Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed
2021-2025 Strategic
Plan

2

Summer

School Leadership
completed Needs
Assessment and defined
overarching needs

3

August

School Leadership
completed Continuous
Improvement Plan

4

Sept. - Dec.

GO Team reviews progress
on current strategic plan.

**GO Team develops 2025-
2030 School Strategic Plan**

5

Before Winter Break

GO Team will take
action (vote) on the rank
of the strategic plan
priorities for SY26-27 in
preparation for budget
discussions.

GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?
- What are your wonderings?
- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?
- What additional questions do you have?

GLOWS & GROWS

GLOWS

- Higher levels of student achievement in Math & Science
- Growth targets met in Math and ELA
- Group data improved in Math
- EL ELA data
- 5th grade ELA data

GROWS

- Slight dip in ELA student achievement
- Group data decreased in ELA
- 3rd grade ELA data
- SWD ELA data

IMPACT

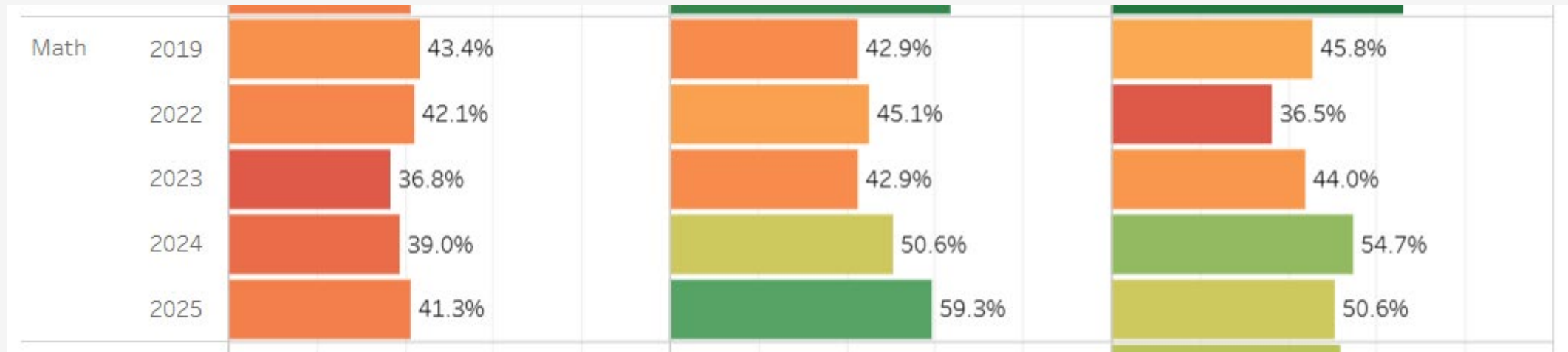
**ARE WE ON TARGET TO
SUCCESSFULLY ACCOMPLISH
OUR PRIORITIES?**

MAP ASSESSMENT - MATH

Course	Window	Exam	Exams					
GMS Math K	Fall 2025-2026	Math	106	14%	12%	17%	11%	45%
GMS Math 1	Fall 2024-2025	Math	76	8%	8%	12%	25%	47%
	Fall 2025-2026	Math	100	9%	11%	15%	26%	39%
GMS Math 2	Fall 2024-2025	Math	79	15%		18%	25%	37%
	Fall 2025-2026	Math	96	15%	21%	19%	24%	22%
GMS Math 3	Fall 2024-2025	Math	71	17%	8%	30%	20%	25%
	Fall 2025-2026	Math	94	7%	13%	30%	27%	23%
GMS Math 4	Fall 2024-2025	Math	79	18%	16%	23%	20%	23%
	Fall 2025-2026	Math	92	13%	26%	23%	18%	20%
GMS Math 5	Fall 2024-2025	Math	74	19%	9%	22%	30%	20%
	Fall 2025-2026	Math	84	8%	14%	20%	29%	29%



MAP ASSESSMENT - MATH

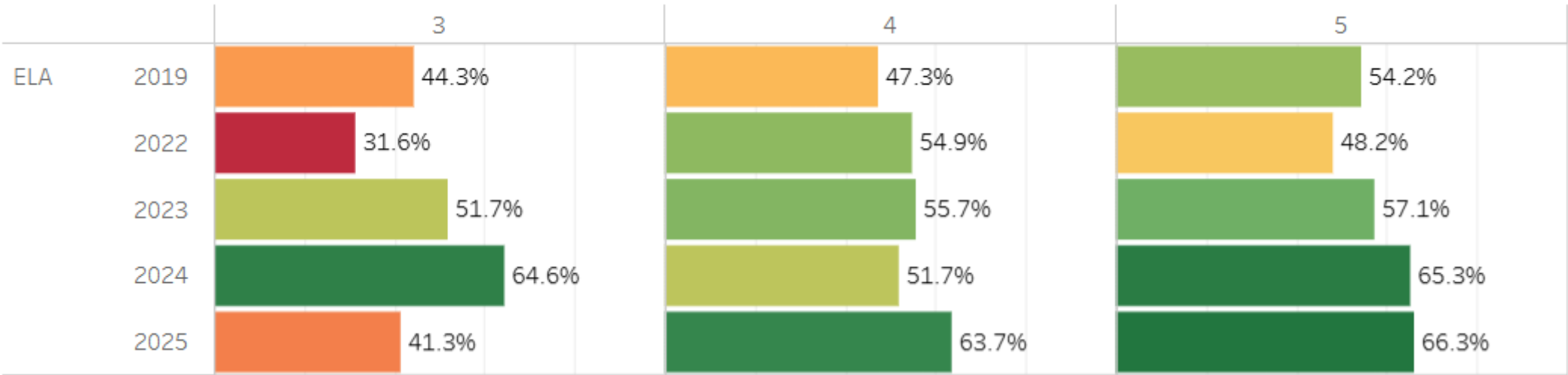


MAP ASSESSMENT - READING

Lang Arts/K	Fall 2025-2026	Reading	106	14%	11%	9%	19%	46%
Reading/Grade 1	Fall 2024-2025	Reading	74	15%	20%	28%	35%	
	Fall 2025-2026	Reading	100	10%	11%	9%	26%	44%
Reading/Grade 2	Fall 2024-2025	Reading	80	10%	15%	11%	23%	41%
	Fall 2025-2026	Reading	97	15%	10%	13%	15%	45%
Reading/Grade 3	Fall 2024-2025	Reading	71	20%	6%	14%	18%	42%
	Fall 2025-2026	Reading	93	14%	9%	15%	27%	35%
Reading/Grade 4	Fall 2024-2025	Reading	79	14%	19%	11%	24%	32%
	Fall 2025-2026	Reading	92	14%	15%	24%	22%	25%
Reading/Grade 5	Fall 2024-2025	Reading	74	8%	15%	11%	23%	43%
	Fall 2025-2026	Reading	84	10%	11%	11%	27%	42%



GMAS - ELA



QUESTIONS?

PRINCIPAL'S REPORT



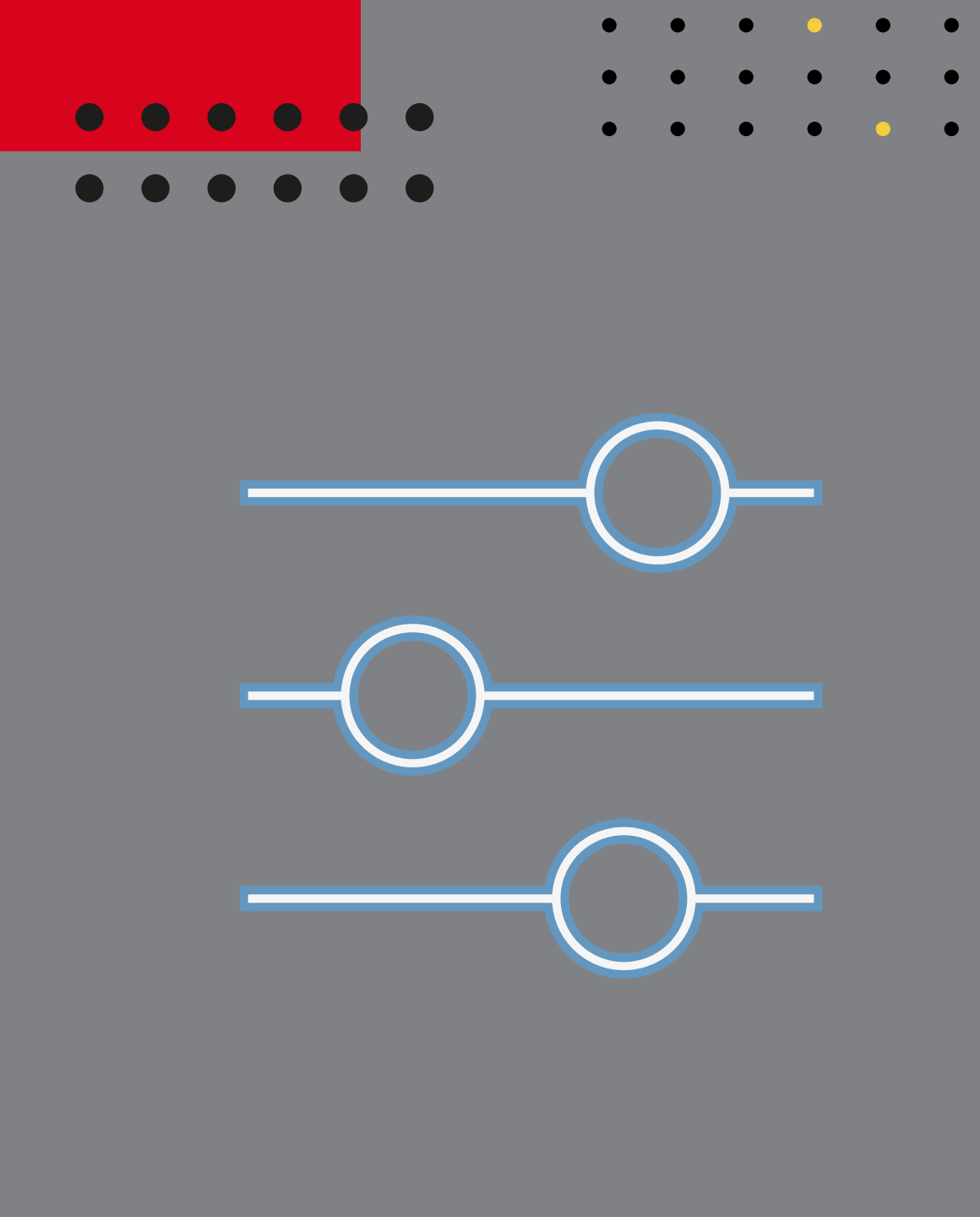
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*Please do **ONLY** if not
presented to the GO Team
at a previous meeting*

BOLTON ACADEMY LEVELING AND FY26 BUDGET ADJUSTMENT

**Template Last
Revised: 9/4/2025**



Enrollment

Projected Enrollment	556
15-Day Count Enrollment	594
Difference	38

Budget Adjustment* \$345,447

18

*The budget adjustment reflects the impact of the following: Enrollment changes, school reserves, Title I Part A, Title I- Family Engagement

HOLD HARMLESS

To support academic stability in schools, budgets were not reduced beyond school reserves.

PLAN FOR FY26 LEVELING RESERVE

\$345,447

Priorities	Strategies	Requests	Amount
<ul style="list-style-type: none">• Increase student performance in Math.• Increase student performance in ELA.	<ul style="list-style-type: none">• Minimum of 90 minutes of collaborative planning during a week.• Implementation of the Literacy and Numeracy 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	3rd Grade Teacher	131,970
Other Plans for this year include additional human resources: Add AP, Add 4 th grade, Add EIP			

Summary of Changes as a Result of FY26 Budget Adjustment

Personnel Changes	Non-Personnel Changes
Add 2 nd grade teacher	Add additional moneys to instructional support for subs, trainings, and building out new classrooms
Add 3 rd grade teacher	
Move EIP teacher to KK	

Summary of Changes

Reducing Class Sizes: Smaller classes allow for more individualized instruction, which directly aligns with goals around increasing student achievement and closing learning gaps.

Supporting Instructional Frameworks: More staff means you can fully implement framework with fidelity since teachers have the bandwidth to plan, practice, and differentiate.

Stability and Retention: Reducing teacher stress and improving working conditions helps retain high-quality educators, a key strategic objective for building a strong staff culture.

****Part Time EIP Teacher (more targeted small group), Lunch Support (maximized instructional time) & Permanent Substitute (reduction of instructional disruptions)**

APS Forward 2040: Reshaping the Future of Education

Taskforce Meetings

May 8, 2025 - [Presentation](#)

August 5, 2025- [Presentation](#)

Upcoming Public Meetings

- October 20
- November 10

Virtual – at Noon

In-person at 6PM at CLL (130 Trinity Ave)



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UPDATE

Comprehensive Long-Range Facilities Plan

atlantapublicschools.us/APS2040

INFORMATION ABOUT OUR SCHOOL

Add more seats at North Atlanta High School

- Cluster Model is an effective model for feeder pattern structure
 - ES > MS > HS: a clear path offers stability and allows families to prepare and adjust if necessary.
- Options will aim to keep all existing cluster boundaries in place.
 - Exceptions will be considered only when other possibilities have been completely exhausted
- 3–5-year goal will be to create a Zone concept, based on the current cluster model
 - Create multiple secondary school options for all students in a geographically defined model
 - Introduce Programmatic Pathways to create multiple options

IN-PERSON

Bring the full GO Team

Come ready to collaborate, contribute, and create the future!

Come learn more about:

- Your school's 2025-2030 Strategic Plan
- Stakeholder Engagement
- APS Forward 2040

...and much more

SAVE THE DATE

G3 Summit

Go.Grow.Govern.

Saturday
September 27
8:30 AM – 2:30 PM



QUESTIONS?