GaDOE
Georgia Department of Education

GaDOE recognizes 155 schools as Literacy Leaders

Schools with a 15% or higher increase of their third-grade students reading at grade level or above from 2021-22 to 2022-23 are being recognized for outstanding growth.

BOLTON ACADEMY HAS EARNED THIS LITERACY LEADER HONOR.

Bolton Academy Data and CIP

GO Team Meeting #1

Agenda

1. **Action Item:** Meeting Calendar
2. **Discussion Items**
   - A. School Strategic Plan
     - i. Strategic Plan & Priorities Review
     - ii. SMART Goals
   - B. Data Discussion
     - i. Spring 2023 MAPS Results
     - ii. 2023 GA Milestones Results
3. **Information Items**
   - A. Principal's Report
     - i. Enrollment and Leveling Update

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.

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

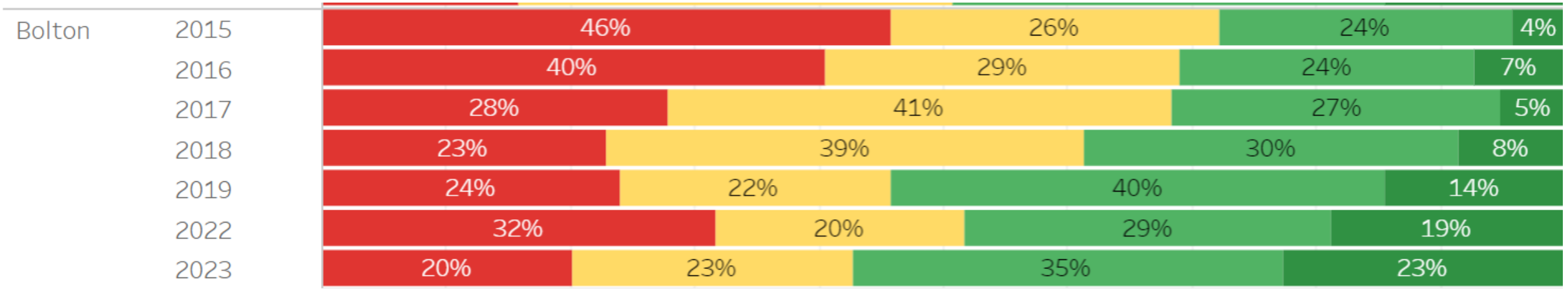
- Maintain ≥ 97% student attendance
- ≥ 80% Maintain a satisfaction rate in Staff and Parent Survey Data

- 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.

ELA GMAS-HISTORICAL DATA



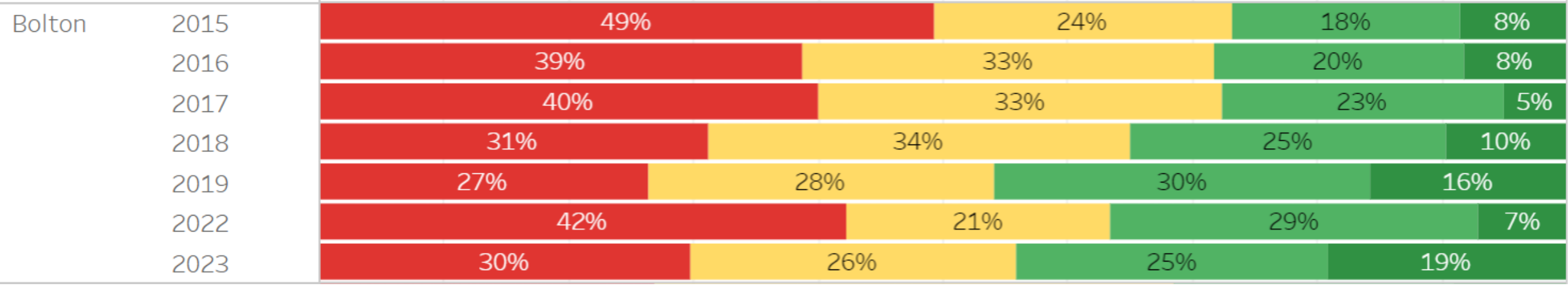
What do the data tell us? What do the data NOT tell us?

What good news is there to celebrate? Where are there growth opportunities?

What are some conclusions (*if any*) we can make?

Are there any additional data we need for our discussion

ELA MATH-HISTORICAL DATA



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Writing Data-Grades 3-5

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Select Writing Score

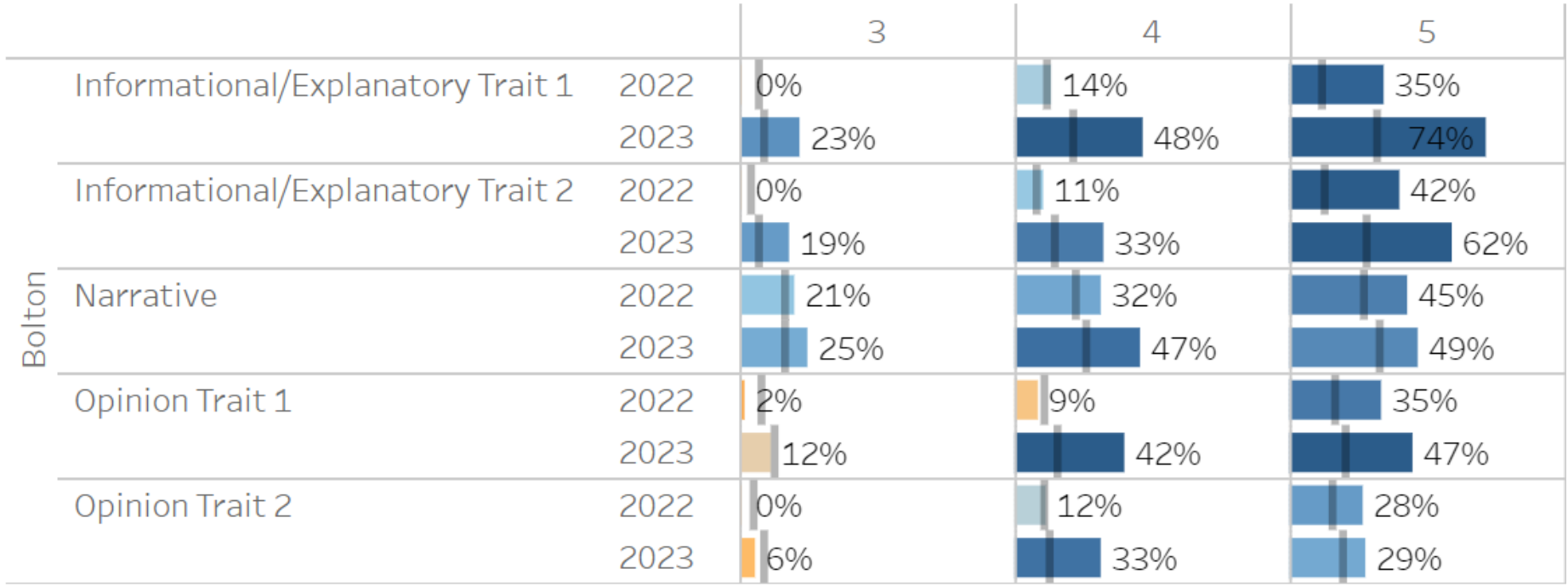
3 and Above

School-District Difference

-25% 25%

Writing Domain Comparison: Tested Students

Writing domain trait 1 and narrative follow a 0-4 point scale, while trait 2 scales from 0-3. Writing rubrics are different from other Milestone domain scales.



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Reading on Grade Level 3-5

(All)

Associate Superintendent
(All)

Cluster
North Atlanta

Grade
(Multiple values)

SWD
(All)

Race/Ethnicity
(All)

EL Status
(All)

Reading at or Above Grade Level

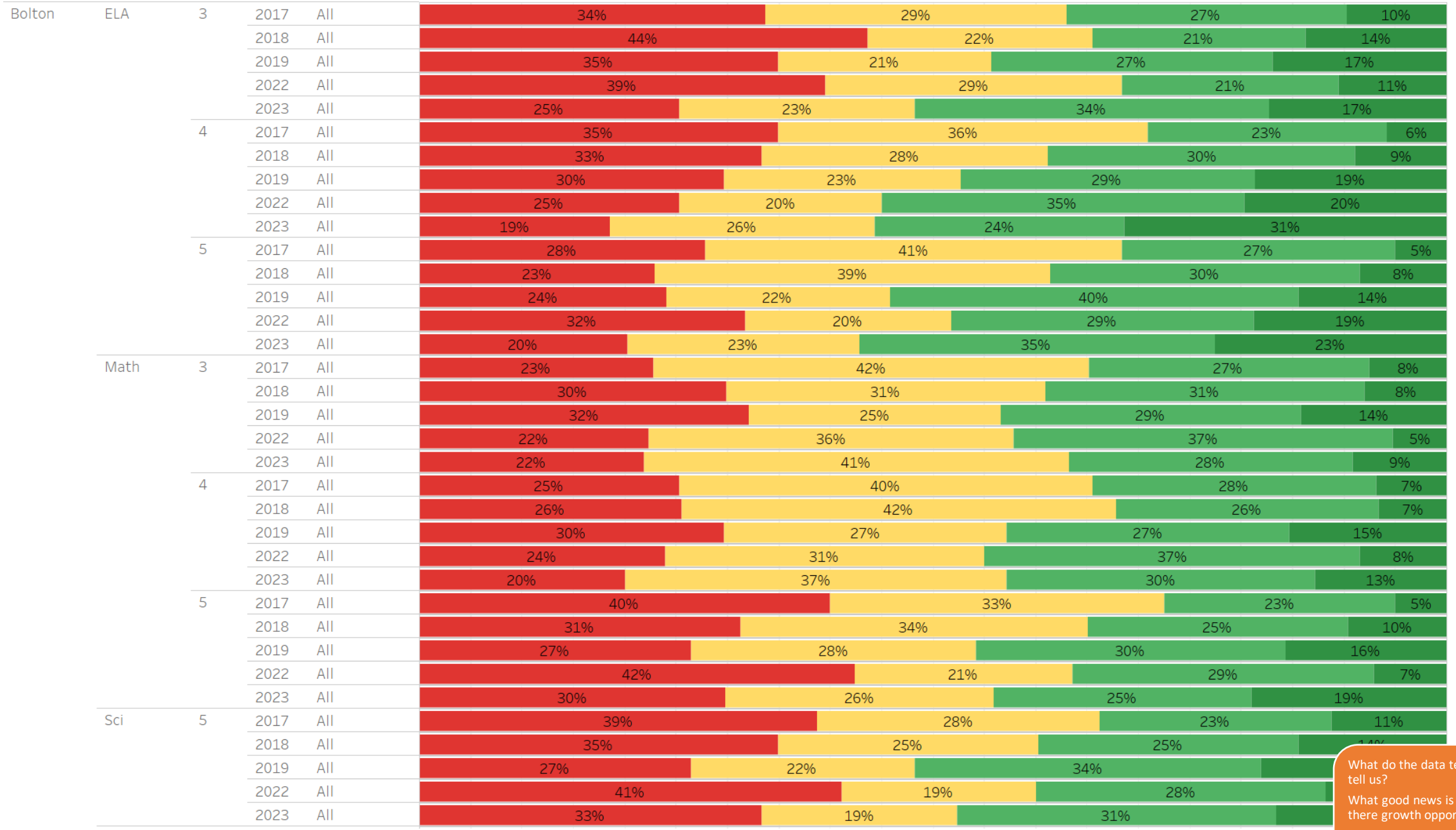
Click on a Year or School Below to Reveal Perfromance by Grade

Students receive a Lexile measure when they receive a scale score on a Georgia Milestones End of Grade or End of Course ELA assessment. This Lexile measure is based on the reading portion of the ELA test. Students with a Lexile score that is greater than or equal to the minimum College & Career Ready Stretch Lexile Bands for their grade level are considered reading at or above grade level. Source: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx

	Year	Count	District	
	2022	11,840	48%	52%
	2023	11,792	44%	56%

School	Year	Count		
Jackson Elementary	2022	178	7%	93%
	2023	233	10%	90%
Brandon	2022	325	18%	82%
	2023	396	16%	84%
Smith	2022	300	25%	75%
	2023	391	26%	74%
E Rivers	2022	278	31%	69%
	2023	337	28%	72%
Bolton	2022	208	35%	65%
	2023	241	26%	74%
Garden Hills	2022	183	32%	68%
	2023	216	35%	65%

Milestone Grade and Subject Comparison for **Bolton**



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Reading Map Growth and Median Percentile

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Math Map Growth and Median Percentile

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Information Items

Principal's Report

-Enrollment and Leveling Update