Preparing for Budget Development

GO Team Meeting #4

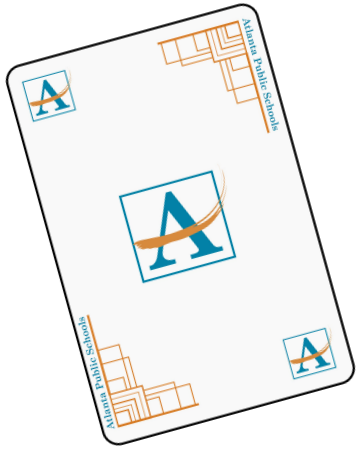# Agenda

Fall ACES Presentation

Review of Strategic Plan and priorities progress

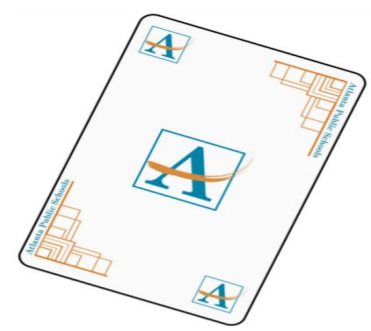Preparing for the Budget Development

Rank Strategic Priorities

Accountability
Collaboration
Equity
Support

Fall 2022 ACES Presentation

Signature Programming

Principal Information

Years at School: 3 months

Years as a Principal: 3 months

Signature Program: IB

Current Status: Certified

Targeted Date of Authorization/Certification or Evaluation/Recertification: August 2024

Two areas of focus: Teaching & Learning: Professional Learning
Teaching & Learning: Teacher Collaboration

Enrollment Information

SY2023 Enrollment: 555

SY2022 Enrollment: 540

Change in Enrollment: +15

Staffing Information

Number of First Year Teachers: 3

Number of Vacancies: 7 (1 teachers, 2 sped paras, 4 DLI paras [Cares funds])

Personalized Learning Cohort

Wave 1 (SY22 Implementation) ✓

Wave 2 (SY23 Implementation) ✓

Wave 3 (SY24 Implementation)

Student Population

English Learners: 73 (13%)
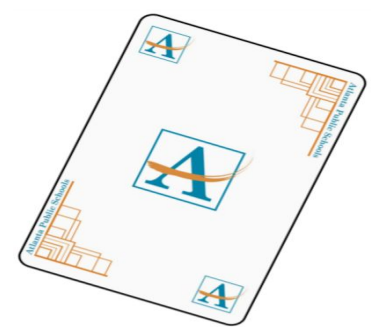
Students with disabilities: 44 (8%)

Gifted: 48 (9%)

Ensuring Equitable Funding

Increasing Access to Effective Leaders and Teachers

Supporting Special Populations

Increasing Access to Advanced Coursework

ATLANTA PUBLIC SCHOOLS

Whole Child and Intervention

SY23 Attendance*

Indicator	Time Frame	
	September 2021	September 2022
Attendance Take Rate	91.5	96
ADA Attendance Rate	96.6	95
Students not chronically absent	93.6	87.5

*As of xx/xx/2022

Addressing disproportionate discipline practices

Integrating social, emotional and academic practices

SY23 Behavior*

OSS Suspension Rate =0

Suspension Rate by Subgroup

	Total number of students	
Female	269	0
Male	284	0
SWD	39	0
Black	226	0
Hispanic	133	0
Multi-race	44	0
White	134	0
Asian	16	0

*As of xx/xx/2022

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NWEA MAP Assessment Results

Math Performance

Fall 2021 to Fall 2022 Comparison

Fall 2021-2022	303	26%	48%	22%	5%
Spring 2021-2022	303	29%	44%	22%	5%
Fall 2022-2023	302	13%	38%	34%	14%

ELA Performance

Fall 2021 to Fall 2022 Comparison

Fall 2021-2022	304	26%	29%	25%	20%
Spring 2021-2022	301	26%	25%	29%	21%
Fall 2022-2023	271	18%	27%	34%	21%

MAP Fluency Universal Screener Flag (K-1 students)

Window	Test Type	Count		
Fall 2021-2022	Foundational Skills	154	39%	61%
Spring 2021-	Foundational Skills	125	44%	56%
Fall 2022-2023	Foundational Skills	166	38%	62%

Universal Screener Flag
- 🟩 Not Flagged
- 🟥 Flagged

Ensuring Equitable Learning Environments

Leveraging School Improvement to Advance Equity
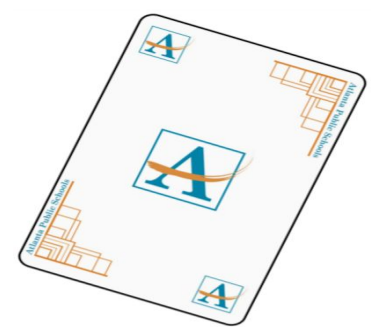
HMH Dosage

Program

	Spring 2022	Fall 2022	Spring 2022	Fall 2022
Read 180	15 minutes	16 minutes	1 day	1.6 days
System 44	11 minutes	14 minutes	2 days	2 days
iRead	17 minutes	19 minutes	2 days	2 days

*Spring 2022: From the Spring ACES presentation
**Fall 2022: As of October 13, 2022

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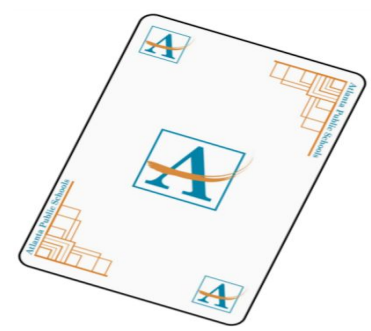
Curriculum and Instruction

	CIP Strategy	Action Step Progress Update
ELA	Implement rigorous, standards-based and linguistically responsive curriculum with fidelity in all core literacy areas.	Implement literacy workshop model: ● PLC Focus ● Bolton Framework ● Instructional Walk Through Tracking Form
Math	Implement rigorous, standards-based curriculum that promotes the standards of mathematical practices with fidelity.	Implement math workshop model: ● PLC Focus ● Bolton Framework ● 3 S's (Standards, Small groups, Schedule)
Whole Child & Student Support	Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans	Implement a school-wide behavior plan that supports positive behavior reinforcement : ● School-wide Class Dojo
Family Engagement	Bolton Academy parents will participate in regular two-way, and meaningful communication involving student academic learning and other school activities	Bolton Academy will host events to build the capacity for strong parental involvement ● Meet the Principal Opening events ● Monthly engagement events

Leveraging School Improvement to Advance Equity

Improving Access to High-Quality Instructional Programming and Materials

Partnering with families and communities

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Strategic Plan Progress

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
- ☐ ≥ 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. • 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 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) • 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.

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.

Discussion

Strategic Plan Priority Ranking

In preparation for the 2023-2024 Budget Development (January–March 2023), 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

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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 2023-2024 budget.

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

Thank you