

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 2024

School Leadership
completed Needs
Assessment and defined
overarching needs for
SY24-25

3

August 2024

School Leadership
completed 2024-2025
Continuous
Improvement Plan

4

Sept. - Dec. 2024

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 SY25-26 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)?

Literacy SMART Goal: At the conclusion of the 2024-2025 school year we will increase the % of students who are proficient or above in grade 3-5 by 3% on the the GMAS assessment (from 55% to 58%)

| Action Steps | Person/Position Responsible | Timeline of Implementation | Method for Monitoring Implementation | Method for Monitoring Effectiveness | APS 5 | Programs Consolidated in School | |
|---|--|----------------------------|--|--|-------|---------------------------------|-------------------------------------|
| Utilize high quality instructional materials based on the science of reading. | Gen. Ed Teacher Co-teacher Support Teachers Coaches | August 2024-May 2025 | 100% of general education teachers, co-teachers, and support teachers will utilize school/district adopted resources. | 70% of students all students will meet their projected RIT growth on the Spring 2025 MAP assessment. | N/A | Title I, A | <input checked="" type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |
| Provide weekly and quarterly (extended) professional development opportunities where teachers learn about several topics to include teaching strategies backed by the science of reading, utilizing data to inform instruction and next steps, etc. | Coaches and the Admin Team | August 2024-May 2025 | 100% of teachers will participate in weekly professional development opportunities. | 70% of students all students will meet their projected RIT growth on the Spring 2025 MAP assessment. | N/A | Title I, A | <input checked="" type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |
| Ensure high-quality lesson plans that include all essential components for core subjects and intervention. | Teachers, Coaches, Admin Team | August 2024-May 2025 | 100% of teachers will implement lesson plans that include all essential components for core subjects and intervention. | 70% of students all students will meet their projected RIT growth on the Spring 2025 MAP assessment. | N/A | Title I, A | <input checked="" type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |

Numeracy SMART Goal: At the conclusion of the 24-25 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 Steps | Person/Position Responsible | Timeline of Implementation | Method for Monitoring Implementation | Method for Monitoring Effectiveness | APS 5 | Programs Consolidated in School | |
|--|---|----------------------------|---|--|-------|---------------------------------|-------------------------------------|
| Build teacher capacity of grade level standards through lesson internalization and instructional planning. | Instructional Coaches & Admin | August 2024-May 2025 | 100% of teachers will teach lessons accurately aligned to the Georgia Math standards. | 70% of students all students will meet their projected RIT growth on the Spring 2025 MAP assessment. | N/A | Title I, A | <input checked="" type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |
| Teachers will establish a language rich environment that utilizes academic talk structures to engage students in many opportunities that deepens math content knowledge and encourages authentic academic discourse. | Gen. Ed Teacher Co-teacher Support Teachers Coaches Admin | August 2024-May 2025 | 100% of teachers will utilize the 7 steps to a language-rich interactive classroom. | 70% of students all students will meet their projected RIT growth on the Spring 2025 MAP assessment. | N/A | Title I, A | <input checked="" type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |
| Utilize high quality instructional materials based on best practices in math instruction. | Gen. Ed Teacher Co-teacher Support Teachers Coaches | August 2024-May 2025 | 100% of general education teachers, co-teachers, and support teachers will utilize school/district adopted resources. | 70% of students all students will meet their projected RIT growth on the Spring 2025 MAP assessment. | N/A | Title I, A | <input type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |

Whole Child & Intervention SMART Goal: At the conclusion of the 2024-2025 school year behavior incidents will decrease by 5% from 52 incidents to 49 incidents.

| Action Steps | Person/Position Responsible | Timeline of Implementation | Method for Monitoring Implementation | Method for Monitoring Effectiveness | APS 5 | Programs Consolidated in School | |
|---|-----------------------------|------------------------------|---|---|-------|---------------------------------|-------------------------------------|
| Weekly WCI Meetings to look at student data regarding attendance, behavior and support services for identified students to analyze effectiveness of student support | WCI Team | August 2024-May 2025; Weekly | 100% of WCI team will attend weekly meetings, as evidenced by sign-in sheets | Decreases in behavior incidents by 5%; Increase in attendance by 5% | N/A | Title I, A | <input type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input checked="" type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |
| Delivery of weekly Social Emotional Learning via the Second Step Curriculum | Classroom Teachers | August 2024-May 2025 | 100% of teachers will be on track to complete SEL lessons using the Second Step Curriculum. | Decrease behavior incidents by 5%. | N/A | Title I, A | <input checked="" type="checkbox"/> |
| | | | | | | Parent & Family Enagagement | <input type="checkbox"/> |
| | | | | | | SIG, A | <input type="checkbox"/> |
| | | | | | | Title IV, B | <input type="checkbox"/> |
| | | | | | | Title IV, A | |
| | | | | | | | <input type="checkbox"/> |

Data Discussion



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?



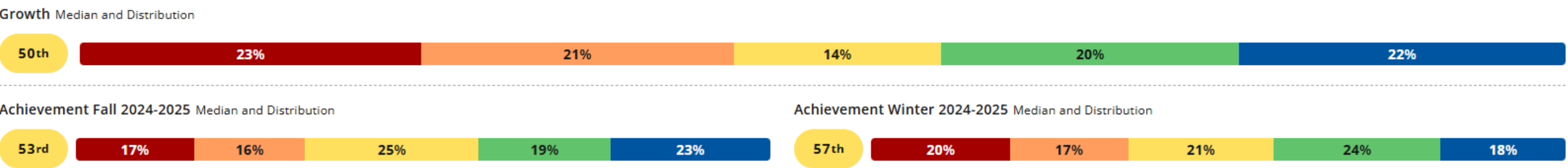
Growth and Achievement by Grade

Bolton Academy Elementary School | Math K-12

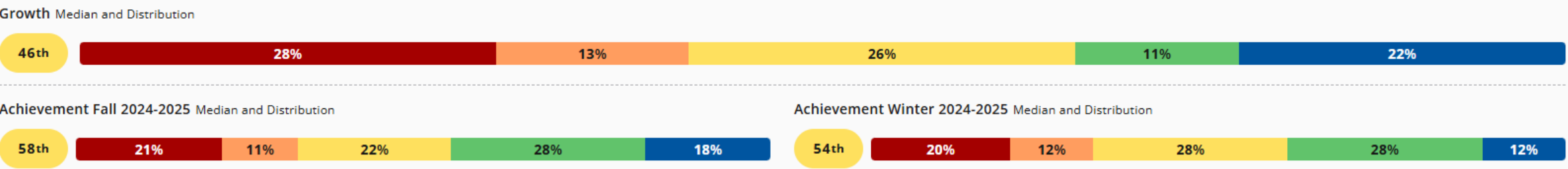
| | | | | | | | | | | | | |
|----------|--|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|
| Grade ↑ | Sort by -- select an option -- | | | | | | | | | | | |
| Grade KK | Growth Median and Distribution | | | | | | | | | | | |
| | 67th | 19% | | 7% | 16% | 19% | 39% | | | | | |
| | Achievement Fall 2024-2025 Median and Distribution | | | | | | Achievement Winter 2024-2025 Median and Distribution | | | | | |
| | 79th | 7% | 9% | 12% | 24% | 48% | 88th | 12% | 6% | 6% | 21% | 55% |
| Grade 1 | Growth Median and Distribution | | | | | | | | | | | |
| | 39th | 27% | | 25% | | 24% | 12% | 12% | | | | |
| | Achievement Fall 2024-2025 Median and Distribution | | | | | | Achievement Winter 2024-2025 Median and Distribution | | | | | |
| | 69th | 12% | 6% | 18% | 27% | 37% | 60th | 12% | 15% | 24% | 25% | 24% |
| Grade 2 | Growth Median and Distribution | | | | | | | | | | | |
| | 74th | 15% | | 12% | 13% | 21% | 39% | | | | | |
| | Achievement Fall 2024-2025 Median and Distribution | | | | | | Achievement Winter 2024-2025 Median and Distribution | | | | | |
| | 52nd | 20% | 13% | 26% | 18% | 23% | 62nd | 13% | 10% | 22% | 34% | 21% |

Math Continued

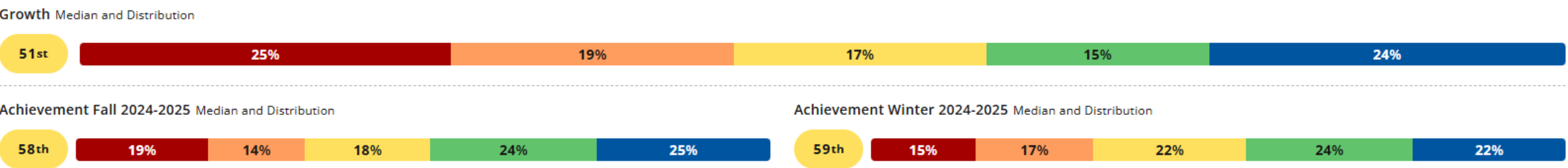
Grade 3



Grade 4



Grade 5



Growth and Achievement by Grade

Bolton Academy Elementary School | Reading

| Grade ↑ | Sort by -- select an option -- | | | | |
|----------|--|-----|--|-----|---------------------------------|
| Grade KK | Growth Median and Distribution | | | | |
| | 90th | 10% | 9% | 8% | 12% 61% |
| | | | | | |
| Grade 1 | Achievement Fall 2024-2025 Median and Distribution | | Achievement Winter 2024-2025 Median and Distribution | | |
| | 72nd | 16% | 19% | 30% | 34% 90th 7% 5% 14% 14% 60% |
| | | | | | |
| Grade 2 | Growth Median and Distribution | | | | |
| | 39th | 28% | 23% | 17% | 9% 23% |
| | | | | | |
| Grade 2 | Achievement Fall 2024-2025 Median and Distribution | | Achievement Winter 2024-2025 Median and Distribution | | |
| | 70th | 9% | 14% | 15% | 23% 39% 69th 9% 13% 22% 18% 38% |
| | | | | | |
| Grade 2 | Growth Median and Distribution | | | | |
| | 72nd | 19% | 11% | 10% | 20% 40% |
| | | | | | |
| Grade 2 | Achievement Fall 2024-2025 Median and Distribution | | Achievement Winter 2024-2025 Median and Distribution | | |
| | 66th | 24% | 6% | 15% | 16% 39% 82nd 16% 8% 4% 21% 51% |
| | | | | | |

Reading Continued

Grade 3

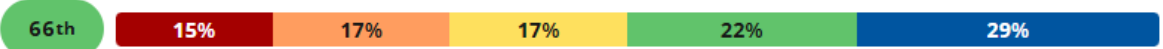
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution

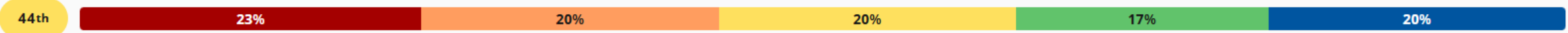


Achievement Winter 2024-2025 Median and Distribution



Grade 4

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Winter 2024-2025 Median and Distribution

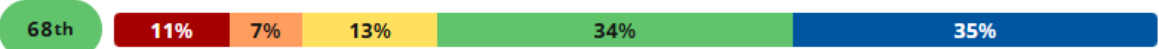


Grade 5

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Winter 2024-2025 Median and Distribution



MAP Growth Achievement Level Predictions by Grade



Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

click a grade-level or section to generate a list of students in that category combination below

| School | Window | Grade | Exam | Exams | | | | |
|--------|------------------|-------|---------|-------|-----|-----|-----|-----|
| Bolton | Fall 2024-2025 | 03 | Reading | 88 | 20% | 28% | 34% | 17% |
| | | 04 | Reading | 82 | 11% | 26% | 35% | 28% |
| | | 05 | Reading | 88 | 10% | 20% | 51% | 18% |
| | Winter 2024-2025 | 03 | Reading | 87 | 26% | 24% | 34% | 15% |
| | | 04 | Reading | 87 | 18% | 21% | 34% | 26% |
| | | 05 | Reading | 87 | 13% | 20% | 48% | 20% |

MAP Growth Achievement Level Predictions by Grade



Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

click a grade-level or section to generate a list of students in that category combination below

| School | Window | Grade | Exam | Exams | | | | |
|--------|------------------|-------|------|-------|-----|-----|-----|-----|
| Bolton | Fall 2024-2025 | 03 | Math | 88 | 18% | 42% | 30% | 10% |
| | | 04 | Math | 82 | 20% | 35% | 39% | 6% |
| | | 05 | Math | 89 | 22% | 39% | 35% | |
| | Winter 2024-2025 | 03 | Math | 89 | 20% | 38% | 29% | 12% |
| | | 04 | Math | 89 | 20% | 43% | 34% | |
| | | 05 | Math | 89 | 19% | 42% | 33% | 7% |

Strategic Plan Progress



District Mission & Vision

With a caring culture of equity, trust and collaboration, every student will graduate ready for college, career and life.

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system

Cluster Mission & Vision

The North Atlanta Cluster will implement an International Baccalaureate (IB) program with depth and fidelity for all students in order to develop inquiring, knowledgeable and caring young people who will graduate ready for college and career. Our vision is to be a high performing cluster where students, educators, and families work together to create a better and more peaceful world through intercultural understanding and respect.

School Mission & 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.

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.

School Priorities



Academic Program

1. Increase student performance in ELA.
2. Increase student performance in Math.
3. Embed a data-driven, multi-tiered system of support to improve our English Learner performance.
4. Implement the enhanced IB PYP model with fidelity.

School Strategies

- 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.

Uses of Flexibility/Innovation

- Seek funding sources for enrichment activities to provide students hands-on learning experience and access

Key Performance Measures

By 2026, Bolton Academy aims to achieve the following:

- $\leq 30\%$ of students will score in the Beginning range on any school-based, district level, or state assessment
- $\geq 80\%$ of Students will leave 2nd grade reading at/above grade level
- $\geq 3\%$ (YOY) increase in ESOL students achieving GMAS Level 3, or 4 in math, reading, social studies, and science
- Maintain $\geq 97\%$ student attendance
- $\geq 80\%$ Maintain a satisfaction rate in Staff and Parent Survey Data
- $\geq 65\%$ of 3rd-5th grade students will meet or exceed target Lexile levels
- $\geq 5\%$ increase in number of students achieving Level 4 in grades 3-5 across all GMAS subject areas assessed
- Maintain $\leq 1\%$ suspension rate
- $\geq 25\%$ increase in EL students moving across performance bands on ACCESS
- ≥ 12 certified and fully trained ESOL teachers will be on staff



Talent Management

5. Improve teacher efficacy in IB standards and practices, Balanced Literacy Framework, Eureka Math, and science/social studies integration.
6. 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.



Systems & Resources

7. 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.

Uses of Flexibility/Innovation

- Redesign roles of instructional leadership team members to align to our instructional needs.



Culture

8. Develop and sustain a positive, informed, and engaged school community for all stakeholders (students, teachers, parents, and the community)
9. 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.

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?


- Increase in Reading
- Increase in Math
- 100 growth target EL
 - (per CCRPI)

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

- Increasing on GMAS 25 for ML students



Updates to the Strategic Plan

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

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

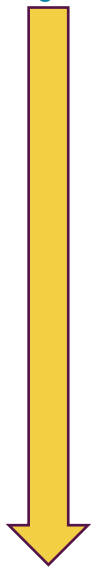
In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Bolton Academy

Strategic Plan

Priority Ranking

Higher



Lower

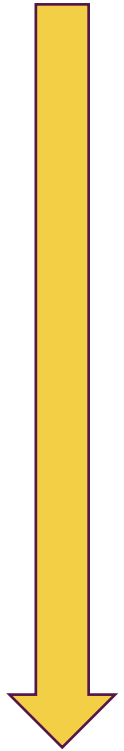
- Increase student performance in Math.-1
- Increase student performance in ELA.-2
- Embed a data-driven, multi-tiered system of support to improve our multi-lingual learner performance.-3
- Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.-4
- Improve teacher efficacy in IB standards and practices, Literacy , Math, science/social studies instruction based on the Georgia Standards of Excellence.-5
- Implement the enhanced IB PYP model with fidelity.-6
- 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
- Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines.-9

From Spring 24

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 2025-2026 budget.

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



Thank you