

# Bolton Academy Strategic Plan

## SMART Goals

**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.

- ≤ 30% of students will score in the Beginning range on any school-based, district level, or state assessment
- 80% of Students will leave 2<sup>nd</sup> 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

- Increase student performance in ELA.-2
- Increase student performance in Math.-1
- Embed a data-driven, multi-tiered system of support to improve our multi-lingual learner performance.-3
- Implement the enhanced IB PYP model with fidelity.-6

### 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

### Equipping & Empowering Leaders & Staff

Strategic Staff Support  
Equitable Resource Allocation

- Improve teacher efficacy in IB standards and practices, Literacy , Math, science/social studies instruction based on the Georgia Standards of Excellence.-5
- Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.-4

### 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

## School Strategic Priorities

## 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.