

District Mission & Vision

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

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 become a school of Excellence that provides effective teacher-leaders in every classroom, and a positive community environment wherein stakeholders collaborate to ensure high levels of student success. As leaders, learners, and collaborators, we will embrace 21st century skills, as an effective means of implementing results-driven, standards-based strategies relative to teaching, learning and leadership.

The mission of Bolton Academy is to provide a nurturing, diverse, engaging and academically rigorous learning environment for children with opportunities to develop the critical skills that will help them to achieve their greatest potential.

School Priorities

1. Increase student performance in ELA through engaging instructional practices that support literacy and text comprehension (CCRPI Indicator 1).
2. Increase student performance in Science and Social Studies through engaging instructional practices that provide curriculum-driven opportunities to engage in evidence-based conversations and writing about texts in whole/small group settings (CCRPI Indicators 3 and 4).
3. Support language acquisition by ESOL students through an ESOL program model focused on reading, writing, listening and speaking in the target language (English) (CCRPI Indicator 5 EL Access).
7. Comply with IB PYP framework by phasing out GATE and EIP program models in favor of cluster and/or collaborative model(s).
9. Obtain IB recertification in 2018.

School Strategies

- Collaborative Planning (*Required Tuesday faculty/staff meetings)
- Implementation of the Daily 5 reading framework in grades K-5
- Intentional focus on word work and time on tiered 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 (i.e., Readworks.org, etc.)
- Implementation of Junior Great Books for grades 4-5
- Implementation of planned writing curriculum (Empowering Writers)
- Assessments of learning (ie, Readworks, Write Score)
- Alignment of our IB curriculum units with social studies and science scope and sequence
- Integration of non-fiction texts related to social studies and science during the ELA Instructional block
- Designate Content Specialist to provide support related to social studies and science content delivery for teachers
- Focus on curriculum driven reading opportunities characterized by sustained interpretation of a variety of texts with an emphasis on the (1) quantitative measure; (2) qualitative measure; and (3) the reader and task measure
- Restructure ESOL program to allow for ESL certified teacher to serve as a classroom teacher on the grade level to provide sheltered ELA instruction during the Reading block and differentiated ELL instructional strategies throughout the day to support learning across content areas
- Implement GATE cluster and/or collaborative model(s)
- Implement EIP collaborative model

Uses of Flexibility/Innovation

- Seek funding sources (SOFi and other) for STEM lab to provide students hands-on learning experience and access
- Seek more expedited means for funding planned programs (e.g., enable Empowering Writers earlier in the year but waiting on funding)

- Provide teachers with ongoing professional development regarding IB, Daily 5, and Eureka Math.
- Promote, engage, and develop teacher implementation of integrated curriculum in the areas of language arts, science, and social studies.
- Coaching and implementation of the 8 APS Instructional Practices
- Develop bi-literate staff members through Spanish classes offered by APS and recruit bi-literate personnel

- Leverage APS partnerships regarding endorsement/certification cohorts for ESOL and GATE, develop phase-out/phase-in model, identify current staff for target endorsements

- Facilitate opportunities for staff to present as teacher trainers/experts related to content delivery
- Monthly meetings with teams (e.g., Data, Design, Grade Levels, New Teachers)
- Meet quarterly with paraprofessionals re: performance appreciation, provide tangible recognition
- Class of the Month recognition certificates/monthly "popsicle parties"
- Accelerated Reader celebrations (Fall, Spring)
- Establish bi-semester week-long parent conference days (October, March)
- Re-establish Principal's Chats (October, February)
- Implement new teacher/staff onboarding program

NEW SUGGESTION Uses of Flexibility/Innovation

- Explore hiring a school e communications specialist to partner with administration, staff, and PTA to enhance school-to-family and school-to-community information and engagement

Key Performance Measures

By 2020, Bolton Academy aims to achieve the following:

- $\leq 25\%$ of students will score in the Beginning range on any school-based, district level, or state assessment
- $\geq 85\%$ of Students will leave 2nd grade reading at/above grade level
- $\geq 5\%$ (YOY) increase in ESOL students achieving GMAS Level 2, 3, or 4 in reading, social studies, and science
- Maintain $\geq 97\%$ student attendance
- $\geq 80\%$ Participation in Staff and Parent Satisfaction Survey Data
- $\geq 80\%$ of 3rd and 5th graders will attain a Lexile level of 650 and 850 respectively
- $\geq 5\%$ increase in number of students achieving Level 4 in grades 3-5 across all GMAS subject areas assessed (TBD YOY or total increase by 2020)
- Maintain $\leq 1\%$ suspension rate
- $\geq 5\%$ increase in number of EL students testing out of ESOL program by TBD grade
- ≥ 12 certified and fully trained ESOL teachers will be implemented
- ≥ 10 certified and fully trained GATE teachers will be implemented in relevant grades and in the target model



Academic Program



Talent Management



Systems & Resources



Culture