

# BOLTON ACADEMY



## Budget Development Process



Strong Students | Strong Schools | Strong Staff | Strong System

# NORMS

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This is a meeting of the GO Team. Only members of the team may participate in the discussion. Any members of the public present are here to quietly observe.



We will follow the agenda as noticed to the public and stay on task.



We invite and welcome contributions of every member and listen to each other.



We will respect all ideas and assume good intentions.

# GO TEAM BUDGET DEVELOPMENT PROCESS

YOUR SCHOOL STRATEGIC PLAN...

is your roadmap and your role.

It is your direction, your priorities, your vision, your present, your future.



Step 1: Data Review



Step 2: Strategic Plan Review

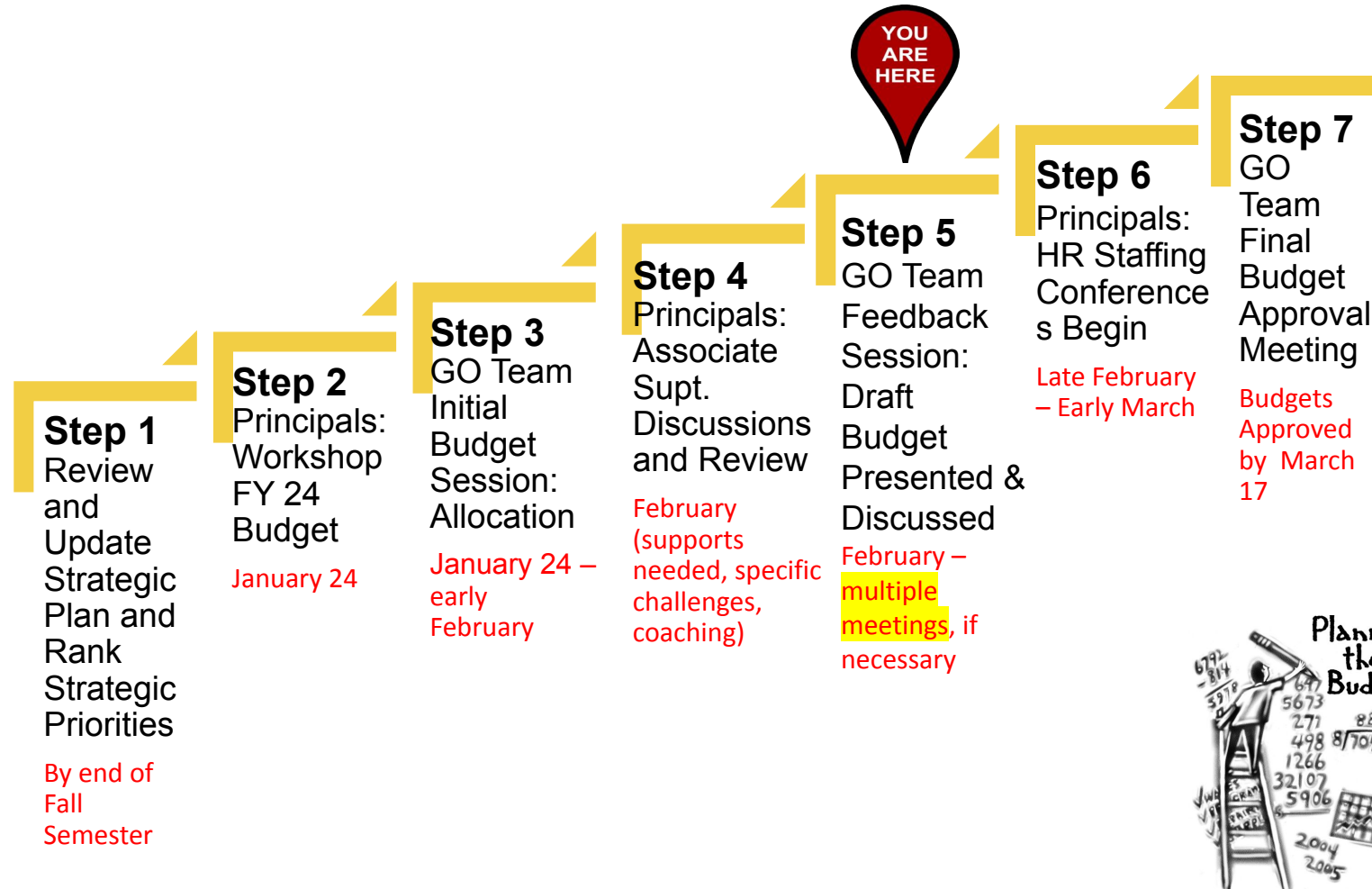


Step 3: Budget Parameters  
(Strategic Priorities)



Step 4: Budget Choices

# Overview of FY '24 GO Team Budget Process



GO Teams are encouraged to have ongoing conversations

# **Budget Allocation Meeting**

## **What**

The first GO Team meeting is when the principal will provide an overview of the budget allocation for GO Team members and the general public.

## **Why**

This meeting provides an opportunity for the principal and GO Team to ensure alignment on the school's key strategic priorities, gain a deeper understanding of the budget allocation, and provide input to drive the direction of the draft budget.

## **When**

End of January- Early February

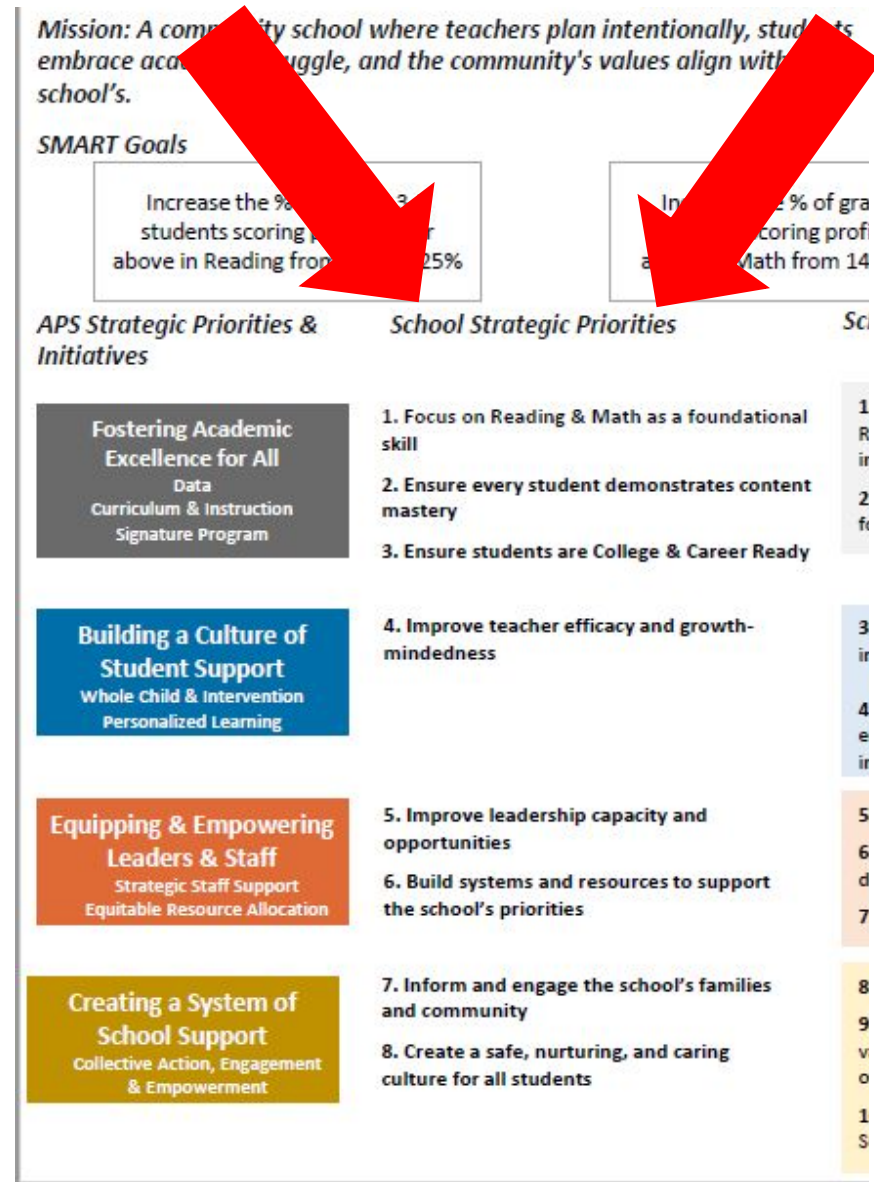
# FY24 BUDGET DEVELOPMENT PROCESS

## Principal's Role

- Design the budget and propose operational changes that can raise student achievement
- Flesh out strategies, implement and manage them at the school level
- Focus on the day-to-day operations
- Serve as the expert on the school
- Hire quality instructional and support personnel

## The GO Team's Role

- Focus on the big picture (positions and resources, not people)
- Ensure that the budget is aligned to the school's mission and vision and that resources are allocated to support key strategic priorities





**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 2<sup>nd</sup> 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.

# Strategic Plan Priority Ranking

Higher



Lower

1. Increase student performance in ELA.
2. Increase student performance in Math.
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 Workshop, Math Workshop, and science/social studies integration based on the Georgia Standards of Excellence.
5. Embed a data-driven, multi-tiered system of support to improve our multi-lingual learner performance.
6. Implement the enhanced IB PYP model with fidelity.
7. Develop and sustain a positive, informed, and engaged school community for all stakeholders (students, teachers, parents, and the community)
8. Create a culture of high expectations and trust for students, staff, and families.
9. Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines.



# **Discussion of Budget Summary (Step 4: Budget Choices)**

# EXECUTIVE SUMMARY

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This budget represents an investment plan for our school's students, employees and the community as a whole.



The budget recommendations are tied directly to the school's strategic vision and direction.



The proposed budget for the general operations of the school are reflected at \$5,945,794



This investment plan for FY24 accommodates a student population that is projected to be 491 students, which is an increase of 10 students from FY23.

# School Allocation

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FY2024 TOTAL SCHOOL ALLOCATIONS			
School	Bolton Academy		
Location	0303		
Level	ES		
FY2024 Projected Enrollment	491		
Change in Enrollment	10		
Total Earned	\$5,945,794		
SSF Category	Count	Weight	Allocation
Base Per Pupil	491	\$4,582	\$2,249,824
Grade Level			
Kindergarten	74	0.60	\$203,446
1st	90	0.25	\$103,098
2nd	88	0.25	\$100,807
3rd	79	0.25	\$90,497
4th	77	0.00	\$0
5th	83	0.00	\$0
6th	0	0.03	\$0
7th	0	0.00	\$0
8th	0	0.00	\$0

## School Allocation

Poverty	142	0.50	\$325,331
Concentration of Poverty		0.05	\$9,292
EIP/REP	67	1.05	\$322,353
Special Education	39	0.05	\$8,935
Gifted	45	0.60	\$123,717
Gifted Supplement	0	0.60	\$0
ELL	65	0.20	\$59,568
Small School Supplement	FALSE	0.30	\$0
Incoming Performance	0	0.10	\$0
Baseline Supplement	No		\$0
Transition Policy Supplement	No		\$0
<b>Total SSF Allocation</b>			<b>\$3,596,868</b>

## School Allocation

Additional Earnings			
Signature			\$324,117
Turnaround			\$0
Title I			\$0
Title I Holdback			\$0
Title I Family Engagement			\$0
Title I School Improvement			\$0
Title IV Behavior			\$0
Summer Bridge			\$0
Field Trip Transportation			\$18,372
Dual Campus Supplement			\$0
District Funded Stipends			\$10,200
Reduction to School Budgets			\$0
Total FTE Allotments	23.25		\$1,996,237
<b>Total Additional Earnings</b>			<b>\$2,348,926</b>
<b>Total Allocation</b>			<b>\$5,945,794</b>

## School FY24 CARES Allocation

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FY2024 ESSER III- CARES	
School	Bolton Academy
Location	0303
Level	ES
Total Earned	\$209,692

# CARES ALLOCATIONS

## OTHER ALLOWABLE CARES EXPENDITURES INCLUDE:

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**Technology Support:** Software, assistive technology, online learning platforms, subscriptions.

**Mental and Physical Health:** Cover the costs of additional counseling, telehealth, therapeutic services, and wraparound services and supports (contracted hours, professional learning, programs)

**Supplemental Learning:** Cover costs of remediation, and/or enrichment opportunities during the school year for students (afterschool programs, additional pay for teachers and staff, transportation).

**Professional Development:** Cover costs of additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, consultants, programs).

**At-risk Student Populations:** Cover costs of school specific activities, services, supports, programs, and/or targeted interventions directly addressing the needs of low-income students, SWD, racial & ethnic minorities, ELL, migrant & homeless students, and students in foster care.

**Continuity of Core Staff and Services.** Restore any potential LEA FY22 budget reductions due to decreased state and/or local revenue.



# QUESTIONS?



Thank you for your time and attention.

# **BOLTON ACADEMY BUDGET FEEDBACK DISCUSSION**

*To be presented to GO Team **BEFORE** the school staffing  
conference*

# Budget Feedback Meetings

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## What

The GO Team feedback session(s) should be scheduled for the principal to provide an overview of the school's draft budget for the GO Team members and the general public.

## Why

This meeting provides an opportunity for GO Teams to discuss how the school's budget has been allocated to support the programmatic needs and key strategic priorities.

## When

Meetings must be held in February **before staffing conferences**. May be combined with the allocation meeting (*as needed*), if the GO Team has completed strategic plan updates and ranked strategic priorities.

# FY24 Budget Parameters

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FY24 School Priorities	Rationale
<ul style="list-style-type: none"><li>• Increase student performance in ELA.</li></ul>	Secure foundational skills in literacy and math are crucial for students' success in college, career, and life and are considered key enablers of equity.
<ul style="list-style-type: none"><li>• Increase student performance in Math.</li></ul>	Secure foundational skills in math empowers students to ask thought-provoking questions that promote exploration and reasoning. Students are able to connect their problem-solving to real-world solutions.
<ul style="list-style-type: none"><li>• Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.</li></ul>	Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes

# Descriptions of Strategic Plan Breakout Categories

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- 1. Priorities:** FY24 funding priorities from the school's strategic plan, ranked by the order of importance.
- 2. APS Five Focus Area:** What part of the APS Five is the priority aligned to?
- 3. Strategies:** Lays out specific objectives for schools improvement.
- 4. Request:** "The Ask" What needs to be funded in order to support the strategy?
- 5. Amount:** What is the cost associated with the Request?

# FY24 Strategic Plan Break-out

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Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
<ul style="list-style-type: none"><li>Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.</li></ul>	Signature Programming	Remain active in the IB program	Funds to pay for IB dues	\$9,973

# Plan for FY24 CARES Allocation \$(97, 935)\_\_\_\_

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Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
• Increase student performance in ELA.	Data Driven Practices Curriculum and Instruction	Intervene early so that students are successful with literacy.	Purchase Decodable Readers for K-1 students	\$10,000 x4 = \$40,000
• Increase student performance in Math and ELA.	Data Driven Practices Curriculum and Instruction	Ensure students receive interventions and skills practice on their grade level.	Purchase web-based subscriptions: IXL, Raz-Kids, Brain Pop,	\$17, 935
• Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.	Curriculum and Instruction	Utilize instructional learning tools, technology integration, and class supplies to personalize learning for all students and support teacher instruction	Funds for class supplies, tools, and teacher instructional needs	\$40,000



## Budget by Function (Required)

*\*Based on Current Allocation of School Budget*

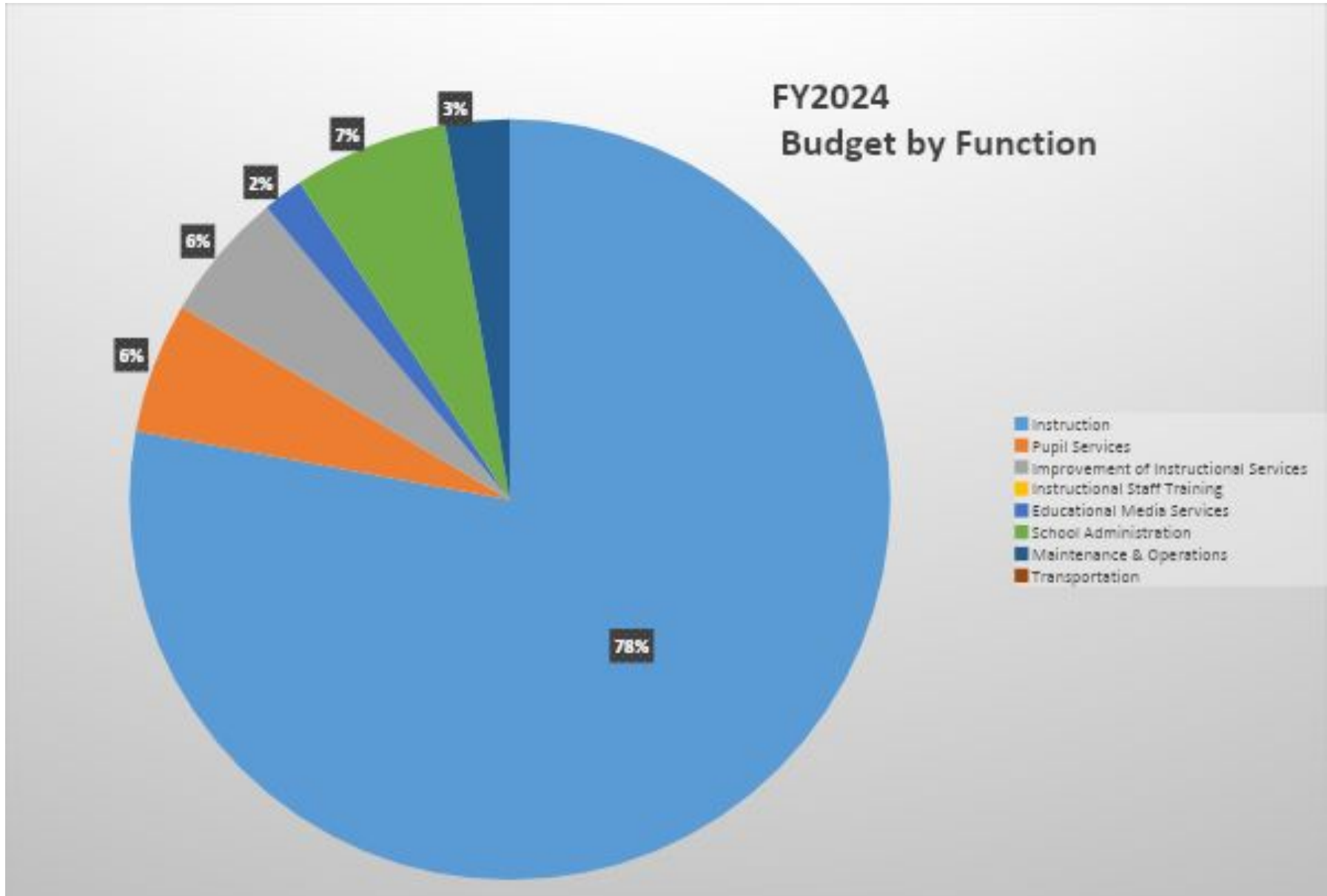
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<b>School</b>	Bolton Academy			
<b>Location</b>	0303			
<b>Level</b>	ES			
<b>Principal</b>	Shavaun Mincey			
<b>Projected Enrollment</b>	491			
Account	Account Description	FTE	Budget	Per Pupil
1000	Instruction	53.00	\$ 4,837,439	\$ 9,852
2100	Pupil Services	3.51	\$ 344,622	\$ 702
2210	Improvement of Instructional Services	3.00	\$ 342,428	\$ 697
2213	Instructional Staff Training	-	\$ -	\$ -
2220	Educational Media Services	1.00	\$ 106,958	\$ 218
2400	School Administration	4.00	\$ 409,345	\$ 834
2600	Maintenance & Operations	3.00	\$ 169,348	\$ 345
2700	Transportation	-	\$ -	\$ -
<b>Total</b>		<b>67.51</b>	<b>\$ 6,210,141</b>	<b>\$ 12,648</b>

# Budget by Function (Required)

*\*Based on Current Allocation of School Budget*

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# **DISCUSSION OF RESERVE AND HOLDBACK FUNDS**

# Plan for FY24 Leveling Reserve

## \$\_\_(71, 937)\_\_\_

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Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
<ul style="list-style-type: none"><li>Retain and develop highly qualified teachers and staff in traditional, Dual Language Immersion, and support classes.</li></ul>	Curriculum and Instruction	Release days for planning and collaboration across grade levels. Providing professional development	Funds for substitutes for release days	\$71, 937
<ul style="list-style-type: none"><li>Increase student performance in Math and ELA.</li></ul>	Data Driven Practices Curriculum and Instruction	Ensure students receive enrichment and skills practice in grade level content that is hands on and utilizes gifted strategies	Innovation/Gifted Specials	\$95, 000

# QUESTIONS FOR THE GO TEAM TO CONSIDER AND DISCUSS

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Are our school's  
priorities (from your  
strategic plan) reflected  
in this budget?

- Are new positions and/or resources included in the budget to address our major priorities?
- Do we know (as a team) the plan to support implementation of these priorities beyond the budget (ex. What strategies will be implemented)?
- What tradeoffs are being made in order to support these priorities?

How are district and  
cluster priorities  
reflected in our budget?

- Cluster priorities- what staff, materials, etc. are dedicated to supporting our cluster's priorities?
- Signature programs- what staff, materials, etc. are dedicated to supporting our signature program?
- Are there positions our school will share with another school, i.e. nurse, counselor?

# Where We're Going?

Our next meeting is the **Budget Approval Meeting**

## **What:**

During this meeting we will review the budget, which should be updated based on feedback from the staffing conference, Associate Superintendents, and key leaders. After review, GO Teams will need to **take action** (i.e., vote) on the FY24 Budget.

## **Why:**

Principals will present the final budget recommendations for GO Team approval.

## **When:**

All approval meetings **must** be held **after** staffing conferences. Budgets must be approved by **March 17<sup>th</sup>**.

# What's Next?

- **February**

- HR Staffing Conferences (Late February)

- **March**

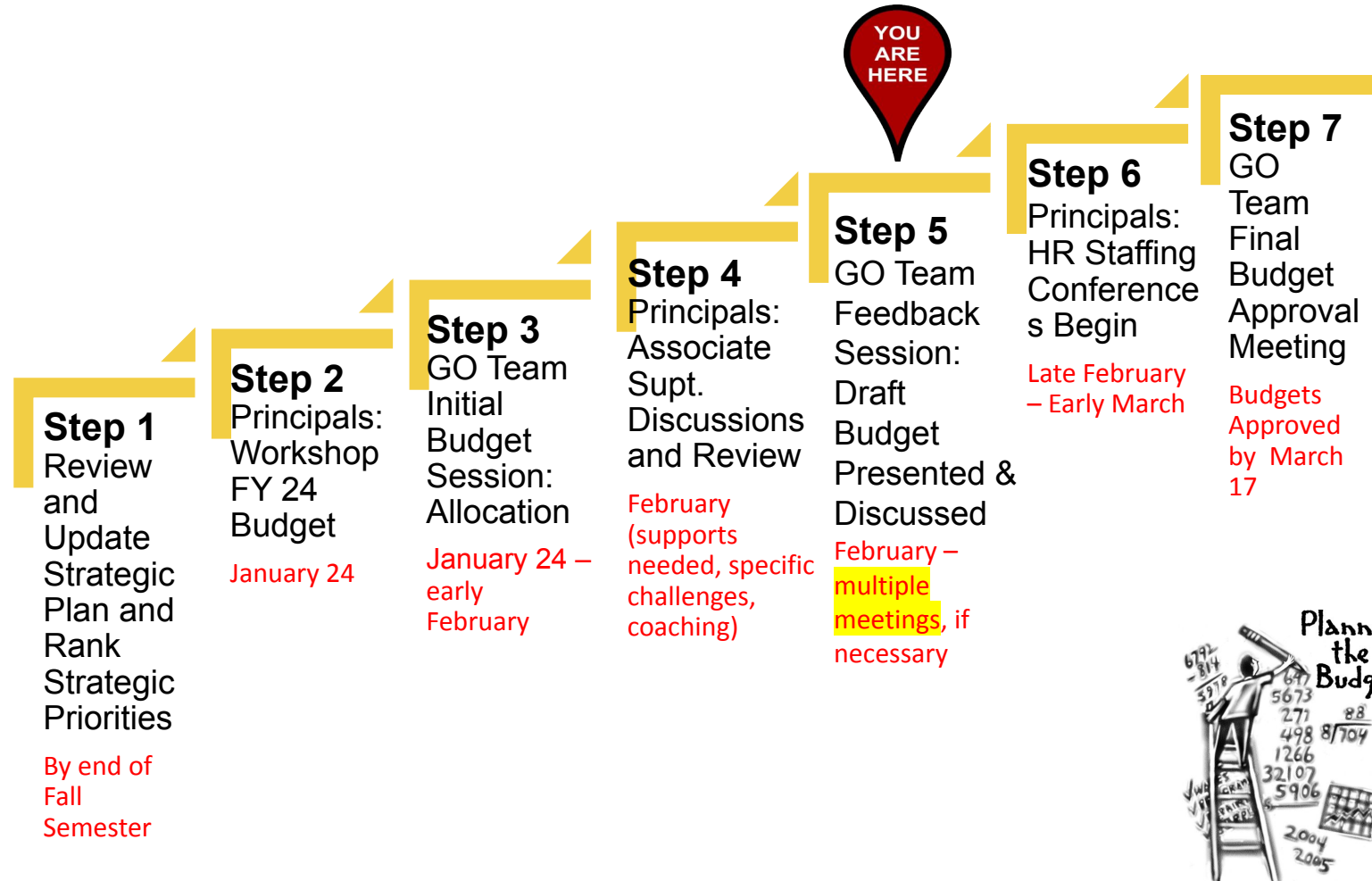
- Final GO Team Approval Meeting (AFTER your school's Staffing Conference and BEFORE Friday, March 17<sup>th</sup>)





**Thank you**

# Overview of FY '24 GO Team Budget Process



GO Teams are encouraged to have ongoing conversations

