SARAH SMITH ELEMENTARY

NORMS

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)

YOU ARE HERE

Step 4: Budget Choices
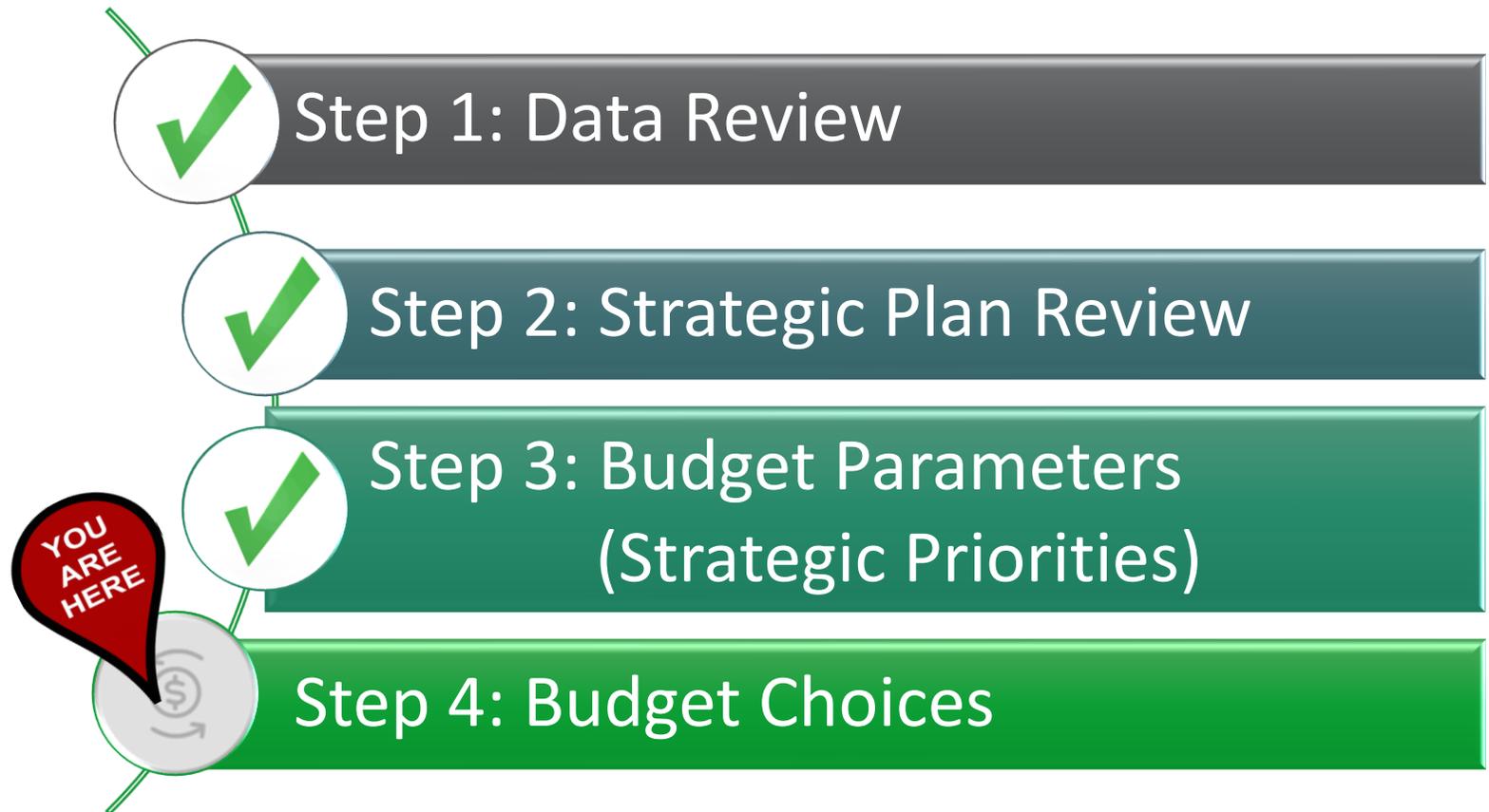
Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2023	41%	29%	20%	10%

Jackson Elementary	2023	7%	17%	40%	36%
Brandon	2023	13%	18%	37%	31%
Smith	2023	23%	25%	32%	19%
Bolton	2023	24%	28%	30%	18%
E Rivers	2023	25%	27%	27%	20%
Garden Hills	2023	26%	31%	28%	14%

GMAS OVER TIME

	ELA	Math	Science
2017-2018	66	66	60
2018-2019	61	66	72
2021-2022*	56	57	50
2022-2023	58	47	46
2023-2024	?	?	?
*Goal 2024-2025	65	66	54

Smith					
2018	10%	24%	44%	22%	
2019	13%	26%	36%	25%	
2022	21%	23%	38%	18%	
2023	20%	22%	35%	23%	

ELA

Smith					
2018	10%	25%	39%	27%	
2019	12%	22%	42%	24%	
2022	16%	27%	38%	19%	
2023	22%	31%	29%	18%	

Math

Smith					
2018	17%	23%	39%	21%	
2019	11%	17%	38%	34%	
2022	27%	24%	37%	13%	
2023	37%	17%	34%	12%	
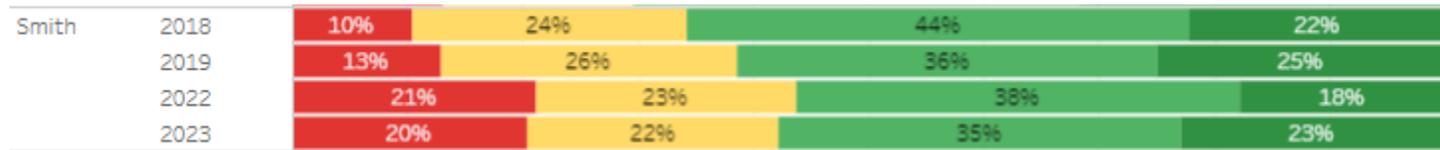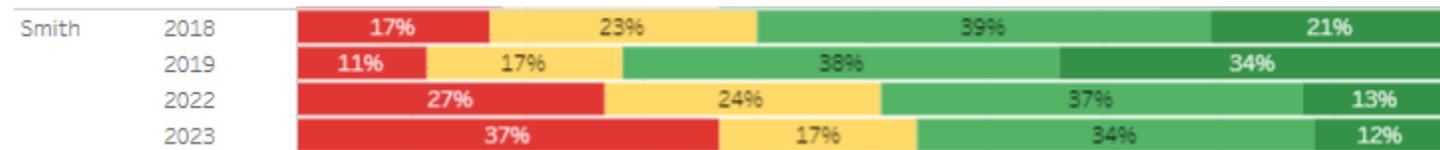
Science

MAP Growth Achievement Level Predictions by Grade Fall 2023-2024

Grade	Exam	Exams				
02	Math	157	24%	36%	31%	9%
	Reading	158	24%	30%	30%	16%
03	Math	134	20%	32%	36%	12%
	Reading	140	28%	29%	24%	20%
04	Math	134	16%	35%	43%	6%
	Reading	139	21%	27%	30%	22%
05	Math	105	18%	43%	30%	10%
	Reading	108	13%	32%	37%	18%

MAP Growth Achievement as a Predictor for GMAS Reading

School	Window	Exams				
DISTRICT	Fall 2023-2024	17,976	37%	28%	23%	12%
	Winter 2023-2024	17,737	37%	28%	23%	12%

School	Window	Exams				
Smith	Fall 2023-2024	534	23%	27%	32%	18%
	Winter 2023-2024	545	22%	29%	30%	19%

MAP Growth Achievement as a Predictor for GMAS Math

School	Window	Exams				
DISTRICT	Fall 2023-2024	35,893	36%	32%	22%	10%
	Winter 2023-2024	35,377	37%	31%	21%	10%

School	Window	Exams				
Smith	Fall 2023-2024	1,057	20%	33%	34%	13%
	Winter 2023-2024	1,075	21%	33%	32%	14%

MAP Quintile for Growth - Math

Click a school below to drill down to grade-level performance

Data updates nightly during test window.

Growth Quintile by Timeframe
- Low %ile <21
- LoAvg %ile 21-40
- Avg %ile 41-60
- HiAvg %ile 61-80
- High %ile >80
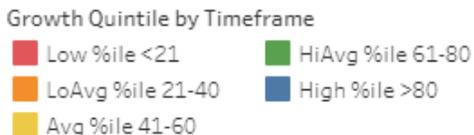
School	Growth Timeframe	Exams	Low	LoAvg	Avg	HiAvg	High
DISTRICT	Fall to Winter (same school year)	28,953	31%	18%	16%	15%	19%

| School	Growth Timeframe	Exams	Low	LoAvg	Avg	HiAvg	High
	Fall to Winter (same school year)	305	32%	16%	17%	16%	19%
	Fall to Winter (same school year)	268	35%	15%	16%	12%	22%
	Fall to Winter (same school year)	414	31%	22%	13%	14%	19%
	Fall to Winter (same school year)	303	30%	20%	17%	14%	19%
	Fall to Winter (same school year)	399	32%	18%	17%	15%	19%
	Fall to Winter (same school year)	384	32%	17%	18%	12%	21%
	Fall to Winter (same school year)	218	29%	22%	16%	19%	14%
	Fall to Winter (same school year)	563	33%	18%	17%	15%	17%
	Fall to Winter (same school year)	400	31%	20%	17%	13%	19%
	Fall to Winter (same school year)	381	34%	15%	19%	15%	17%
	Fall to Winter (same school year)	315	37%	20%	11%	13%	19%
	Fall to Winter (same school year)	511	33%	19%	17%	16%	15%
	Fall to Winter (same school year)	688	33%	20%	16%	15%	16%
	Fall to Winter (same school year)	477	31%	22%	17%	13%	18%
	Fall to Winter (same school year)	223	31%	22%	16%	17%	13%
	Fall to Winter (same school year)	23	26%	26%	17%	13%	17%
	Fall to Winter (same school year)	718	36%	18%	17%	15%	15%
	Fall to Winter (same school year)	595	37%	18%	16%	14%	16%
	Fall to Winter (same school year)	403	34%	18%	18%	15%	14%
	Fall to Winter (same school year)	579	36%	18%	17%	13%	16%
	Fall to Winter (same school year)	332	36%	20%	16%	14%	15%
	Fall to Winter (same school year)	288	32%	21%	18%	14%	14%
	Fall to Winter (same school year)	423	35%	17%	19%	11%	17%
	Fall to Winter (same school year)	483	36%	20%	16%	14%	14%
Smith	Fall to Winter (same school year)	767	36%	20%	16%	14%	14%
	Fall to Winter (same school year)	303	39%	17%	17%	15%	13%
	Fall to Winter (same school year)	156	41%	14%	18%	13%	13%
	Fall to Winter (same school year)	240	38%	21%	15%	15%	11%
	Fall to Winter (same school year)	509	42%	19%	14%	13%	12%
	Fall to Winter (same school year)	601	36%	21%	18%	14%	11%
	Fall to Winter (same school year)	245	45%	22%	9%	14%	9%
	Fall to Winter (same school year)	76	54%	20%	7%	9%	11%

Math Growth 2022-2023

44%

MAP Quintile for Growth - Math
Click a school below to drill down to grade-level performance

Growth Quintile by Timeframe

- Low %ile <21
- LoAvg %ile 21-40
- Avg %ile 41-60
- HiAvg %ile 61-80
- High %ile >80
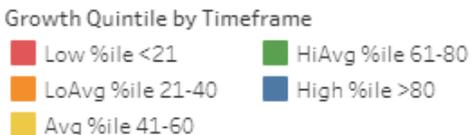
School	Growth Timeframe	Exams	Low	LoAvg	Avg	HiAvg	High
DISTRICT	Fall to Winter (same school year)	22,465	26%	17%	16%	17%	24%

School	Growth Timeframe	Exams	Low	LoAvg	Avg	HiAvg	High
	Fall to Winter (same school year)	620	24%	16%	18%	18%	25%
	Fall to Winter (same school year)	326	23%	21%	14%	20%	22%
	Fall to Winter (same school year)	517	25%	18%	16%	18%	24%
	Fall to Winter (same school year)	204	25%	20%	14%	20%	22%
	Fall to Winter (same school year)	51	29%	24%	6%	24%	18%
	Fall to Winter (same school year)	290	23%	19%	17%	19%	22%
	Fall to Winter (same school year)	293	27%	20%	12%	15%	25%
	Fall to Winter (same school year)	264	29%	16%	15%	17%	22%
	Fall to Winter (same school year)	954	26%	18%	17%	17%	23%
	Fall to Winter (same school year)	541	29%	16%	16%	16%	23%
	Fall to Winter (same school year)	746	25%	19%	17%	14%	25%
	Fall to Winter (same school year)	514	31%	17%	14%	15%	23%
	Fall to Winter (same school year)	437	25%	18%	18%	16%	22%
	Fall to Winter (same school year)	396	27%	19%	16%	14%	24%
Smith	Fall to Winter (same school year)	745	26%	17%	19%	17%	22%
	Fall to Winter (same school year)	231	34%	9%	19%	14%	24%
	Fall to Winter (same school year)	391	30%	19%	15%	17%	20%
	Fall to Winter (same school year)	356	29%	18%	17%	14%	22%
	Fall to Winter (same school year)	1,448	27%	17%	19%	17%	19%
	Fall to Winter (same school year)	388	30%	17%	17%	15%	21%
	Fall to Winter (same school year)	715	30%	18%	16%	16%	19%
	Fall to Winter (same school year)	332	34%	13%	17%	13%	22%
	Fall to Winter (same school year)	222	27%	24%	14%	19%	16%
	Fall to Winter (same school year)	197	38%	15%	13%	15%	20%
	Fall to Winter (same school year)	317	30%	16%	20%	13%	21%
	Fall to Winter (same school year)	370	33%	19%	15%	16%	17%
	Fall to Winter (same school year)	525	32%	19%	18%	16%	15%
	Fall to Winter (same school year)	573	34%	19%	17%	12%	18%
	Fall to Winter (same school year)	611	38%	19%	13%	14%	16%
	Fall to Winter (same school year)	303	34%	23%	15%	14%	14%
	Fall to Winter (same school year)	616	37%	20%	17%	12%	14%
	Fall to Winter (same school year)	36	47%	28%	6%	8%	11%

# Math Growth
2023-2024
58%
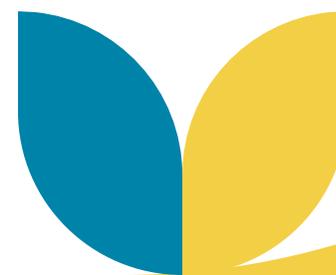
MAP Quintile for Growth - Reading

Click a school below to drill down to grade-level performance

Data updates nightly during test window.

Growth Quintile by Timeframe

- Low %ile <21
- LoAvg %ile 21-40
- Avg %ile 41-60
- HiAvg %ile 61-80
- High %ile >80

School	Growth Timeframe	Exams	Low	LoAvg	Avg	HiAvg	High
DISTRICT	Fall to Winter (same school year)	28,800	34%	17%	15%	14%	20%

School	Growth Timeframe	Exams	Low	LoAvg	Avg	HiAvg	High
	Fall to Winter (same school year)	819	22%	16%	16%	17%	29%
	Fall to Winter (same school year)	418	22%	17%	16%	18%	27%
	Fall to Winter (same school year)	628	21%	16%	18%	18%	27%
	Fall to Winter (same school year)	450	24%	17%	15%	16%	28%
	Fall to Winter (same school year)	710	22%	18%	16%	17%	26%
	Fall to Winter (same school year)	290	32%	13%	12%	16%	27%
	Fall to Winter (same school year)	184	27%	17%	14%	12%	30%
	Fall to Winter (same school year)	591	27%	16%	15%	17%	25%
	Fall to Winter (same school year)	225	29%	17%	14%	11%	29%
	Fall to Winter (same school year)	1,034	29%	15%	16%	19%	22%
	Fall to Winter (same school year)	652	32%	16%	13%	18%	22%
	Fall to Winter (same school year)	406	35%	16%	12%	17%	20%
	Fall to Winter (same school year)	186	35%	16%	11%	16%	21%
	Fall to Winter (same school year)	292	34%	15%	14%	14%	23%
	Fall to Winter (same school year)	265	37%	14%	12%	17%	20%
	Fall to Winter (same school year)	214	32%	21%	11%	18%	18%
	Fall to Winter (same school year)	465	31%	18%	14%	14%	22%
	Fall to Winter (same school year)	805	29%	19%	16%	16%	20%
Smith	Fall to Winter (same school year)	779	31%	19%	15%	14%	21%
	Fall to Winter (same school year)	205	28%	23%	13%	14%	21%
	Fall to Winter (same school year)	300	35%	14%	16%	11%	24%
	Fall to Winter (same school year)	1,057	31%	17%	17%	18%	18%
	Fall to Winter (same school year)	474	30%	15%	19%	15%	20%
	Fall to Winter (same school year)	340	36%	13%	16%	12%	22%
	Fall to Winter (same school year)	306	32%	12%	22%	16%	19%
	Fall to Winter (same school year)	528	34%	18%	14%	15%	19%
	Fall to Winter (same school year)	156	34%	17%	15%	13%	21%
	Fall to Winter (same school year)	12	33%	25%	8%	17%	17%
	Fall to Winter (same school year)	1,112	35%	17%	15%	14%	19%
	Fall to Winter (same school year)	382	34%	16%	17%	13%	20%
	Fall to Winter (same school year)	231	31%	20%	16%	12%	21%
	Fall to Winter (same school year)	374	39%	15%	13%	13%	20%

Reading Growth 2022-2023
50%

MAP Quintile for Growth - Reading

Click a school below to drill down to grade-level performance

Growth Quintile by Timeframe

- Low %ile <21
- LoAvg %ile 21-40
- Avg %ile 41-60
- HiAvg %ile 61-80
- High %ile >80

Data updates nightly during test window.

School	Growth Timeframe	Exams	Low %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	High %ile >80
DISTRICT	Fall to Winter (same school year)	23,350	29%	16%	14%	16%	25%

School	Growth Timeframe	Exams	Low %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	High %ile >80
	Fall to Winter (same school year)	266	15%	17%	12%	15%	41%
	Fall to Winter (same school year)	485	16%	13%	15%	19%	37%
	Fall to Winter (same school year)	238	23%	11%	14%	14%	39%
	Fall to Winter (same school year)	518	21%	14%	13%	19%	33%
	Fall to Winter (same school year)	828	21%	13%	14%	17%	34%
	Fall to Winter (same school year)	509	19%	14%	17%	20%	30%
	Fall to Winter (same school year)	261	21%	16%	13%	18%	33%
	Fall to Winter (same school year)	524	20%	15%	17%	20%	27%
	Fall to Winter (same school year)	411	19%	17%	16%	15%	32%
	Fall to Winter (same school year)	402	29%	13%	10%	17%	30%
	Fall to Winter (same school year)	746	22%	18%	14%	18%	28%
	Fall to Winter (same school year)	232	27%	13%	15%	16%	30%
	Fall to Winter (same school year)	293	30%	15%	11%	15%	30%
	Fall to Winter (same school year)	959	24%	18%	14%	17%	27%
	Fall to Winter (same school year)	517	25%	17%	14%	15%	29%
	Fall to Winter (same school year)	203	26%	16%	15%	15%	28%
	Fall to Winter (same school year)	382	26%	16%	14%	19%	24%
	Fall to Winter (same school year)	249	27%	16%	14%	16%	27%
	Fall to Winter (same school year)	366	28%	16%	14%	16%	26%
Smith	Fall to Winter (same school year)	756	27%	17%	14%	16%	26%
	Fall to Winter (same school year)	209	25%	18%	15%	15%	26%
	Fall to Winter (same school year)	375	29%	19%	11%	16%	25%
	Fall to Winter (same school year)	338	33%	15%	11%	15%	26%
	Fall to Winter (same school year)	150	30%	16%	13%	19%	23%
	Fall to Winter (same school year)	219	32%	14%	14%	13%	28%
	Fall to Winter (same school year)	195	28%	16%	16%	14%	26%
	Fall to Winter (same school year)	448	29%	15%	16%	16%	24%
	Fall to Winter (same school year)	389	31%	15%	14%	14%	26%
	Fall to Winter (same school year)	571	33%	14%	13%	15%	24%
	Fall to Winter (same school year)	265	29%	17%	14%	15%	25%
	Fall to Winter (same school year)	207	35%	14%	13%	14%	25%
	Fall to Winter (same school year)	223	28%	20%	13%	17%	22%

Reading Growth 2023-2024

56%

Overview of FY '25 GO Team Budget Process

Step 1
Review and Update Strategic Plan and Rank Strategic Priorities

By end of Fall Semester

Step 2
Principals: Workshop FY 25 Budget

January 17

Step 3
GO Team Initial Budget Session: Allocation

January 17 – early February

YOU ARE HERE

Step 4
Principals: Associate Supt. Discussions and Review

February (supports needed, specific challenges, coaching)

Step 5
GO Team Feedback Session: Draft Budget Presented & Discussed

February – multiple meetings, if necessary

Step 6
Principals: HR Staffing Conferences Begin

February 26– March 1

Step 7
GO Team Final Budget Approval Meeting

Budgets Approved by March 15

Planning the Budget

GO Teams are encouraged to have ongoing conversations

FY25 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
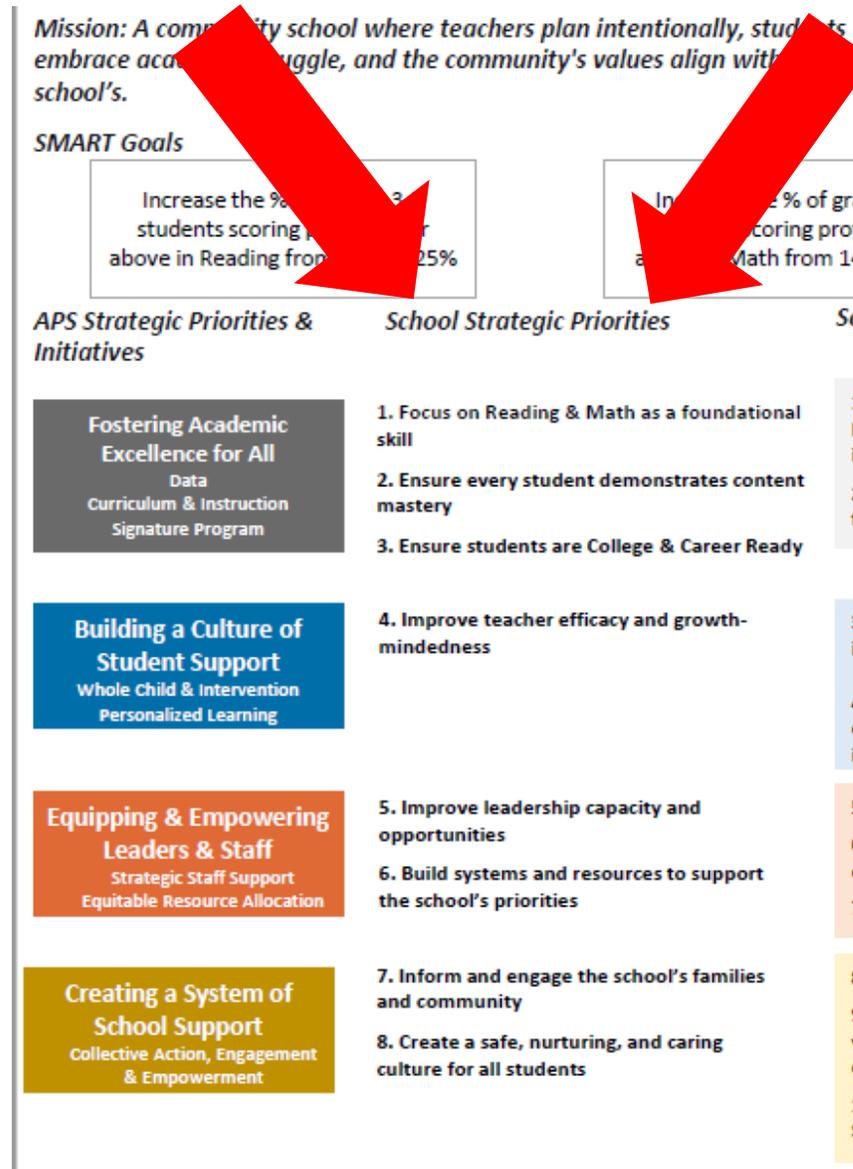
Sarah Smith Elementary

Sarah R. Smith Elementary School's Mission is to promote a safe, nurturing environment grounded in a relevant, comprehensive curriculum. With a commitment to excellence, our staff will ensure that all students become critical thinkers, life-long learners, and responsible citizens in a global community.

Our Vision is an inclusive community where learning is a passion, excellence is achieved, and the whole child is developed.

SMART Goals

By 2025, we will increase from 56% to 65% proficient or above on the Georgia Milestones in Literacy.	By 2025, we will increase from 57% to 66% proficient or above on the Georgia Milestones in Numeracy.	By 2025, 100% of our CARE Team Meetings will utilize the 7 Core Components in order to support our students that have social emotional challenges and maintain a suspension rate of less than one percent.	We will implement a series of parent workshops, and fireside chats to increase parent engagement to improve ADA from 93.8% to 96.8 percent by 2025.

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support
Collective Action, Engagement & Empowerment

School Strategic Priorities

1. Embed a data driven, multi tier system of support to improve all subgroup performance in Math and ELA.

2. Develop a literate community in which students read and write with clarity and fluency across the curriculum.

3. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.

4. Create a well rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social emotional learning.

5. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.

6. Implement the WCI Team with 100% fidelity.

7. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy.

8. Create a school wide culture of high expectations, trust, and strong communication.

9. Foster an active and engaged school community that encourages inclusion of all stakeholders.

School Strategies

1A. Utilize common assessments (benchmarks, grade level assessments) to foster a cycle of continuous improvement through use of data to guide differentiation of instruction (ie enrichment, remediation, intervention).

1B. Utilize transdisciplinary teaching for integrated, rigorous, and relevant learning through IB Planners and the SRS Programme of Inquiry.

2A. Utilize MAP data to develop individual goal setting, monitor progress, and provide feedback to increase student Lexile levels.

2B. Develop and implement consistent writing program to address identified areas for growth.

3A. Utilize transdisciplinary teaching of the IB units that incorporates math, science, technology and other core subjects.

4A. Implement consistent Social Emotional Learning curriculum (SEL) in all grades.

5A. Cultivate partnerships to support IB supplemental training and implementation (POI development and updates, planner development) in order to implement program with greater fidelity.

5B. Build community awareness, knowledge and support for IB PYP reauthorization (parent education meetings, update external communications).

6A. Form the CARE Team to address the needs of students.
6B. Meet weekly as recommended to determine the needs of students that require additional support.
6C. Assign students that identify as extremely elevated to the social worker, school counselor and SEL teacher for small groups and additional support.

7A. Provide targeted professional learning for all teachers to improve transdisciplinary teaching, consistent implementation of school based programs, co-teaching implementation, and build teacher efficacy.
7B. Utilize Professional Learning Community (PLC) model to review curriculum and data in order to enhance teaching and learning for all students.
7C. Increase the number of teachers holding additional certification (Gifted, ESOL) in collaboration with partner organization and intentional recruitment.
7D. Utilize a heavy coaching model where teachers collaborate with the instructional leadership to determine their needs.

8A. Implement consistent Social Emotional Learning (SEL) to promote positive school culture.
8B. Utilize IB Learner Profiles to guide instructional rigor and communication both internally and externally.
9A. Enhance internal and external communication through weekly updates, school master calendar, and partnering with PTA to streamline information to families.
9B. Utilize the Family Engagement Liaison to provide supplemental supports and transition programming with particular focus on ESOL and Special Education families and students.
9C. Host parent workshops to share resources and services offered at the school.

Sarah Smith Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher

Lower

1. Create a school-wide culture of high expectations, trust, and strong communication.

2. Cultivate a global learning community that cohesively aligns our school's systems and resources with the IB curriculum and supports our diverse population.

3. Develop a literate community in which students read and write with clarity and fluency across the curriculum.

4. ***Embed a data-driven, multi-tier system of support to improve all subgroup performance in Math and ELA.

5. Offer a rigorous curriculum with an enhanced focus on the integration and application of math, science, and technology.

6. Create a well-rounded curriculum that develops the whole child by providing more exposure to and appreciation of the Arts and social-emotional learning.

7. Implement the WCI Team with 100% fidelity.

8. Offer authentic and diverse professional learning experiences and tiered coaching to increase teacher efficacy.

9. Foster an active and engaged school community that encourages inclusion of all stakeholders.

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

FY25 Budget Parameters

FY25 School Priorities	Rationale
Increase math and science scores especially in 3rd-5th grade.	Our CCRPI scores were severely impacted by the scores dropping in math and science. We need to look at how we can improve the scores across the board.
Implement IB with fidelity.	We have begun this work and need to continue.
Increase Reading/Lexiles and writing of 3rd – 5th grade students. How can we restructure our program to achieve this?	?

ATLANTA PUBLIC SCHOOLS

FY25 Budget Parameters

FY25 School Priorities	Rationale
Maximize the intervention block daily	Dedicated time for students to receive specific interventions and/or enrichment.
Utilize data to meet the individual needs of students.	Ensure that students are receiving maximized opportunities for achievement and remediation daily

ATLANTA PUBLIC SCHOOLS

Discussion of Budget Allocation

ATLANTA PUBLIC SCHOOLS

EXECUTIVE SUMMARY

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 $11,214,145

This investment plan for FY25 accommodates a student population that is projected to be 846 students, which is an increase of 7 students from FY24.

School Allocation

FY2025 TOTAL SCHOOL ALLOCATIONS

School	Smith Elementary School
Location	1567
Level	ES
FY2025 Projected Enrollment	846
Per Pupil	$13,255
Total Earned	$11,214,145

SSF Category	Count	Weight	Allocation
Base Per Pupil	846	$5,324.48	$4,512,546
Grade Level			$993,720
Poverty	180	0.47	$451,255
Concentration of Poverty		0.03	$6,114
EIP/REP	91	1.05	$509,662
Special Education	87	0.05	$23,203
Gifted	101	0.70	$377,112
Gifted Supplement	0	0.70	$0
ELL	112	0.20	$119,481
Small School Supplement	FALSE	0.25	$0
Incoming Performance	0	0.10	$0
Baseline Supplement			$0
Transition Policy Supplement			$0
Capacity		0.25	$0
Total SSF Allocation			$6,993,094

Additional Earnings			
Signature			$430,280
Turnaround			$0
Title I			$0
Title I Holdback			$0
Title I Family Engagement			$0
Title I School Improvement			$0
Title I Behavior			$0
Title IV Bridge			$0
Field Trip Transportation			$32,026
Dual Campus Supplement			$443,567
District Funded Stipends			$10,200
Flex (New!)			$132,339
Total FTE Allotments	35.50		$3,172,639
Total Additional Earnings			$4,221,051
Total Allocation			$11,214,145

School Allocation

FY2025 TOTAL SCHOOL ALLOCATIONS	
School	**Smith Elementary School**
Location	**1567**
Level	**ES**
FY2025 Projected Enrollment	**846**
Change in Enrollment	**7**
Total Earned	**$11,214,145**

SSF Category	Count	Weight	Allocation
Base Per Pupil	846	$5,334	$4,512,546
Grade Level			
Kindergarten	133	0.60	$425,652
1st	135	0.25	$180,022
2nd	128	0.25	$170,687
3rd	163	0.25	$217,360
4th	140	0.00	$0
5th	147	0.00	$0
6th	0	0.03	$0
7th	0	0.00	$0
8th	0	0.00	$0
9th	0	0.00	$0
10th	0	0.00	$0
11th	0	0.00	$0
12th	0	0.00	$0
Poverty	180	0.47	$451,255
Concentration of Poverty		0.03	$6,114
EIP/REP	91	1.05	$509,662
Special Education	87	0.05	$23,203
Gifted	101	0.70	$377,112
Gifted Supplement	0	0.70	$0
ELL	112	0.20	$119,481
Small School Supplement	FALSE	0.25	$0
Incoming Performance	0	0.10	$0
Baseline Supplement	No		$0
Transition Policy Supplement	No		$0
Capacity	No	0.25	$0
Total SSF Allocation			**$6,993,094**

What's Next?

- **January**
  - GO Team Budget Allocation Meeting (Jan. 17th-late February)

- **February**
  - One-on-one Associate Superintendent discussions
  - Cluster Planning Session (positions sharing, cluster alignment, etc.)
  - Program Manager discussions and approvals
  - GO Team Feedback Meeting(s) **before** principal's staffing conference
  - HR Staffing Conferences (February 26 – March 1)

- **March**
  - Final GO Team Approval Meeting (AFTER your school's Staffing Conference and BEFORE Friday, March 15th)

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QUESTIONS?

Thank you for your time and attention.