



LOCAL SCHOOL GOVERNANCE TEAMS
AT ATLANTA PUBLIC SCHOOLS

Budget Development Process

E. Rivers 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.



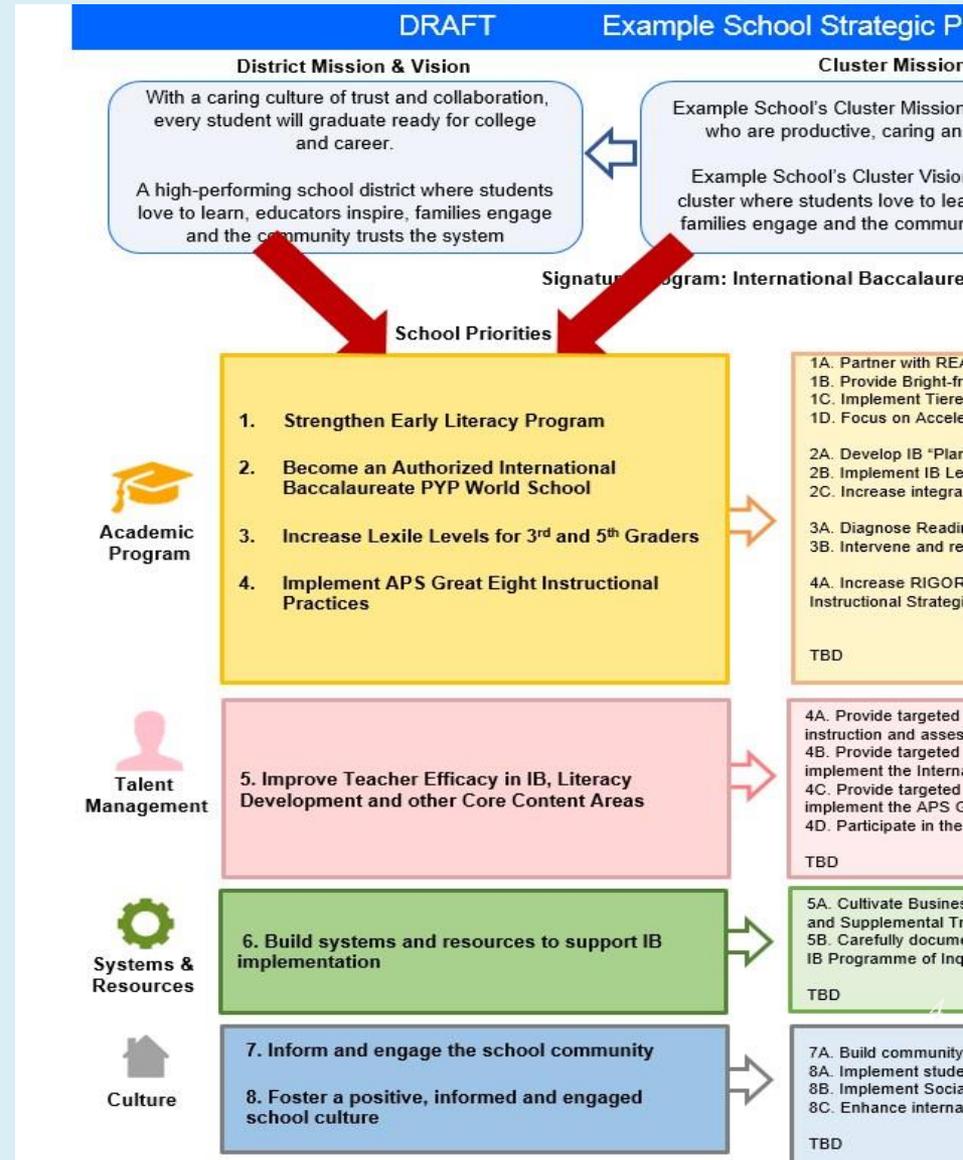
FY21 Budget Development Process

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



North Atlanta Cluster Plan

North Atlanta Cluster

Vision:

A high performing cluster where every student where students, educators and families work together to create a better and more peaceful world through intercultural understanding and respect graduates with college and career.

Mission:

The NAHS Cluster will implement IB 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.

Signature Program:

International Baccalaureate (IB)



Academic Program

Priority 1: Improve Student Mastery of Literacy and Math

Strategy 1: Enhance vertical k-5 alignment

Strategy 2: Intentionally focus on writing

Strategy 3: Target K-2 literacy and math

Actions: Implement structured literacy block; implement structured math block

Priority 2: Provide support and services to targeted subgroups

Strategy 1: Identify and deliver instructional strategies and support services to ESOL

Strategy 2: Identify and deliver instructional strategies and support services to Students with Disabilities

Strategy 3: Identify and deliver instructional strategies and support services to economically-disadvantaged students

Strategy 4: Identify and deliver instructional strategies and support services to Hispanic students

Priority 3: Provide rigor to all students

Strategy 1: Expanded advanced coursework in middle and high school

Strategy 2: Focus on inquiry-based learning

Strategy 3: Provide intentional differentiated supports for the varied needs of students

Priority 4: Create a focus on biliteracy through the implementation of dual immersion

Strategy 1: Implement a pilot dual immersion program at two schools

Strategy 2: Expand dual immersion

Strategy 3: Coordinate world language offerings vertically and horizontally

Priority 5: Focus on college and career exploration and opportunities

Strategy 1: Implement the IB Career Programme

Strategy 2: Develop career exploration and exposure opportunities K-12

Strategy 3: Develop college exploration and exposure opportunities K-12

Priority 6: Focus on community service for all students

Strategy 1: All students in every grade level will identify and implement a community service project

Strategy 2: Implement vertical mentoring and support (eg. high school mentoring to elementary school students)

Strategy 3: Integrate community service into the curriculum

Talent Management

Priority 1: Build teacher capacity

Strategy 1: Provide targeted professional learning opportunities focused on Literacy and Math

Strategy 2: Implement on-going IB specific professional learning opportunities

Actions: IB 101, inquiry-based learning, trans-disciplinary instruction, consistency of instruction

Strategy 3: Increase ESOL and gifted endorsements

Strategy 4: Expand professional learning on culturally-responsive instructional strategies

Priority 2: Expand teacher and school collaboration opportunities

Strategy 1: Implement intentional vertical alignment and collaboration

Strategy 2: Implement intentional horizontal alignment and collaboration

Strategy 3: Focus collaboration on transition years (5th to 6th grade; 8th to 9th grade)

Strategy 4: Use collaborative teamwork as leadership development opportunities

Systems and Resources

Priority 1: Build systems and resources to support the Cluster Plan, to include IB implementation

Strategy 1: Ensure schools have the resources, budget, and flexibility to support an IB curriculum

Action: IB Coordinators, staffing, advisement, instructional technology

Strategy 2: Ensure schools have the resources, budget, and flexibility to support targeted subgroups and advanced students

Action: advanced coursework materials, ESOL liaisons

Strategy 3: Ensure the necessary technology infrastructure and equipment is available in all schools

Strategy 4: Expand the school's flexibility to support the cluster plan

Action: master schedule, staffing

Culture

Priority 1: Develop a positive, informed, and engaged school community

Strategy 1: Expand parent education and awareness of IB

Actions: IB profile/attitudes/trans-disciplinary instruction, Approaches to Learning

Strategy 2: Ensure all schools are consistent with the IB brand

Strategy 3: Target transition years parents (5th to 6th grade; 8th to 9th grade)

Strategy 4: Support ESOL parents

E. Rivers Strategic Plan

E. Rivers Elementary School (North Atlanta Cluster)

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

To implement IB with depth and fidelity in order to develop inquiring, knowledgeable and caring young people who will graduate ready for college and career.

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

Develop confident, resourceful, and respectful global learners through its tradition of achievement and excellence

To build acceptance and confidence through collaboration and inquiry where all students thrive in a respectful environment

Signature Program: International Baccalaureate School Strategies

School Priorities



Academic Program

1. Improve student mastery of literacy and math
2. Provide rigor to all students
3. Extend focus on bi-literacy through the implementation of dual immersion language and oral proficiency based World Languages program



Talent Management

4. Build teacher capacity in literacy and math
5. Expand teacher collaboration opportunities
6. Intentionally recruit and retain high quality bi-literate teacher candidates for dual immersion program



Systems & Resources

7. Build systems, resources to support Cluster Plan to include IB implementation



Culture

8. Foster a positive, informed and engaged school culture
9. Inform and engage the school community

- 1A. Provide remediation and acceleration as indicated by data
- 1B. Implement O-G methodology using Foundations & Just Words resources
- 1C. Administer Star and BAS assessment as ongoing growth measure and progress monitoring
- 1D. Implement Lucy Calkins Units of Study for Reading and Writing
- 1E. Focus on Accelerated Reader to create culture of reading
- 1F. Off-site tutorial for targeted populations
- 1G. Provide for low teacher-student ratios
- 2A. Implement IB framework through units of inquiry that are rigorous, real-world interdisciplinary projects and units
- 2B. Integrate technology throughout the curriculum
- 2C. Implement Compass Learning individual learning paths in reading and math
- 2D. Administrator/coaching walkthroughs and feedback on rigor and relevance
- 2E. Implement Eureka math with fidelity
- 3A. Expand and support of DLI program (to include for support personnel)

- 4A. Provide targeted professional learning opportunities focused on the implementation of IB, DLI, gifted endorsements, GA Standards of Excellence, OG, Eureka, LC Units of Study, and PLCs.
- 4B. Fund School Business Manager and half-time AP so admin can lead instruction, support students, and develop talent.
- 4C. Grade level teams to set reading, math, and IB goals/instructional focus
- 4D. Hire Master Teachers in Math & Literacy to provide job-embedded support
5. Implement intentional vertical and horizontal alignment collaboration opportunities throughout school (PLCs, Strategy Shares, and C&I Teams)
- 6A. Network with Coordinator of World Languages, local universities and HR to onboard best candidates in Spring of 2020
- 6B. Host student teachers in DLJ from GA State University

- 7A. Implement cluster-based, IB-related, collaboration opportunities for teachers and cluster coordinators to align IB training/program across all schools
- 7B. Complete IB Self-Study to identify strengths and growth areas of program
- 7C. Utilize Visible Thinking strategies in order to teach for understanding and strengthen IB implementation

- 8A. Implement Social/Emotional Learning and develop communication/ leadership skills of staff and students
- 8B. Incentivize positive student behavior and attendance
- 9A. Build community awareness, knowledge and support of IB and other instructional initiatives (LC Units of Study, DLI and share through parent workshops and communication tools
- 9B. Provide translation and support services for ESOL families

Key Performance Measures

- Increase % of students scoring at Proficient or Distinguished in Reading/ELA and Math in Milestones
- Increase the % of students who meet or exceed typical growth on STAR and Milestones
- Increase % of English Learner students moving performance bands on ACCESS annually
- Increase % of students achieving Lexile level => than 650 (Third Grade), 750 (Fourth Grade), 850 (Fifth Grade) on the GMA

FY21 Budget Parameters & Rationales

| Strategy | Rationale |
|---|--|
| 1. Improve student mastery of literacy and math | Based on data, we identified these two area to prioritize. We must be intentional in our efforts. |
| 2. Provide rigor to all students | Our teachers will monitor student data in order to plan academic challenge for all students. |
| 3. Extend focus on bi-literacy through the dual immersion language and world language program | As an IB school, all students participate in world implementation of language instruction or dual language immersion. oral proficiency based |
| 4. Build teacher capacity in literacy and math knowledge, student achievement increases. | As teachers refine their practice and expand their professional |
| 5. Expand teacher collaboration opportunities | Teachers commit to sharing best practices with each other in order to meet the diverse learning needs of their students. |
| 6. Intentionally recruit and retain high-quality bi-literate teacher candidates for DLI | Teacher attrition necessitates building capacity to staff the DLI program. |
| 7. Build systems, resources to support Cluster Plan to include IB implementation | Decisions at our school should not be made in isolation, for they have impact throughout the cluster. |
| 8. Foster a positive, informed, and engaged school and culture | Teachers and students do their best when they work study in a positive environment. |
| 9. Inform and engage the school community | We acknowledge the need to inform parents & the community about curriculum, programs, and events. |

Red indicates three priority areas as identified by GO Team in Fall 2019.

Discussion of Budget Summary (Step 4: Budget Choices)

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 **\$7,164,311**.
- This investment plan for FY21 accommodates a student population that is projected to be **731** students, which is a decrease of **27** students from FY20 projection.

FY2021 TOTAL SCHOOL ALLOCATIONS

| | |
|-----------------------------|---------------------------------|
| School | Rivers Elementary School |
| Location | 1066 |
| Level | ES |
| FY2021 Projected Enrollment | 731 |
| Change in Enrollment | -27 |
| Total Earned | \$7,164,311 |

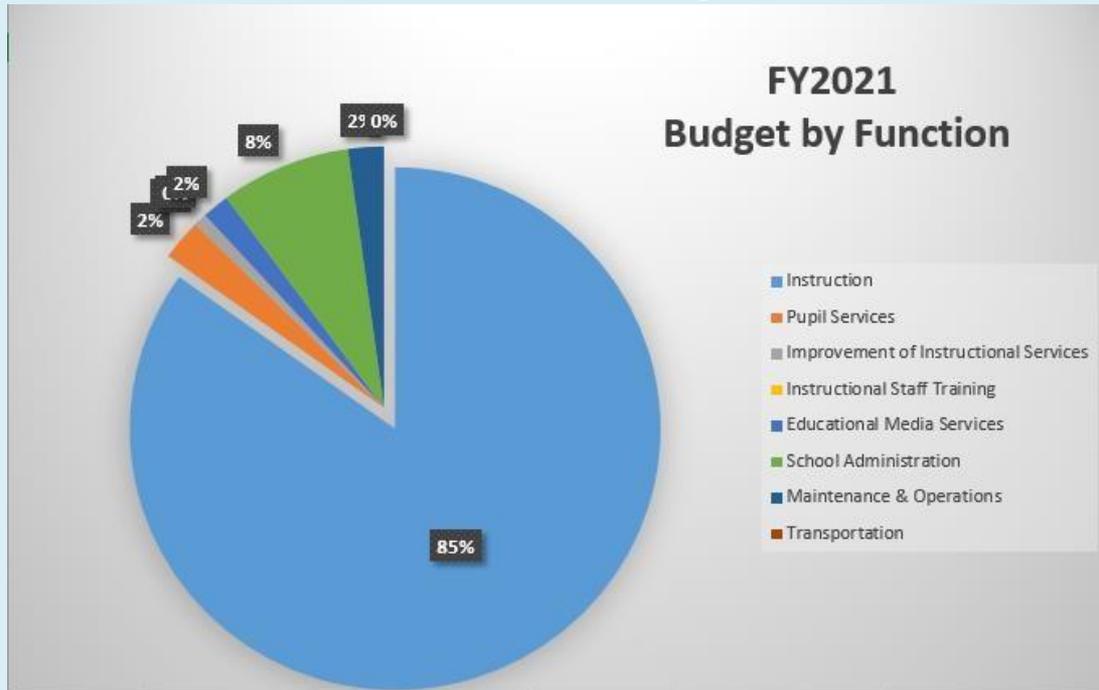
| SSF Category | Count | Weight | Allocation |
|------------------------------|-------|---------|--------------------|
| Base Per Pupil | 731 | \$4,586 | \$3,352,363 |
| Grade Level | | | |
| Kindergarten | 143 | 0.60 | \$393,478 |
| 1st | 151 | 0.25 | \$173,121 |
| 2nd | 119 | 0.25 | \$136,433 |
| 3rd | 115 | 0.25 | \$131,847 |
| 4th | 95 | 0.00 | \$0 |
| 5th | 108 | 0.00 | \$0 |
| 6th | 0 | 0.12 | \$0 |
| 7th | 0 | 0.07 | \$0 |
| 8th | 0 | 0.07 | \$0 |
| 9th | 0 | 0.07 | \$0 |
| 10th | 0 | 0.07 | \$0 |
| 11th | 0 | 0.07 | \$0 |
| 12th | 0 | 0.07 | \$0 |
| Poverty | 147 | 0.50 | \$337,071 |
| Concentration of Poverty | | 0.06 | \$5,135 |
| EIP/REP | 84 | 1.05 | \$404,485 |
| Special Education | 73 | 0.03 | \$10,043 |
| Gifted | 104 | 0.60 | \$286,166 |
| Gifted Supplement | 0 | 0.60 | \$0 |
| ELL | 123 | 0.15 | \$84,612 |
| Small School Supplement | FALSE | 0.40 | \$0 |
| Incoming Performance | 0 | 0.10 | \$0 |
| Baseline Supplement | No | | \$0 |
| Transition Policy Supplement | No | | \$0 |
| Total SSF Allocation | | | \$5,314,755 |

| | | | |
|----------------------------------|-------|--|--------------------|
| Total SSF Allocation | | | \$5,314,755 |
| Additional Earnings | | | |
| Signature | | | \$232,000 |
| Turnaround | | | \$0 |
| Title I | | | \$0 |
| Title I Holdback | | | \$0 |
| Title I Family Engagement | | | \$0 |
| Title I School Improvement | | | \$0 |
| Title IV Behavior | | | \$0 |
| Field Trip Transportation | | | \$18,880 |
| Dual Campus Supplement | | | \$0 |
| District Funded Stipends | | | \$11,200 |
| Reduction to School Budgets | | | \$0 |
| | | | |
| Total FTE Allotments | 20.50 | | \$1,587,475 |
| Total Additional Earnings | | | \$1,849,555 |
| | | | |
| Total Allocation | | | \$7,164,311 |

Budget by Function

| Account | Account Description | FTE | Budget |
|--------------|---------------------------------------|--------------|---------------------|
| 1000 | Instruction | 68.50 | \$ 6,078,793 |
| 2100 | Pupil Services | 1.70 | \$ 181,417 |
| 2210 | Improvement of Instructional Services | 0.50 | \$ 57,653 |
| 2213 | Instructional Staff Training | - | \$ - |
| 2220 | Educational Media Services | 1.00 | \$ 119,314 |
| 2400 | School Administration | 4.50 | \$ 569,162 |
| 2600 | Maintenance & Operations | 3.00 | \$ 156,971 |
| 2700 | Transportation | - | \$ - |
| Total | | 79.20 | \$ 7,163,311 |

Obligated Reserve = \$106,295



Non-Staffing Budget

| Description | Total |
|--|------------|
| Reserve | \$ 106,295 |
| Teacher Stipends | |
| Secretary Overtime | |
| Contracted Services for Instruction | |
| Contracted Services for Professional Development | \$ 3,450 |
| Student Transportation-Charter Buses, Breeze Cards | |
| Postage | |
| Web-based Subscriptions and Licenses | |
| Computer Software | |
| Instructional Employee Travel | |
| Administrative Employee Travel | |
| Signature Programming Travel | |
| Mileage | |
| Student Transportation-APS Buses | |
| District Funded Field Trips | |
| Teaching/Other Supplies, Student Incentives | \$ 31,130 |
| Instructional Equipment/Furniture | |
| Computer Equipment | |
| Media Supplies | |
| Book Other Than Textbooks for Instruction | |
| Book Other Than Textbooks for PD | |
| Textbooks | \$ 30,000 |
| Digital/Electronic Textbooks | |
| Dues & Fees (Instructional Staff) | |
| Dues & Fees (Administrative Staff) | \$ 2,050 |
| Dues & Fees (Signature Programs) | |
| Student Admissions | |
| Other Stipends (Please specify) | \$ 4,000 |
| Stipends | |
| Academic Stipends | \$ 9,000 |

Non-Staffing Budget (cont.)

| Substitutes | |
|--|-------------------|
| Teacher Subs | \$ 66,768 |
| Principal/AP/Clerical Subs | \$ - |
| Media Specialist Subs | \$ 312 |
| Counselor Subs | \$ - |
| Paraprofessional Subs | \$ 5,824 |
| Substitute FICA | \$ 1,057 |
| Hourly Staff | |
| Office Clerks, Café Monitors, Bookkeeper, Media Clerk, Parent Liaison | \$76,337 |
| TOTAL | \$ 336,223 |

Key Proposals

- DLI expansion to 5th grade requires the hiring of additional Spanish partner teacher
- Maintenance of small class sizes – additional homeroom in kindergarten (without paraprofessional), shift an allotment from fourth to first
- Reduction in ESOL allotment, from 3.5 to 3.0, shift funding to DLI homeroom
- Keep allotments for direct teacher and curriculum support -- for Master Teacher Leader (0.5 for math & 0.5 for reading) and 0.5 IB Coordinator
- Shift in gifted models: pull-out in grades 4-5 and cluster at 1-3
- Maintenance of parapros for media and 1st grade DLI
- Rely on hourly support staff for cost efficiency

- Provide for four new teacher stipends

Key Proposals

- maintain use of EIP & ESOL funding for HR teachers to lower average class size

| Grade Level | Projected # of Students | # of HRs (2020-2021) | Avg. Class Size | # of HRs (19-20) |
|-------------|-------------------------|----------------------|--|------------------|
| K | 143 | 7 | 20 (1 HR w/out para = 14; 20 non-DLI) | 6 |
| 1 | 151 | 7 | 22 (20 non-DLI) | 6 |
| 2 | 119 | 6 | 20 (17 non-DLI) | 6 |
| 3 | 115 | 6 | 19 (17 non-DLI) | 6 |
| 4 | 95 | 5 | 19 (16 non-DLI) | 6 |
| 5 | 108 | 5 | 22 | 5 |
| Totals | 731 | 36 | 20 | 35 |

| Strategic Plan Categories | District Descriptions of Categories |
|---------------------------|---|
| Academic Program | Our students will be well-rounded individuals who possess the necessary academic skills and knowledge and are excited about learning. |

Talent Management

We will retain an energized and inspired team of employees who are capable of advancing ever-increasing levels of achievement for students of all backgrounds.

| | |
|---------------------|--|
| Systems & Resources | We will improve efficiency (productivity, cost, etc.) while also making decisions (including resource allocations) that are grounded in a strategic academic direction and data. |
| Culture | We will build trust with the community, and we will have engaged stakeholders (<i>employees, students, parents, community members, partners, etc.</i>) who are invested in the mission and vision and who support the creation of student-centered learning communities. |

Focus Area Descriptors

| Priorities | Focus Area | Strategies |
|------------|------------|------------|
|------------|------------|------------|

Extend focus on bi-literacy through the implementation of dual immersion language and oral proficiency based World Languages program;

Build system, resources to support Cluster Plan to include IB implementation

Academic Program

monthly vertical planning for DLI team; strategic scheduling;

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| | | | |
|---|-------------------------|--|----------------|
| <p>Extend focus on bi-literacy through the implementation of dual immersion language and oral proficiency based World Languages program</p> <p>Build system, resources to support Cluster Plan to include IB implementation</p> | <p>Academic Program</p> | <p>minutes weekly of Spanish for nonDLI 2-5; 45 minutes weekly for K-1 and DLI</p> | <p>Tea</p> |
| <p>Improve student mastery of literacy and math</p> <p>Provide rigor to all students</p> | <p>Academic Program</p> | <p>Differentiated, academically challenging, standards-based instruction</p> | <p>hon tea</p> |

FY21 Strategic Plan Break-out

FY21 Strategic Plan Break-out

| Priorities | Focus Area | Strategies | Requests | Amount |
|--|--|--|--|-------------|
| <p>Improve student mastery of literacy and math</p> <p>Provide rigor to all students.</p> | Academic Program | Implementation of IEPs for students with disabilities | 4 Interrelated Teachers; 1 SpEd Lead Teacher; 3 Autism Teachers; 4 SpEd Paras; 1 SLP | \$1,002,368 |
| <p>Improve student mastery of literacy and math</p> <p>Build teacher capacity in literacy and math</p> | Academic Programs Talent Management | Provide high-quality, engaging, standards-aligned learning resources; teacher training for resources | Eureka math and reading resources; | \$30,000 |
| <p>Improve student mastery of literacy and math;</p> <p>provide rigor to all students.</p> | Academic Program | Provide targeted supports and instruction for English Language Learners | 3.0 Teachers (2 for non-DLI, 1 for DLI) | \$279,370 |
| Provide rigor to all students | Academic Program | Gifted resource model for grades 4-5; gifted collaboration and cluster model for grade 1-2; | 1.5 Teachers | \$139,685 |

FY21 Strategic Plan Break-out

| Priorities | Focus Area | Strategies | Requests | Amount |
|--|---------------------|---|---|-----------|
| Provide rigor to all students | Academic Program | Provide 45 minutes weekly for science inquiry and connections to IB planners | 1 teacher for science lab | \$93,123 |
| Build system, resources to support Cluster Plan to include IB implementation | Systems & Resources | | | |
| Build system, resources to support Cluster Plan to include IB implementation | Systems & Resources | Provide high-quality arts and PE programs | 2 PE Teachers & 2 Arts Teachers | \$372,492 |
| Improve student mastery of literacy | Academic Program; | Increase circulation rates in media center; increased use of school technology; | 1 Media Specialist & 1 hourly para-pro | \$119,043 |
| Foster a positive, informed, and engaged school culture | Culture | | | |
| Build teacher capacity in literacy and math | Talent Management | HR teacher with release time to coach teachers & teams in order to improve school-wide instruction and student outcomes | Master Teacher Leader (.5 – Math; .5 – reading) | \$93,123 |

FY21 Strategic Plan Break-out

| Priorities | Focus Area | Strategies | Requests | Amount |
|--|---|--|---|-----------|
| Foster a positive, informed, and engaged school culture Provide rigor to all students | Culture Academic Programs | Maximize para support with students | 2 hourly café monitors | \$11,610 |
| Inform and engage the school community | Culture | Hourly, bilingual parent liaison to assist with communication and outreach | 20 hours a week | \$9,720 |
| Inform and engage the school community Improve student mastery in math and reading Build system, resources to support Cluster Plan | Culture; Academics Systems & Resources | Provide wrap around services; focus on student attendance; Partner with cluster schools to provide social work services; maintain full-time counselor; | .20 Social Worker for cluster & 1 Counselor | \$129,539 |

Plan for FY 21 Reserve

- Current Holdback = \$106,295
 - Priority 1 – funds for any “payback” required at leveling due to under-enrollment from projection
 - Priority 2 – funds for instructional support staff (i.e., to deliver student interventions in math and/or reading)
 - Priority 3 – funds for instructional materials and teaching supplies

Questions?



Thank you for your time and attention.

Questions to Consider

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

2. How are district and cluster priorities reflected in our budget?
 - a. Cluster priorities- what staff, materials, etc. are dedicated to supporting our cluster's priorities?
 - b. Signature programs- what staff, materials, etc. are dedicated to supporting our signature program?

- c. Are there positions our school will share with another school, i.e. nurse, counselor?