



Budget Development Process Bolton Academy



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.



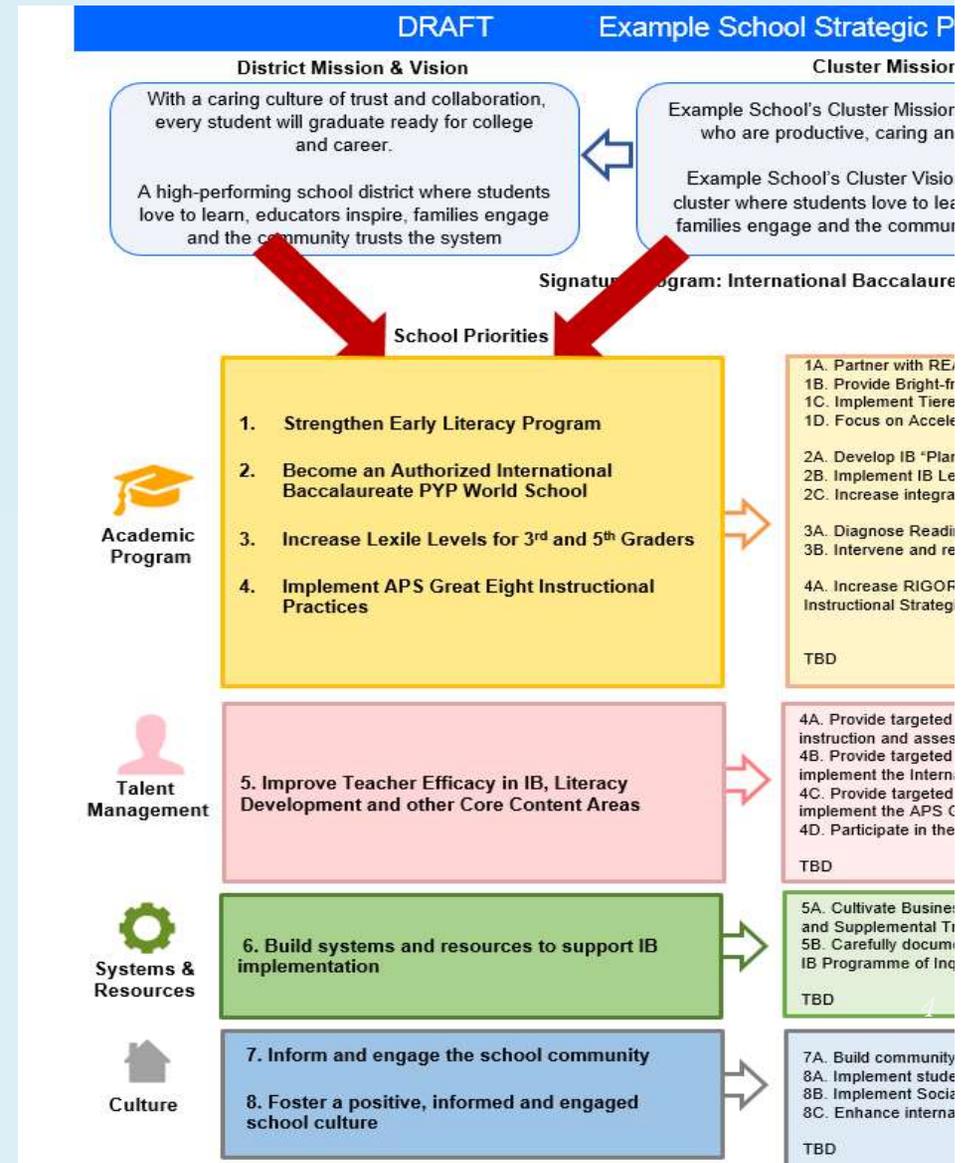
FY21 Budget Development Process

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



Bolton Academy Strategic Plan

Bolton Academy 2017 - 2020 Strategic Plan

Cluster: North Atlanta;

Signature Program: International Baccalaureate Primary Years Programme

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.
2. Increase student performance in Math.
3. Embed a data-driven, multi-tiered system of support to improve our English Learner performance.
4. Implement the enhanced IB PYP model with fidelity.



Academic Program

School Strategies

- 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.
- Realign IB curriculum units with ELA scope and sequence
- Increase the number of ESOL and GATE endorsed teachers on staff
- Implement GATE cluster and/or collaborative model(s)
- Implement EIP collaborative model
- Implement concept-based instructional model with inquiry, action, and reflection
- Support DLI program through monitoring and curriculum development.

Uses of Flexibility/Innovation

- Seek funding sources for enrichment activities to provide students hands-on learning experience and access

Key Performance Measures

By 2021, Bolton Academy aims to achieve the following:

- $\leq 35\%$ of students will score in the Beginning range on any school-based, district level, or state assessment
- $\geq 75\%$ of Students will leave 2nd grade reading at/above grade level
- $\geq 3\%$ (YOY) increase in ESOL students achieving GMAS Level 3, or 4 in math, reading, social studies, and science
- Maintain $\geq 97\%$ student attendance
- $\geq 80\%$ Satisfaction rate in Staff and Parent Survey Data
- $\geq 65\%$ of 3rd, 5th grade students will meet or exceed target Lexile levels
- $\geq 5\%$ increase in number of students achieving Level 4 in grades 3-5 across all GMAS subject areas assessed
- Maintain $\leq 1\%$ suspension rate
- $\geq 25\%$ increase in EL students moving across performance bands on ACCESS
- ≥ 12 certified and fully trained ESOL teachers will be on staff



Talent Management

5. Improve teacher efficacy in IB standards and practices, Balanced Literacy Framework, Eureka Math, and science/social studies integration.
6. Improve staff efficacy with co-teaching model in GATE, EIP, ESOL, and SPED.
7. Retain and develop highly qualified teachers and staff.

- Provide teachers with ongoing professional development regarding IB, Balanced Literacy, Eureka Math, 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.
- Develop a school-based mentoring program to support new teachers.



Systems & Resources

8. Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines.
9. Recruit and retain highly qualified English and Spanish Dual Language Immersion teachers and staff.

- Implement effective PLCs during grade-level collaborative planning.
- Design and evaluate master scheduling to maximize collaboration.
- Adhering to district timeline and protocols for highly qualified hiring practices.

Uses of Flexibility/Innovation

- Redesign roles of instructional leadership team members to align to our instructional needs.



Culture

10. Develop and sustain a positive, informed, and engaged school community for all stakeholders (students, teachers, parents, and the community)
11. Create a culture of high expectations and trust for students, staff, and families.

- 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 Principals' Chats.
- Utilize Class Dojo and weekly communication systems to keep all stakeholders informed and engaged.

FY21 Priorities & SMART Goals

(From your Strategic Plan, insert your Top 2 Priorities & SMART Goals for FY21 here)

School Priorities

1. Embed a data-driven, multi-tiered system of support to improve our English Learner performance.



SMART Goals

In SY2019, 17% of all English Learners were proficient and above in ELA and 13% of all English Learners were proficient and above in Math. By the end of SY2020 this subgroup's performance will increase by a minimum of three percentage points in each subject area, moving to 20% proficient or above in ELA, and 16% proficient or above in Math.

2. Create a culture of high expectations and trust for students, staff, and families



By the end of the 2020-2021 school year, 85% of formal and informal observation data will indicate satisfactory (Level III) or higher in creating a positive learning environment and holding students to high expectations (TKES Standards 7-Positive Learning Environment & 8-Academically Challenging Learning Environment; EPAT Core Values #3-Put Students and Schools First)

FY21 Budget Parameters

| FY21 School Priorities | Rationale |
|--|---|
| <p>Embed a data-driven, multi-tiered system of support to improve our English Learner performance.</p> <p>Create a culture of high expectations and trust for students, staff, and families.</p> | <p>In 2019, the overall increase on the number of students performing proficient or above increased 10.9% in ELA and 8.5% in Math (as measured by Milestones). While English Learners as a subgroup grew 6.5% in ELA, there was a .4% decline in Math. With a data-driving culture of learning and high expectations for all students, our English Learners, other subgroups, and all learners will grow in both subject areas.</p> |
| | |

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 \$5,750,005
- This investment plan for FY21 accommodates a student population that is projected to be 543 students, which is an increase of 13 students from FY20.

School Allocation

| FY2021 TOTAL SCHOOL ALLOCATIONS | | | |
|---------------------------------|------------------------------|----------------|--------------------|
| 1 | | | |
| 2 | | | |
| 3 | School | Bolton Academy | |
| 4 | Location | 0303 | |
| 5 | Level | ES | |
| 6 | FY2021 Projected Enrollment | 543 | |
| 7 | Change in Enrollment | 13 | |
| 8 | Total Earned | \$5,749,005 | |
| 9 | | | |
| 10 | SSF Category | Count | Weight |
| 11 | Base Per Pupil | 543 | \$4,586 |
| 12 | Grade Level | | |
| 13 | Kindergarten | 84 | 0.60 |
| 14 | 1st | 87 | 0.25 |
| 15 | 2nd | 92 | 0.25 |
| 16 | 3rd | 79 | 0.25 |
| 17 | 4th | 89 | 0.00 |
| 18 | 5th | 112 | 0.00 |
| 19 | 6th | 0 | 0.12 |
| 20 | 7th | 0 | 0.07 |
| 21 | 8th | 0 | 0.07 |
| 22 | 9th | 0 | 0.07 |
| 23 | 10th | 0 | 0.07 |
| 24 | 11th | 0 | 0.07 |
| 25 | 12th | 0 | 0.07 |
| 26 | Poverty | 204 | 0.50 |
| 27 | Concentration of Poverty | | 0.06 |
| 28 | EIP/REP | 90 | 1.05 |
| 29 | Special Education | 77 | 0.03 |
| 30 | Gifted | 53 | 0.60 |
| 31 | Gifted Supplement | 0 | 0.60 |
| 32 | ELL | 119 | 0.15 |
| 33 | Small School Supplement | FALSE | 0.40 |
| 34 | Incoming Performance | 0 | 0.10 |
| 35 | Baseline Supplement | No | |
| 36 | Transition Policy Supplement | No | |
| 39 | Total SSF Allocation | | \$4,174,842 |
| 40 | | | |

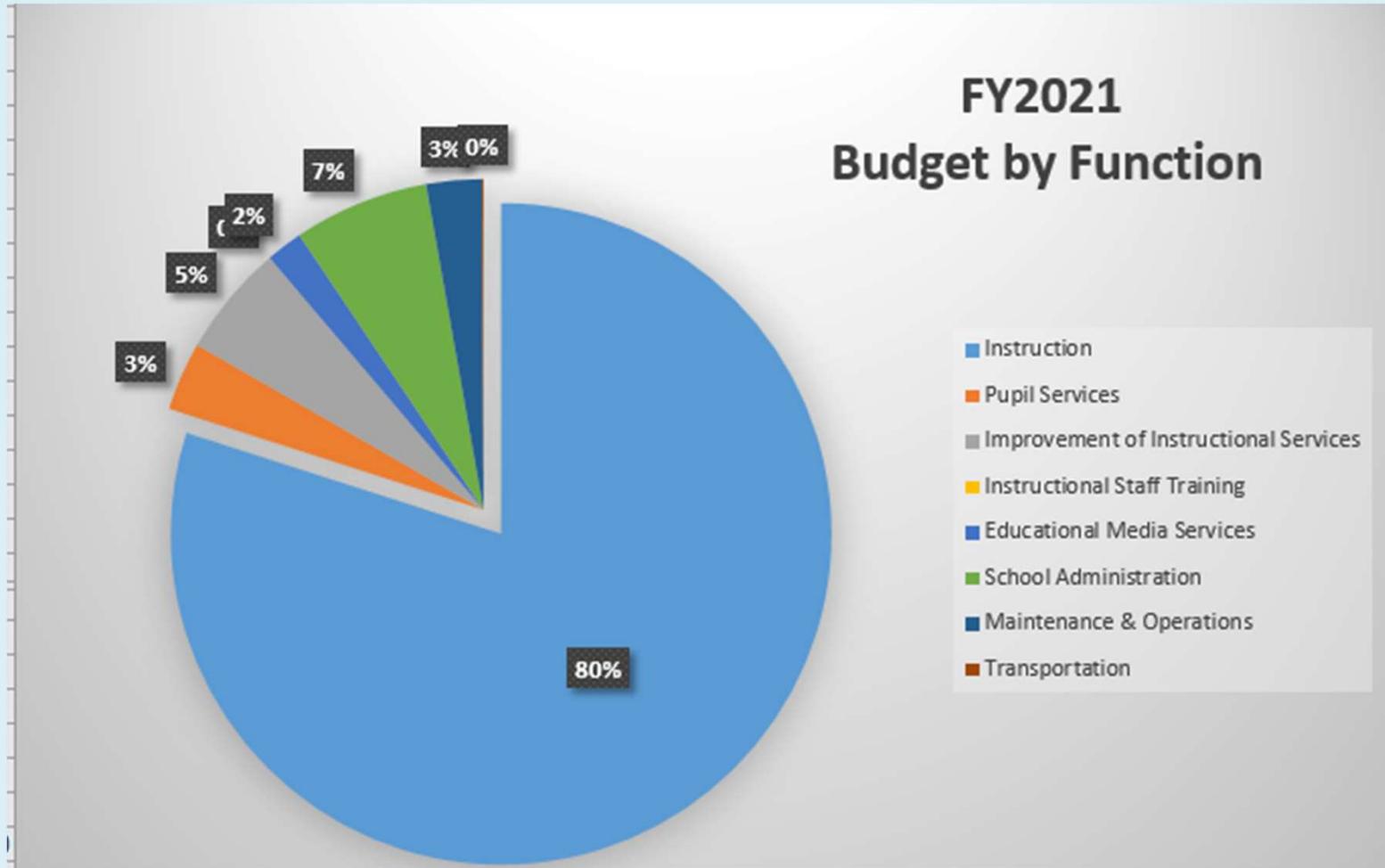
School Allocation

| | | | |
|----------------------------------|--------------|--|--------------------|
| Total SSF Allocation | | | \$4,174,842 |
| 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 | | | \$14,024 |
| Dual Campus Supplement | | | \$0 |
| District Funded Stipends | | | \$10,200 |
| Reduction to School Budgets | | | \$0 |
| Total FTE Allotments | 16.25 | | \$1,317,938 |
| Total Additional Earnings | | | \$1,574,163 |
| Total Allocation | | | \$5,749,005 |

Budget by Function (Required)

| School | Bolton Academy | | | |
|-----------------------------|---------------------------------------|--------------|---------------------|------------------|
| Location | 0303 | | | |
| Level | ES | | | |
| Principal | Ms. Anita Lawrence | | | |
| Projected Enrollment | 543 | | | |
| | | | | |
| Account | Account Description | FTE | Budget | Per Pupil |
| | | | | |
| 1000 | Instruction | 53.50 | \$ 4,668,877 | \$ 8,598 |
| 2100 | Pupil Services | 1.45 | \$ 196,566 | \$ 362 |
| 2210 | Improvement of Instructional Services | 3.00 | \$ 320,205 | \$ 590 |
| 2213 | Instructional Staff Training | - | \$ - | \$ - |
| 2220 | Educational Media Services | 1.00 | \$ 105,619 | \$ 195 |
| 2400 | School Administration | 4.00 | \$ 386,117 | \$ 711 |
| 2600 | Maintenance & Operations | 3.00 | \$ 156,971 | \$ 289 |
| 2700 | Transportation | - | \$ 6,000 | \$ 11 |
| Total | | 65.95 | \$ 5,840,355 | \$ 10,756 |

Budget by Function (Required)



What's Next?

- January:
 - GO Team Initial Budget Session (Jan. 21st-31st)
- February:
 - One-on-one Associate Superintendent discussions
 - Cluster Planning Session (positions sharing, cluster alignment, etc.)
 - Program Manager discussions and approvals
 - GO Team Feedback Session
 - HR Staffing Conferences (February 24th - March 2nd)
- March:
 - Final GO Team Approval (March 3rd - March 13th)

Questions?



Thank you for your time and attention.

***Slides to Complete After Initial Meeting
and Before You Meet with Associate Supt.
And Program Managers***

Focus Area Descriptors

| 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. |

Description of Strategy Categories

- 1. Budget Parameters** – FY21 funding priorities from the school's 3-5 year strategic plan, ranked by the order of importance
- 2. Strategies** – Lays out specific objectives for schools improvement
- 3. Request** – “The Ask”. What needs to be funded in order to support the strategy?

FY21 Budget Parameters

| FY21 School Priorities | Rationale |
|---|--|
| Increase student performance in ELA and Math | Although we have demonstrated YOY growth in both core content areas, the overall proficiency level still falls below 50% (48.2% in ELA and 43.9% in Math). |
| Embed a data-driven, multi-tiered system of support to improve our English Learner performance. | 16.9% of our English Learners are proficient or above in ELA and 13% in Math. Students not in this subgroup achieved 60.1% proficiency in ELA and 55.7% in Math, indicating a need for targeted support to close the achievement gap for English Learners. |
| Implement the enhanced IB PYP model with fidelity. | After completing our IB reauthorization visit during the 2019-20 school year, the shift to the enhanced PYP standards and practices will require additional training and collaborative planning time to implement a concept-based instructional model. |

FY21 Budget Parameters

| FY21 School Priorities | Rationale |
|---|--|
| Improve teacher efficacy in IB standards and practices, Balanced Literacy Framework, Eureka Math, and science/social studies integration. | By deepening teacher understanding of the curriculum model and programs, all students will receive data-driven, targeted instruction. Also, supporting teachers in these areas will also positively impact teacher retention and school culture. |
| Create a culture of high expectations and trust for students, staff, and families. | A focus on equity, diversity, and inclusion will promote awareness of how high expectations and a positive learning environment impacts student achievement, and improve the performance of English Learners and other subgroups. |

FY21 Strategic Plan Break-out

| Priorities | Focus Area | Strategies | Requests | Amount |
|---|------------------|--|--|-----------------|
| <i>Increase student performance in Math and ELA;</i> | <i>Academics</i> | <i>Intentional focus on student Lexile levels and use of resources that provide texts for students at appropriate levels of challenge;</i> | <i>Implementation of after-school tutorial program; Curriculum alignment work; Realign IB curriculum units with ELA scope and sequence</i> | <i>\$7,800</i> |
| <i>Increase student performance in Math and ELA; Embed a data-driven, multi-tiered system of support to improve our English Learner performance</i> | <i>Academics</i> | <i>Utilize a writing assessment curriculum; Implement concept-based instructional model with inquiry, action, and reflection</i> | <i>Purchase of Gallopade (Social Studies), WriteScore & Affirm (all others funded by Foundation)</i> | <i>\$12,000</i> |
| <i>Increase student performance in Math and ELA; Embed a data-driven, multi-tiered system of support to improve our English Learner performance</i> | <i>Academics</i> | <i>Implement concept-based instructional model with inquiry, action, and reflection</i> | <i>Enriching Field Trip Opportunities</i> | <i>\$8,000</i> |

FY21 Strategic Plan Break-out

| Priorities | Focus Area | Strategies | Requests | Amount |
|---|--|--|--|------------------|
| <i>Retain and develop highly qualified teachers and staff</i> | <i>Talent Management</i> | <i>Promote, engage, and develop teacher implementation of integrated curriculum in the areas of language arts, science, and social studies.</i> | <i>Purchase materials and supplies to support instruction</i> | <i>\$18,000</i> |
| <i>Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines.</i> <i>Implement the enhanced IB PYP model with fidelity.</i> | <i>Systems & Resources Academics</i> | <i>Implement concept-based instructional model with inquiry, action, and reflection; Design and evaluate master scheduling to maximize collaboration</i> | <i>Increase support of media services and allocate funds for media resources</i> | <i>\$105,307</i> |
| <i>Recruit and retain highly qualified English and Spanish Dual Language Immersion teachers and staff.</i> | <i>Talent Management</i> | <i>Enhance DLI instructional model with additional support staff.</i> | <i>Increase staffing for DLI instructional paraprofessionals (one per grade level)</i> | <i>\$41,950</i> |

FY 2021: Purpose of Reserve Funds

- To account for the district's overall revenue uncertainty & help to mitigate potential losses at leveling
- 2% of school's SSF allocation has been budgeted for NonStaffing
- Use of these funds is subject to District Approval

Plan for FY21 Reserve

| Priorities | Focus Area | Strategies | Requests | Amount |
|--|--|---|---|-----------------|
| <i>Create a culture of learning & Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines</i> | <i>Culture & Systems & Resources</i> | <i>Implement effective PLCs during grade-level collaborative planning</i> | <i>Substitutes (for extended collaboration)</i> | <i>\$12,000</i> |
| <i>Increase student performance in ELA; Increase student performance in Math.</i> | <i>Academics</i> | <i>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</i> | <i>Web-Based and Consumable Resources</i> | <i>\$35,497</i> |

Plan for FY21 Reserve

| Priorities | Focus Area | Strategies | Requests | Amount |
|--|------------------|---|--|-----------------|
| <i>Cultivate a culture of learning</i> | <i>Culture</i> | <i>Promote reflection and awareness of cultural differences through school programming and practices (materials and supplies)</i> | <i>Materials & Supplies</i> | <i>\$15,000</i> |
| <i>Increase student performance in ELA; Increase student performance in Math.</i> | <i>Academics</i> | <i>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</i> | <i>Contracted services for professional learning</i> | <i>\$6,000</i> |

Plan for FY21 Reserve

| Priorities | Focus Area | Strategies | Requests | Amount |
|--|------------------|--|---|-----------------|
| <i>Increase student performance in Math and ELA;</i> | <i>Academics</i> | <i>Intentional focus on student Lexile levels and use of resources that provide texts for students at appropriate levels of challenge;</i> | <i>Implementation of after-school tutorial program; stipends and transportation funds</i> | <i>\$15,000</i> |

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?