



# 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.



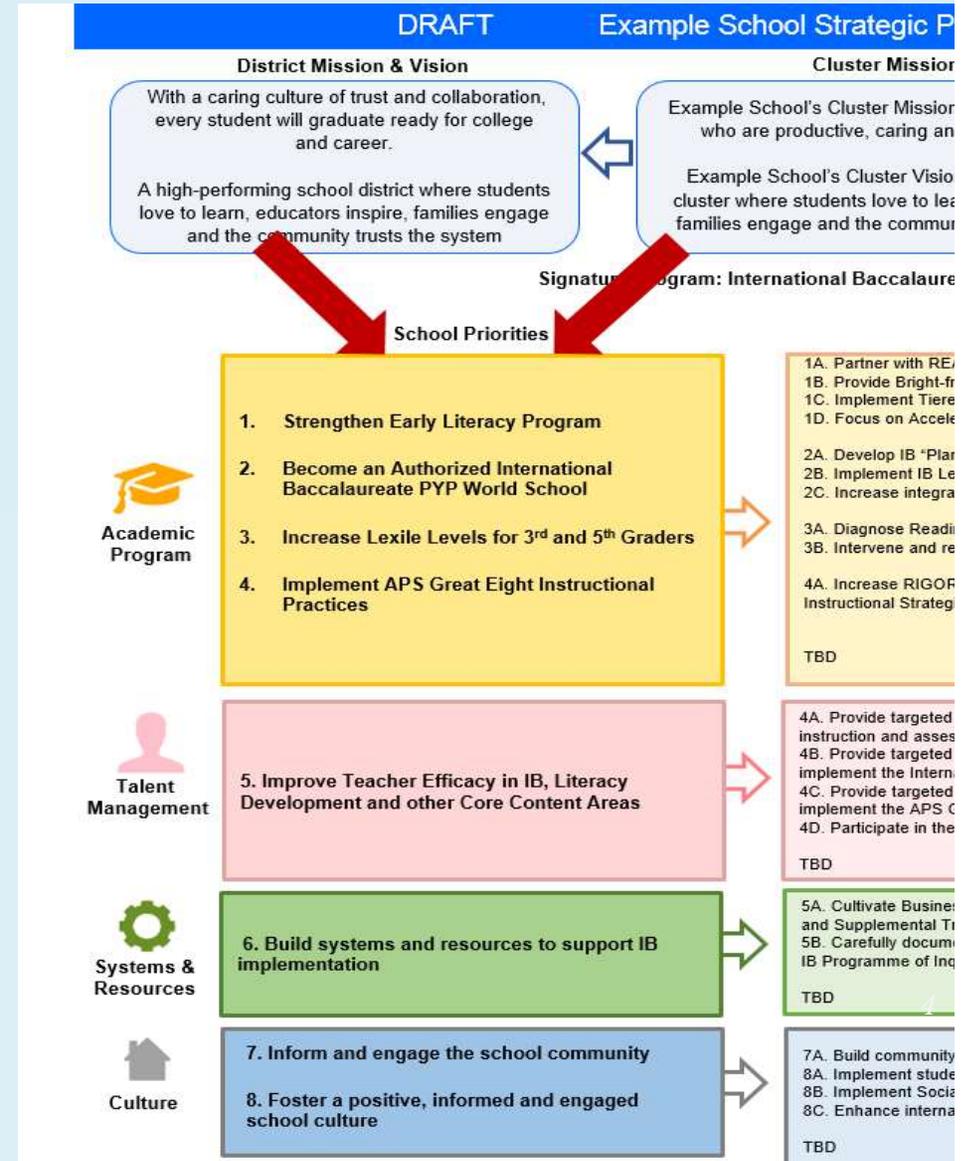
# FY21 Budget Development Process

## 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 21<sup>st</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup>, 5<sup>th</sup> 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
- $\geq 12$  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><b>Embed a data-driven, multi-tiered system of support to improve our English Learner performance.</b></p> <p><b>Create a culture of high expectations and trust for students, staff, and families.</b></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	Allocation
11	Base Per Pupil	543	\$4,586	\$2,490,196
12	Grade Level			
13	Kindergarten	84	0.60	\$231,134
14	1st	87	0.25	\$99,745
15	2nd	92	0.25	\$105,478
16	3rd	79	0.25	\$90,573
17	4th	89	0.00	\$0
18	5th	112	0.00	\$0
19	6th	0	0.12	\$0
20	7th	0	0.07	\$0
21	8th	0	0.07	\$0
22	9th	0	0.07	\$0
23	10th	0	0.07	\$0
24	11th	0	0.07	\$0
25	12th	0	0.07	\$0
26	Poverty	204	0.50	\$467,772
27	Concentration of Poverty		0.06	\$18,279
28	EIP/REP	90	1.05	\$433,377
29	Special Education	77	0.03	\$10,594
30	Gifted	53	0.60	\$145,835
31	Gifted Supplement	0	0.60	\$0
32	ELL	119	0.15	\$81,860
33	Small School Supplement	FALSE	0.40	\$0
34	Incoming Performance	0	0.10	\$0
35	Baseline Supplement	No		\$0
36	Transition Policy Supplement	No		\$0
39	<b>Total SSF Allocation</b>			<b>\$4,174,842</b>
40				

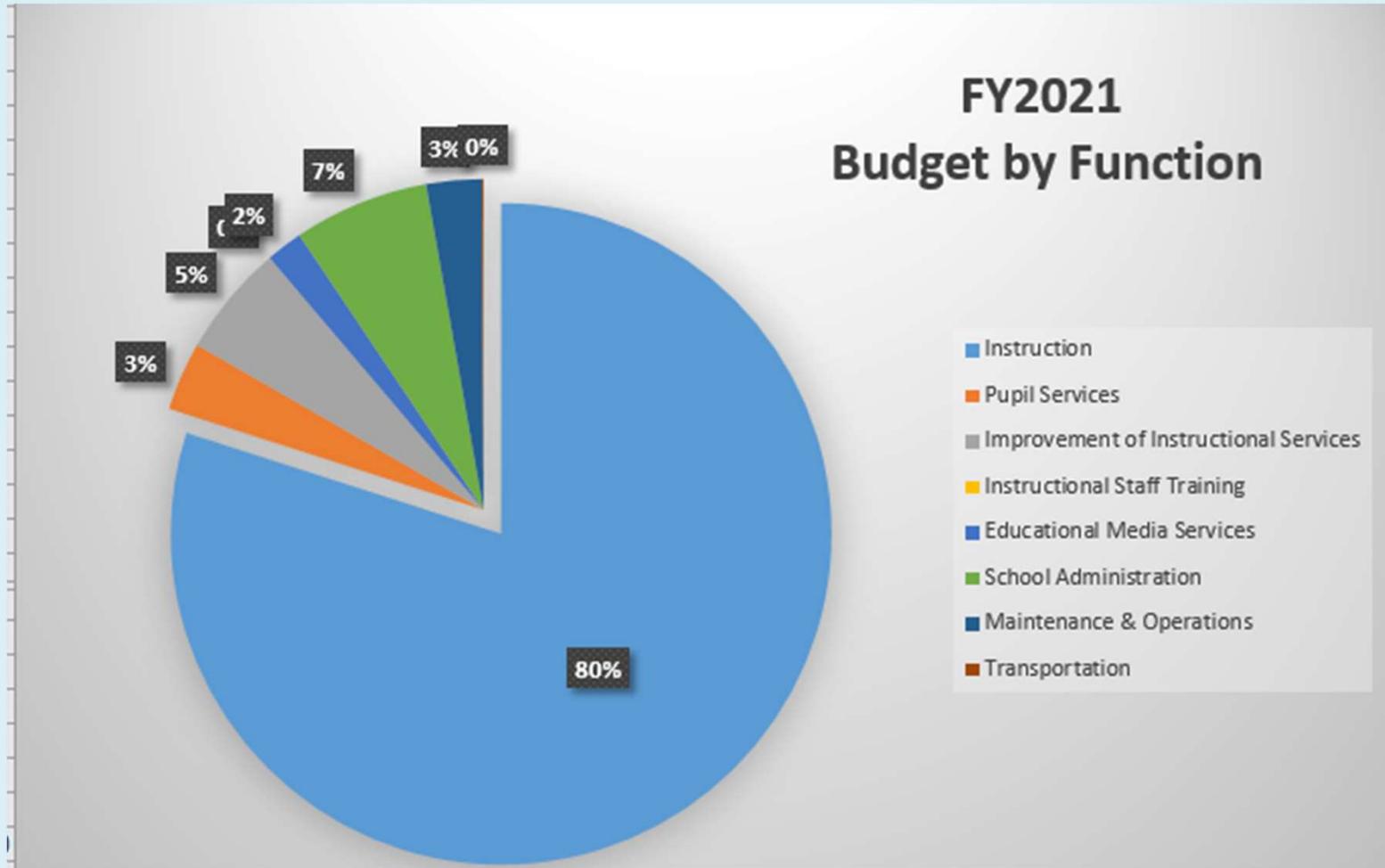
# School Allocation

<b>Total SSF Allocation</b>			<b>\$4,174,842</b>
<b>Additional Earnings</b>			
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
<b>Total FTE Allotments</b>	<b>16.25</b>		<b>\$1,317,938</b>
<b>Total Additional Earnings</b>			<b>\$1,574,163</b>
<b>Total Allocation</b>			<b>\$5,749,005</b>

## Budget by Function (Required)

<b>School</b>	Bolton Academy			
<b>Location</b>	0303			
<b>Level</b>	ES			
<b>Principal</b>	Ms. Anita Lawrence			
<b>Projected Enrollment</b>	543			
<b>Account</b>	<b>Account Description</b>	<b>FTE</b>	<b>Budget</b>	<b>Per Pupil</b>
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
<b>Total</b>		<b>65.95</b>	<b>\$ 5,840,355</b>	<b>\$ 10,756</b>

# Budget by Function (Required)



# What's Next?

- January:
  - GO Team Initial Budget Session (Jan. 21<sup>st</sup>-31<sup>st</sup>)
- 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 24<sup>th</sup> - March 2<sup>nd</sup>)
- March:
  - Final GO Team Approval (March 3<sup>rd</sup> - March 13<sup>th</sup>)

# 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*

<b>FY21 School Priorities</b>	<b>Rationale</b>
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 &amp; 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 &amp; 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 &amp; Develop a staffing model that provides opportunities for ongoing collaboration across grade levels and disciplines</i>	<i>Culture &amp; Systems &amp; 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 &amp; 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?