

**Morningside Elementary  
GO Team  
Budget  
Allocation  
Meeting  
January 29 2025**

# 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.

# Agenda

## Action Items

- Approval of Agenda
- Approval of Previous Minutes
- Strategic Plan Review and Update

## Discussion Items

- HR Presentation on Principal Search: Matt Rogers
- Review Budget Meeting Schedule- Review and update meeting calendar
- Budget Allocation Presentation

## Information Items

- Principal's Report
  - CCRPI

## Announcements

## Public Comment

## Adjournment


# Action Items: Preparing for Budget Development



# Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

# Updates to the Strategic Plan



Smart Goals to remain through the  
2024-2025 School Year

Strategic PRIORITIES as voted at the  
meeting  
November 20, 2024

Strategic STRATEGIES as discussed at the  
Work Session January 8, 2025

# Strategic Plan Priority Ranking

1. Focus on eliminating academic achievement gaps among student groups including African-American, Hispanic, and Special Education student groups
2. Imbed a data-driven multi-tier system of support to improve individual as well as student group performance, focusing on both academic and social emotional learning outcomes.
3. Focus on individual student needs by strengthening our intervention and enrichment programs.
4. Create a welcoming, inclusive, and responsive culture that embraces all of our Morningside students and families.
5. Ensure that parents engaging in school-family activities reflect the diversity of our school.
6. Create an environment that motivates and retains staff members, builds teacher leadership, and focuses on teacher wellness.
7. Build capacity of talented and knowledgeable staff to meet student needs.

Mission: With a culture of collaboration and high standards, all students will be nurtured and well-prepared for their future.

**Morningside Elementary School Strategic Plan**  
**(2022 - 2025, Update 1/29/25)**

Vision: A high-performing community school where teachers inspire, families engage, and students excel.

**SMART  
Goals**

The percentage of students in grades 3-5 scoring proficient or above in Reading, as measured by the Georgia Milestones, will increase from 77% in August 2024 to 80% in May 2025. (FY 2023 = 75%, FY2024 = 77%)

The percentage of students in grades 3-5 scoring proficient or above in Math, as measured by the Georgia Milestones, will increase from 76% in September 2024 to 78% in May 2025. (FY2023 = 75%, FY2024 = 76%)

Recommend 3rd CIP Goal: The CCRPI Attendance percentage of students in overall low risk at Morningside is 85% for FY2024. The CCRPI Attendance percentage of Black Students in low risk will increase from 59% to 69%, for Hispanic Students an increase from 74% to 80%, for EL Students an increase from 70% to 75% and for SpecEd students an increase in low risk from 81% to 85%.

***School Strategic Priorities***

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***School Strategies***

1A. Create a schedule that increases teacher planning while supporting student learning.  
1B. Reduce class size K - 5.

2A. Use data (MAP, common assessments, universal screening, GMAS) to strategically group students based on academic need. Analyze class level student groups and differentiate based on this data.  
2B. Align curriculum across grades, identifying focus standards and learning targets.

3A. Offer a rigorous and relevant curriculum for all students, supported by the focus of our STEAM (Science, Technology, Engineering, Arts, Math) Signature Program.  
3B. Sustain and expand successful initiatives such as tutorial, mentor programs, interventions, innovative EIP, and student strength programming.  
3C. Provide customized learning strategies not only for students below standard, but students on or above grade level.  
3D. Enhance in-school enrichment opportunities and special area classes, increasing accessibility for all students.  
3E. Increase programming that broadens opportunities for younger students.

4A. Build school-wide staff proficiency with cultural competency anti-bias/equity training.  
4B. Implement activities both at class level and school-wide that reflect all students' backgrounds and experiences.  
4C. Create a New Parent Program to introduce families to the school and the district.  
4D. Increase Family involvement and voice in the GO TEAM discussions and decisions

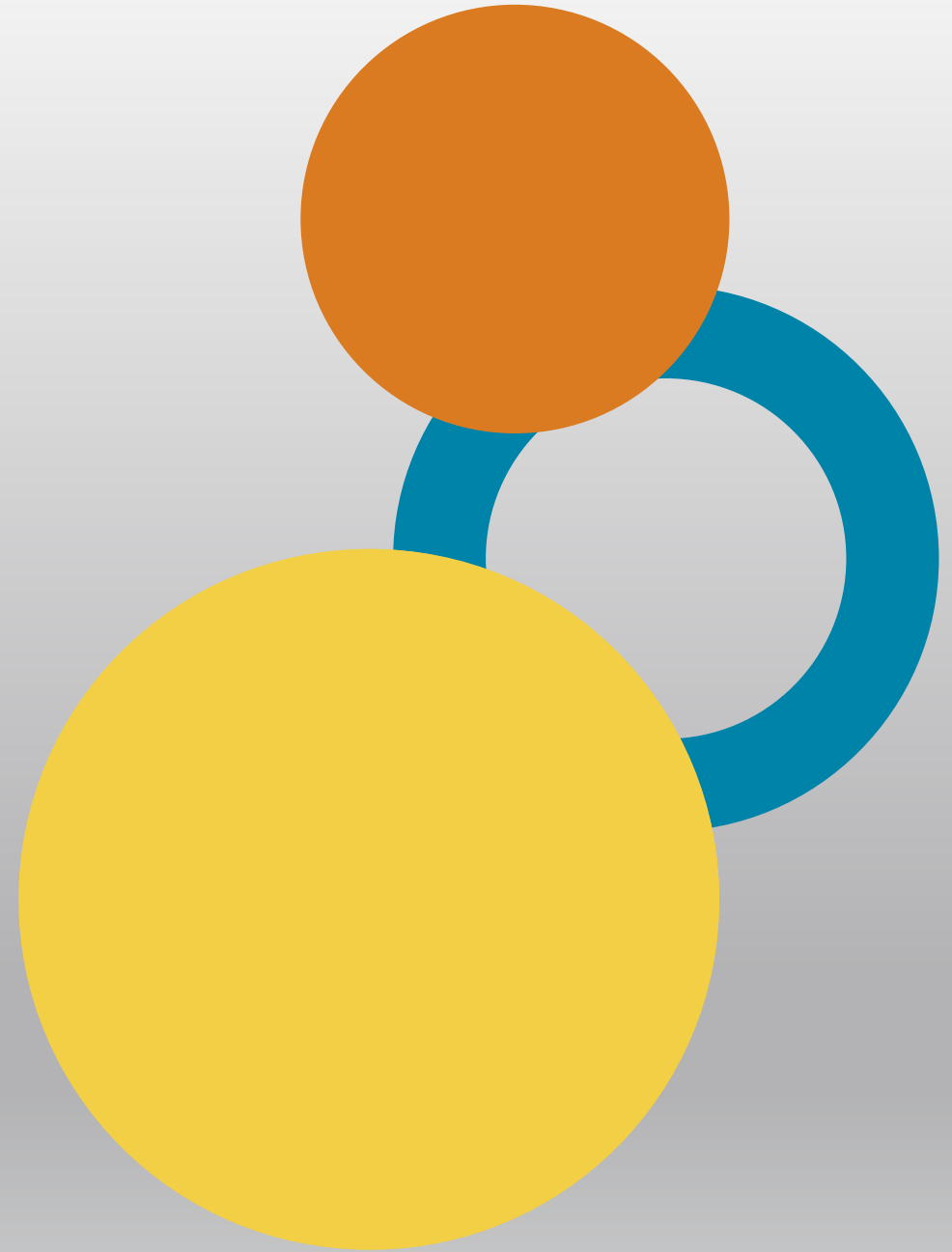
5A. Provide curriculum and experiences class and school-wide that reflect all students and their backgrounds.

6A. Prioritize support personnel such as coaches and master teacher leaders.  
6B. Monitor and expand ways of increasing employee engagement, empowerment, and staff leadership opportunities.  
6C. Create a schedule that increases teacher planning while supporting student learning.

7A. Provide and implement school-wide STEAM Training  
7B. Build school-wide staff proficiency with cultural competency anti-bias/equity training.  
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# Discussion Items



# **HR Presentation: Principal Search**

**Matt Rogers**

# Overview of the FY26 GO Team Budget Process

**Step 1**  
Update  
Strategic  
Plan &  
Rank  
Priorities

**Step 2**  
Principals  
Workshop  
FY 26  
Budget

January 15th

**Step 3**  
GO Team  
Budget  
Allocation  
Meeting

January 15th  
– January 31st

**Step 4**  
Principals  
Cluster Supt.  
Discussions

**Step 5\***  
GO Team  
Feedback  
Mtg.  
Early Feb. –  
Feb 14th

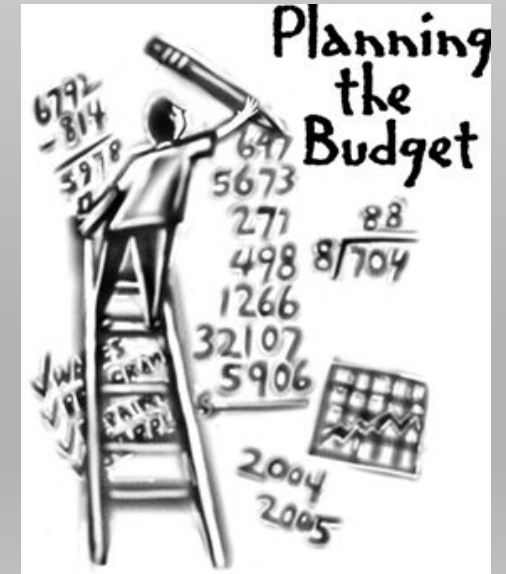
**Step 6**  
Cluster  
Supt.  
Review  
February  
17th-21st

**Step 7**  
Principals HR  
Staffing  
Conferences  
Begin  
Feb. 24th – Feb.  
27th

**Step 8\***  
GO Team  
Final  
Budget  
Approval  
Meeting  
Budgets  
Approved by  
March 15th

**GO Teams are encouraged to have ongoing conversations**

\* GO Teams will need to take **ACTION** on the budget at these meetings.

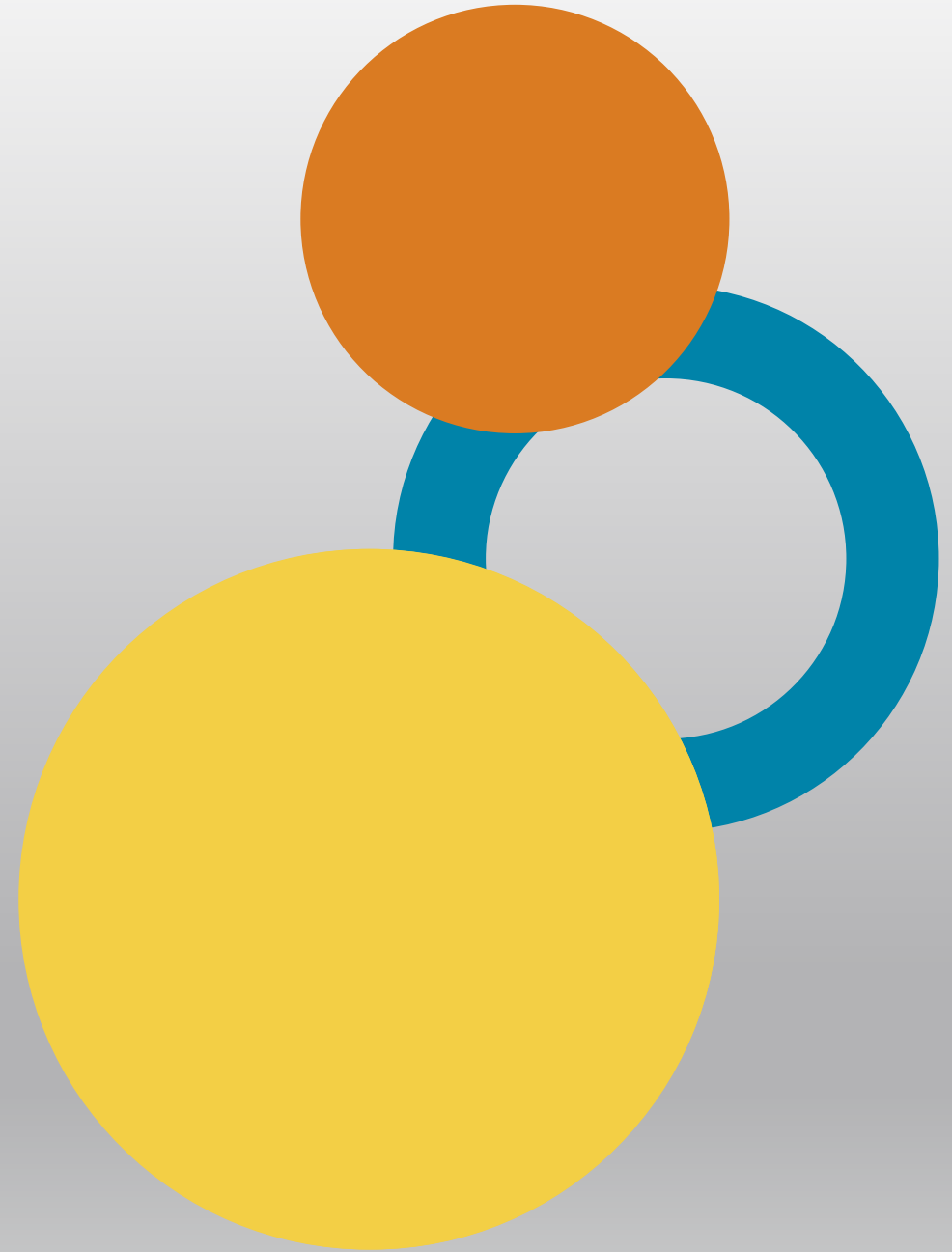


# Action on GO Team Budget Meeting Calendar

We will need to **take ACTION** (vote) to change our meeting calendar **if we need to change** our meetings to meet these deadlines:

- [Allocation Meeting](#): 1/29/25 5:00pm
- [Feedback Meeting](#): 2/12/25 3:00pm
- [Approval Meeting](#): 3/5/25 5:00pm (after staffing conference and before Friday, March 14).

# Budget Development



# GO Team Budget Development Process

## YOUR SCHOOL STRATEGIC PLAN...

is your roadmap and your role.  
It is your direction, your priorities, your vision,  
your present, your future.



Step 1: Data Review



Step 2: Strategic Plan Review



Step 3: Budget Parameters  
(Strategic Priorities)



Step 4: Budget Development Process

# Budget Allocation Meeting

## What

During the first GO Team meeting the principal will provide an overview of the budget and position allocations, request(s) for turnaround and/or signature program funds

## 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 and position allocations, discuss the proposed requests for signature program funds and provide input to drive the development of the draft budget.

## When

1/29/25 - Today!

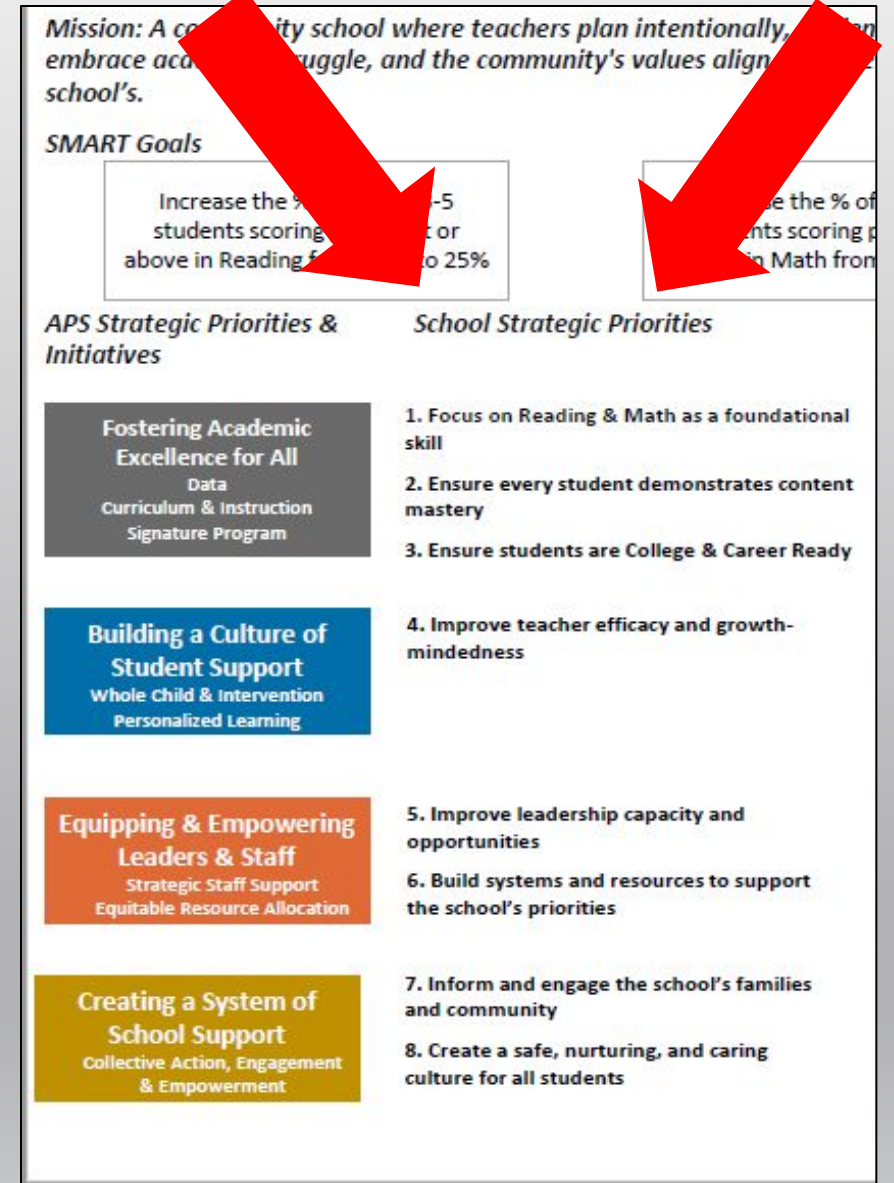
# FY26 Budget Development Process

## Principal's Role

- Design the budget and propose operational changes that can raise student achievement
- Formulate 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
- **Collaborate with the GO Team on the use of school-level flexibility for position allocations, turnaround initiatives, and Signature Programs (NEW PROCESS FOR FY26)**

## 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
- **Collaborate with the Principal on the use of school-level flexibility for position allocations, turnaround initiatives, and Signature Programs (NEW PROCESS FOR FY26)**





# Morningside Strategic Plan

**Morningside Elementary School Strategic Plan**  
**(2022 - 2025, Update 1/29/25)**

**SMART Goals**

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# Discussion of Budget Allocation



# 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 \$ 9,795,258



This investment plan for FY26 accommodates a student population that is projected to be 694 students, which is a decrease of 68 students from **FY25**.

# REMINDER



Budget discussions are relating to positions, not people

# MES Allocation Tab Overview

The **Allocation Tab** has 3 tables that show the allocations for **FY26**, **FY25**, and the **Change** in each area. This helps you understand how our school earned funds and positions for FY26 in comparison to FY25. and how changes in each line impact our overall school budget.

**FY2026 TOTAL SCHOOL ALLOCATIONS**

School	Morningside Elementary School
Location	1664
Level	ES
FY2026 Projected Enrollment	694
Total Earned	\$9,795,258
Per Pupil	\$14,114

**FY2025 TOTAL SCHOOL ALLOCATIONS**

School	Morningside Elementary School
Location	1664
Level	ES
FY2025 Projected Enrollment	762
Total Earned	\$8,563,800
Total Earned	\$11,239

**Change**

School	Morningside Elementary School
Location	1664
Level	ES
Change	-68
Total Earned	\$1,231,458
Total Earned	\$2,876

SSF Category	Count	Weight	Allocation
Base Per Pupil	694	\$6,007	\$4,168,800
Grade Level			
Kindergarten	120	0.60	\$432,498
1st	120	0.50	\$360,415
2nd	125	0.45	\$337,889
3rd	119	0.45	\$321,670
4th	93	0.40	\$223,457
5th	117	0.40	\$281,124

SSF Category	Count	Weight	Allocation
Base Per Pupil	762	\$5,334	\$4,064,492
Grade Level			
Kindergarten	127	0.60	\$406,449
1st	137	0.25	\$182,689
2nd	123	0.25	\$164,020
3rd	108	0.25	\$144,017
4th	119	-	\$0
5th	148	-	\$0

SSF Category	Count	Weight	Allocation
Base Per Pupil	-68	\$673	\$104,308
Grade Level			
Kindergarten	-7	-	\$26,049
1st	-17	0.25	\$177,726
2nd	2	0.20	\$173,869
3rd	11	0.20	\$177,653
4th	-26	0.40	\$223,457
5th	-31	0.40	\$281,124

Poverty	66	0.35	\$138,760
Concentration of Poverty		-	\$0
EIP/REP	41	1.00	\$246,284
Special Education	32	0.05	\$9,611
Gifted	243	0.75	\$1,094,761
Gifted Supplement	0	0.75	\$0
ELL	28	0.20	\$33,639
Small School Supplement	FALSE	0.20	\$0
Incoming Performance	0	-	\$0
Baseline Supplement	Yes		\$24,969
Transition Policy Supplement	Yes		\$71,457

Poverty	41	0.47	\$102,786
Concentration of Poverty			\$338
EIP/REP	55	1.05	\$308,037
Special Education	26	0.05	\$6,934
Gifted	252	0.70	\$940,914
Gifted Supplement	0	0.70	\$0
ELL	32	0.20	\$34,137
Small School Supplement	FALSE	0.25	\$0
Incoming Performance	0	0.10	\$0
Baseline Supplement	No		\$0
Transition Policy Supplement	Yes		\$107,186

Poverty	25	(0.12)	\$35,974
Concentration of Poverty		-	-\$338
EIP/REP	-14	(0.05)	-\$61,754
Special Education	6	-	\$2,677
Gifted	-9	0.05	\$153,847
Gifted Supplement	0	0.05	\$0
ELL	-4	-	-\$499
Small School Supplement	0	(0.05)	\$0
Incoming Performance	0	(0.10)	\$0
Baseline Supplement		-	\$24,969
Transition Policy Supplement		-	-\$35,729

Capacity	No	0.25	\$0
<b>Total SSF Allocation</b>			<b>\$7,745,334</b>

Capacity	Yes	0.25	\$31,804
<b>Total SSF Allocation</b>			<b>\$6,493,804</b>

Capacity		-	-\$31,804
<b>Total SSF Allocation</b>			<b>\$1,251,530</b>

# What does this mean?

The Summary Tab provides a summary of the staff in our school. The columns show how many positions are:

- **Earned** – positions allocated by district departments. There is no school-level flexibility with these positions.
- **Funded** – District's recommended staffing for positions where there is school-level flexibility with staffing the position.
- **Staffed** – This shows how the position is currently staffed at the school.
- **Difference**—This shows the difference between the recommendation in the Funded column and the Staffed Column.
- **Comments:** The principal must provide comments if there is a difference in what is Funded and Staffed. Principals and GO Teams will discuss the rationale provided for the Comments section.



# Summary Tab Overview

Position Title	▼	Earned	▼	Funded	▼	Staffed	▼	Dif	▼	Comments	▼
<b>Teachers</b>											
Teacher Kindergarten				6.00		6.00		-			
Teacher 1st Grade				5.00		6.00		1.00			
Teacher 2nd Grade				6.00		6.00		-			
Teacher 3rd Grade				5.00		5.00		-			
Teacher 4th Grade				4.00		5.00		1.00			
Teacher 5th Grade				4.00		6.00		2.00		Currently 6, FY26 - 19 students down	
Teacher Stem Lab						1.00		1.00			
Teacher Math K-5						-		-			
Teacher Reading K-5						-		-			
Teacher Science K-5						-		-			
Teacher Art 1-5				1.60		1.00		(0.60)			
Teacher Band 1-5						0.25		0.25			
Teacher Music 1-5				1.60		1.00		(0.60)			
Teacher Orchestra 1-5						0.25		0.25			
Teacher Physical Ed 1-5				1.60		1.00		(0.60)			
Teacher Performing Arts 1-5						-		-			
Teacher World Language 1-5				1.60		-		(1.60)			
Teacher Gifted				8.50		4.00		(4.50)			
Teacher Social Emotional Learning						-		-			
<b>EIP TEACHERS</b>				<b>2.00</b>		<b>2.00</b>		<b>-</b>			
Teacher EIP Kindergarten						-		-			
Teacher EIP 1-3						2.00		2.00			
Teacher EIP 4-5						-		-			
Teacher REP 6-12						-		-			



Position Title	Earned	Funded	Staffed	Dif	Comments
<b>CTE TEACHERS</b>					
Teacher CTE 6-8	-	-	-	-	
Teacher CTE 9-12	-	-	-	-	
Teacher CTAE Work Based Learning	-	-	-	-	
JROTC Instructor	-	-	-	-	
School Military Instructor JLC	-	-	-	-	
Teacher ESOL	1.00	1.00	1.00	-	
Teacher Interrelated	3.00	3.00	3.00	-	
Lead Teacher Special Ed	0.50	0.50	0.50	-	
Teacher Special Ed Preschool	-	-	-	-	
Teacher Special Ed MOID	-	-	-	-	
Teacher Special Ed SID PID	-	-	-	-	
Teacher Special Ed EBD	-	-	-	-	
Special Ed Ebd Teacher - GNETS			-	-	
Teacher Special Ed Orthopedic Impairmen	-	-	-	-	
Teacher Special Ed Deaf Hard Hearing	-	-	-	-	
Teacher Special Ed Autism	-	-	-	-	
Speech Language Pathologist	0.40	0.40	0.50	0.10	Must Match Earned
Teacher Adaptive PE	-	-	-	-	
Teacher Special Ed Preschool Autism	-	-	-	-	
Teacher Special Ed Visual Impairment	-	-	-	-	
Teacher Special Ed CTI	-	-	-	-	
Special Ed Lead Teacher- School Funded			-	-	
Teacher Interrelated - School Funded			-	-	

Position Title	Earned	Funded	Staffed	Dif	Comments
<b>PARAPROFESSIONALS</b>					
Paraprofessional Special Ed	2.00	2.00	2.00	-	
Paraprofessional Kindergarten		6.00	6.00	-	
ESOL Para			-	-	
Paraprofessional			-	-	
ISS Monitor		-	-	-	
Paraprofessional Physical Ed			-	-	
Paraprofessional Media			-	-	
Non Instructional Aide			-	-	
Special Ed Paraprofessional - School Funded			-	-	
<b>SCHOOL ADMINISTRATION</b>					
Principal Elementary		1.00	1.00	-	
Assistant Principal Elementary		2.00	2.00	-	
Principal Middle		-	-	-	
Assistant Principal Middle		-	-	-	
Principal High		-	-	-	
Assistant Principal High		-	-	-	
Program Administrator		-	-	-	
School Business Manager - 220 days			-	-	
School Business Manager-Annual			-	-	
School Secretary		1.00	1.00	-	
Bookkeeper		1.00	1.00	-	
School Clerk 231 day			-	-	
School Clerk 211 day		1.00	-	(1.00)	
School Clerk 202 day			-	-	
Registrar		-	-	-	

Position Title	Earned	Funded	Staffed	Dif	Comments
<b>SCHOOL SUPPORT</b>					
Counselor Elementary		2.00	1.00	(1.00)	
Instructional Coach 202 day			-	-	
Instructional Coach 211 day			-	-	
Instructional Coach Readers are Leaders	1.00	1.00	1.00	-	
Master Teacher Leader			2.00	2.00	
Media Specialist	1.00	1.00	1.00	-	
School Nurse RN	1.00	1.00	1.00	-	
Signature Band Teacher			-	-	
Signature Prgm Coach 202 day			1.00	1.00	
Signature Prgm Coach 211 day			-	-	
Signature Orchestra Teacher			-	-	
Signature World Language Teacher			1.00	1.00	
Social Worker	1.00	1.00	1.00	-	
Specialist SST Intervention			0.50	0.50	
Custodian	3.00	3.00	3.00	-	
Operations Manager	-	-	-	-	
Psychologist	0.75	0.75	0.75	-	
Lead Psychologist	-	-	-	-	
Psychology Intern	-	-	-	-	
School Resource Officer	1.00	1.00	1.00	-	
Site Manager	1.00	1.00	1.00	-	
Non Instructional Aide Security			-	-	
Residency Officer			-	-	



Position Title	<input type="text"/>	Earned	<input type="text"/>	Funded	<input type="text"/>	Staffed	<input type="text"/>	Dif	<input type="text"/>	Comments	<input type="text"/>
<b>Special Revenue- FOR INFORMATION ONLY</b>											
Paraprofessional Pre K		-				-					
Teacher Pre K		-				-					
Assistant Food						3.00				Cannot Adjust	
Food Service Assistant						-					
Food Assistant Legacy						-					
Assistant Lead Food						1.00				Cannot Adjust	
Manager Cafeteria						1.00				Cannot Adjust	
Cafeteria Manager - Legacy						-					

# Non-Staffing Tab Overview

The **Non-Staffing Tab** shows how funds are allocated for non-staff items in the school. There is school-level flexibility for most of these items. The tab has columns for:

- **Recommended**—District's recommended amount to spend on the line item.
- **Allocation** – This shows how much money has been allocated towards the line item.
- **Difference**—This shows the difference between the recommended amount and the allocation.
- **Notes**: The principal must provide comments if there is a difference in what is Recommended and what is Allocated. Principals and GO Teams will discuss the rationale for the notes section.

Description ▼	Rec. ▼	Allocation ▼	Diff ▼	Notes ▼
Reserve	\$ 154,907		\$ (154,907)	
Teacher Stipends			\$ -	
Secretary Overtime			\$ -	
Contracted Services for Instruction			\$ -	
Contracted Services for Professional Development			\$ -	
Student Transportation-Charter Buses, Breeze Cards			\$ -	
Postage			\$ -	
Web-based Subscriptions and Licenses			\$ -	
Signature Program Communication/Shipping Fee			\$ -	
Computer Software		\$ -	\$ -	
Instructional Employee Travel			\$ -	
Administrative Employee Travel			\$ -	
Signature Programming Travel			\$ -	
Mileage			\$ -	
Student Transportation-APS Buses			\$ -	
District Funded Field Trips	\$ 25,796	\$ -	\$ (25,796)	
Teaching/Other Supplies	\$ 34,700		\$ (34,700)	
Signature Program Supplies			\$ -	
Instructional Equipment/Furniture			\$ -	
Computer Equipment			\$ -	
Media Supplies	\$ 5,552		\$ (5,552)	
Book Other Than Textbooks for Instruction			\$ -	
Book Other Than Textbooks for PD			\$ -	
Textbooks			\$ -	
Digital/Electronic Textbooks			\$ -	
Dues & Fees (Instructional Staff)			\$ -	
Dues & Fees (Administrative Staff)			\$ -	
Dues & Fees (Signature Programs)			\$ -	
Security Grant Equipment		\$ 45,000	\$ 45,000	
Security Grant Contracted Services			\$ -	
Security Grant Purchase of Equipment (Technology)			\$ -	
Student Admissions			\$ -	
Other Stipends (Please specify)		\$ -	\$ -	

# Non-Staffing Tab Continued

Description ▼	Rec. ▼	Allocation ▼	Diff ▼	Notes ▼
Stipends				
Academic Stipends	19,500	\$ 19,500	\$ -	
Fine Arts Stipends	0	\$ -	\$ -	
Athletic Stipends	0	\$ -	\$ -	
STEM/IB/College and Career Sponsor Stipend			\$ -	
Turnaround				
Contracted Services for Instruction		\$ -	\$ -	
Contracted Services for Professional Development		\$ -	\$ -	
Stipends for Professional Learning		\$ -	\$ -	
Web-Based Subscriptions		\$ -	\$ -	
Turnaround Transportation		\$ -	\$ -	
Hourly Turnaround Tutor		\$ -	\$ -	
Substitutes				
Teacher Subs	\$ 95,830	\$ 95,830	\$ -	
Principal/AP/Clerical Subs		\$ -	\$ -	
Media Specialist Subs		\$ -	\$ -	
Counselor Subs		\$ -	\$ -	
Paraprofessional Subs		\$ 10,400	\$ 10,400	
Substitute FICA	\$ 1,390	\$ 1,540	\$ 151	

# Non-Staffing Tab Continued

Description ▼	Rec. ▼	Allocation ▼	Diff ▼	Notes ▼
Hourly Staff				
Hourly Media Paraprofessional		\$ 20,136	\$ 20,136	
Hourly Music Teacher		\$ -	\$ -	
Hourly Non-Instructional Para		\$ -	\$ -	
Hourly Paraprofessional		\$ -	\$ -	
Hourly Paraprofessional Tutor		\$ -	\$ -	
Hourly Parent Liaison		\$ 20,348	\$ 20,348	



# Signature and Turnaround Fund Process Overview



## Overview

- \* The district is piloting a zero-based budgeting (ZBB) process for Signature and Turnaround Program Funds this year.
- \* Zero-based budgeting (ZBB) is a budgeting process that allocates funding based on program efficiency and necessity rather than budget history. As opposed to traditional budgeting, no item is automatically included in the next budget.
- \* As such the **initial** allocation for these programs at all schools will be \$0.



## Process

- \* Principals will develop proposed requests for the personnel and non-personnel they need to support the Signature and/or Turnaround Programs at their schools.
- \* Principals will share and discuss their proposals and rationale for the proposals with their school GO Team for feedback.
- \* After discussing with their GO Team, principals will submit their request for review by January 31st. Funding for these programs will be provided the week of February 3rd.

# Proposed FY26 Signature Program Fund Request

Personnel				
Positions	Requested Position	Avg Salary	Amount Requested	Notes
Signature Band Teacher	0.0	\$ 131,970	\$ -	
Signature IB Specialist	0.0	\$ 147,559	\$ -	
Signature Prgm Coach 202 day	1.0	\$ 149,395	\$ 149,395	STEAM Certification May 2026 - working with all teachers on integration of all STEAM processes
Signature Prgm Coach 211 day	0.0	\$ 156,932	\$ -	
Signature Orchestra Teacher	0.0	\$ 131,970	\$ -	
Signature Paraprofessional	0.0	\$ 56,115	\$ -	
Signature Program Support Specialist	0.0	\$ 147,559	\$ -	
Signature World Language Teacher	0.0	\$ 131,970	\$ -	
Signature STEAM Teacher	1.0	\$ 131,970	\$ 131,970	To support our STEAM integration
	0.0	0.0	\$ -	
	0.0	0.0	\$ -	
<b>Total Personnel</b>	<b>2.0</b>		<b>\$ 281,365</b>	

# Proposed Rationale for FY26 Signature Program Fund Requests

FY26 Signature Program Fund Request	Rationale
Signature Program Coach 202 Day	<p>2A. Offer a rigorous and relevant curriculum for all students, supported by the focus of our STEAM (Science, Technology, Engineering, Arts, Math) Signature Program.</p> <p>6A. Prioritize support personnel such as coaches and master teacher leaders.</p>
Signature STEAM Teacher	<p>1A. Create a schedule that increases teacher planning while supporting student learning.</p> <p>2A. Offer a rigorous and relevant curriculum for all students, supported by the focus of our STEAM (Science, Technology, Engineering, Arts, Math) Signature Program.</p>

# What's Next?

- **February**

- GO Team Feedback Meeting(s) - February 12th
- **ACTION** (i.e.- **GO Team votes**) on draft budget **before** February 14<sup>th</sup>
- Cluster Superintendent Review (February 17-21)
- HR Staffing Conference - February 27th

- **March**

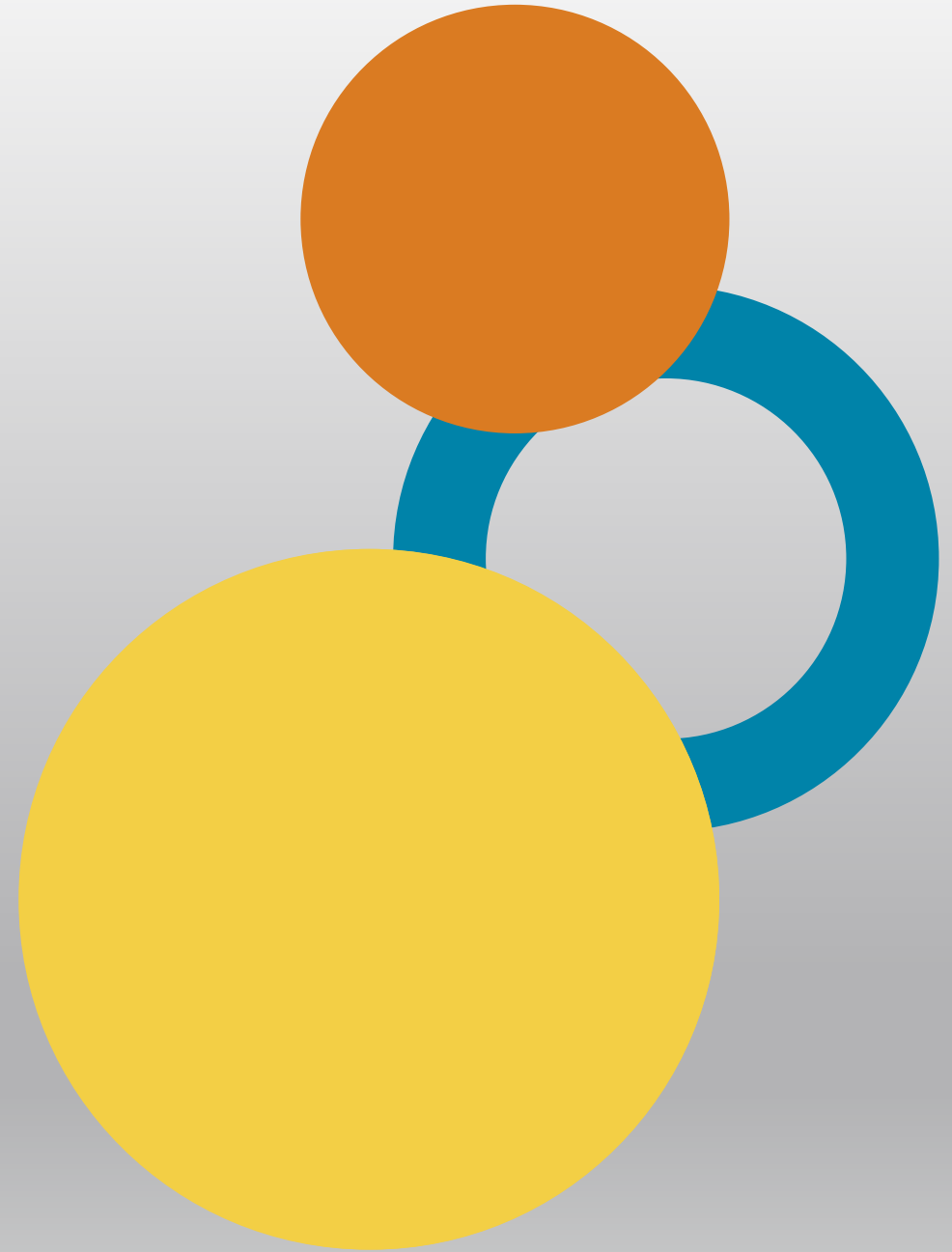
- Final GO Team Approval Meeting - March 5th
  - **ACTION** (i.e.- **GO Team votes**) on final budget recommendation **before** March 14

# Questions?



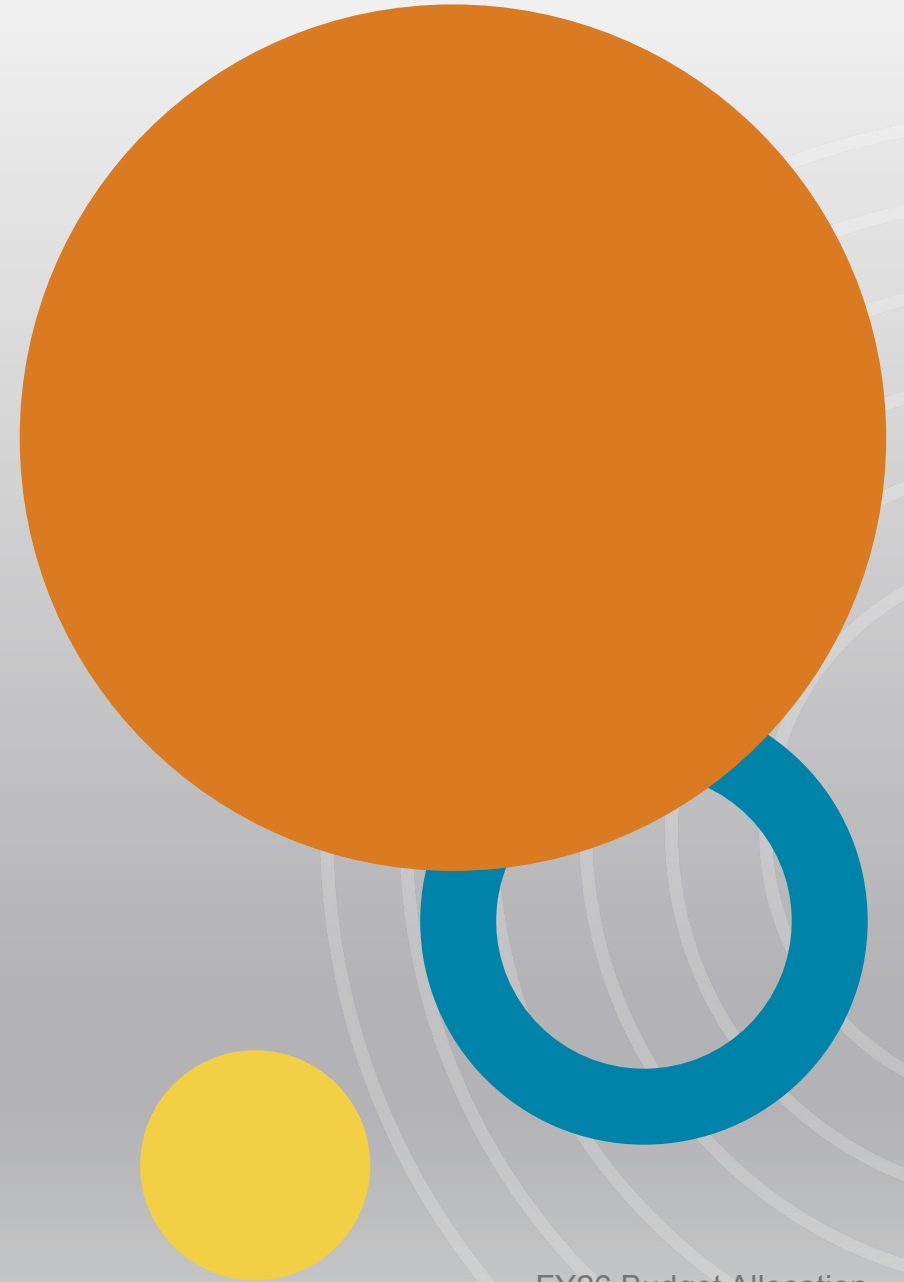
**Thank you for your time  
and attention.**

# Information Items



# Principal's Report

## CCRPI Results



# CCRPI - CONTENT MASTERY

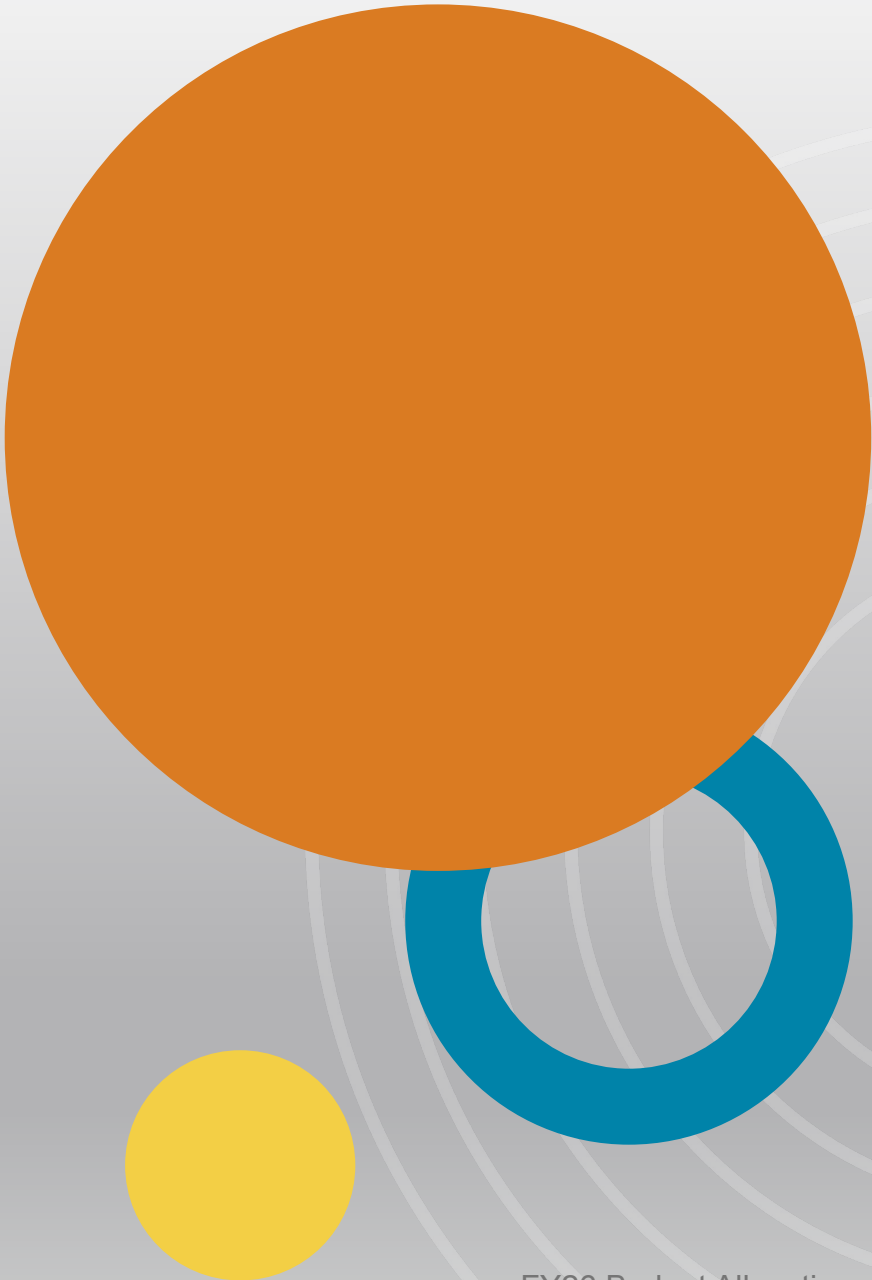


## CONTENT MASTERY

100.0

English Language Arts	100.00+
Mathematics	100.00+
Science	100.00+

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies on Georgia Milestones.





# CCRPI - READINESS

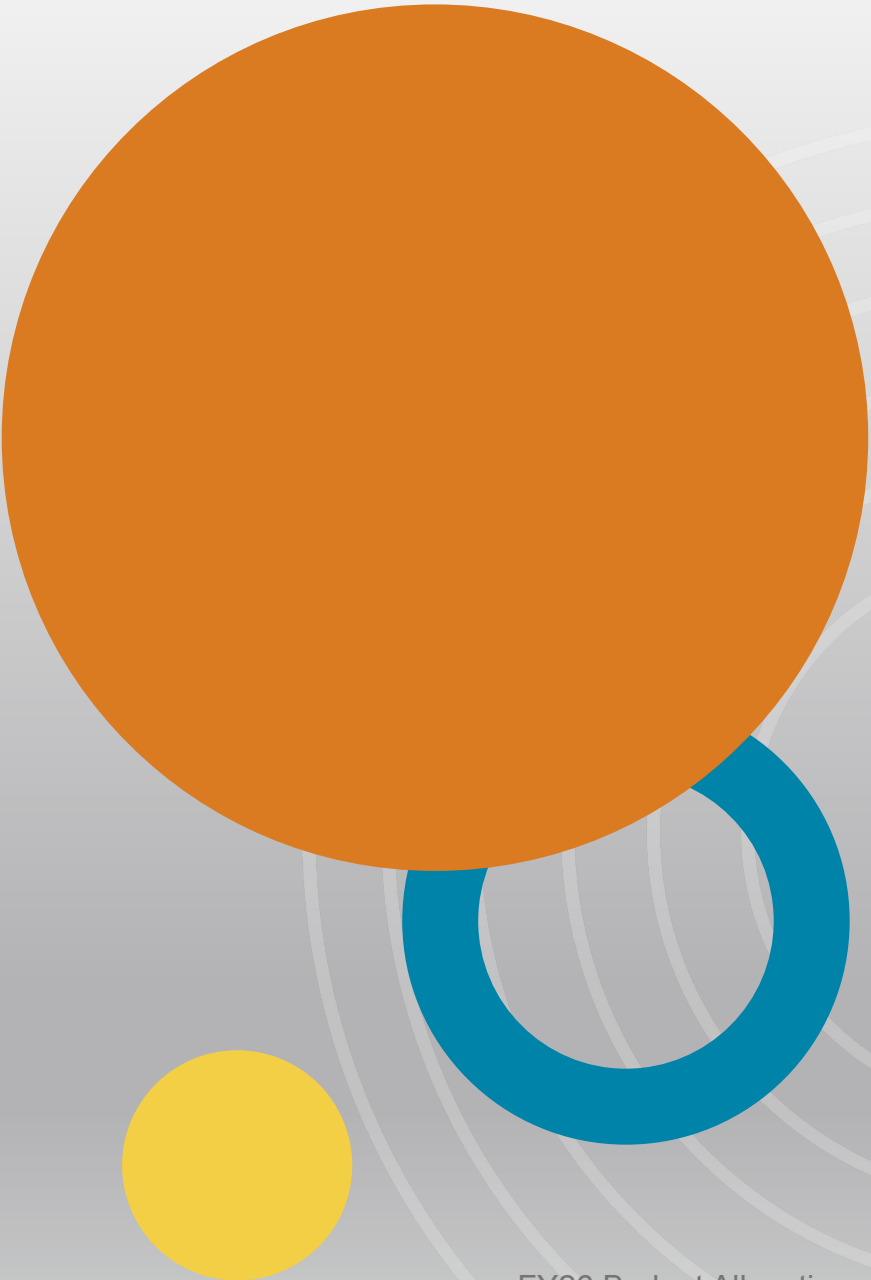


## READINESS

95.4↓

At Or Above Grade-Level Reading	90.24
Student Attendance	96.09
Beyond The Core	99.72

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include at or above grade-level reading, student attendance, and beyond the core



# CCRPI - PROGRESS

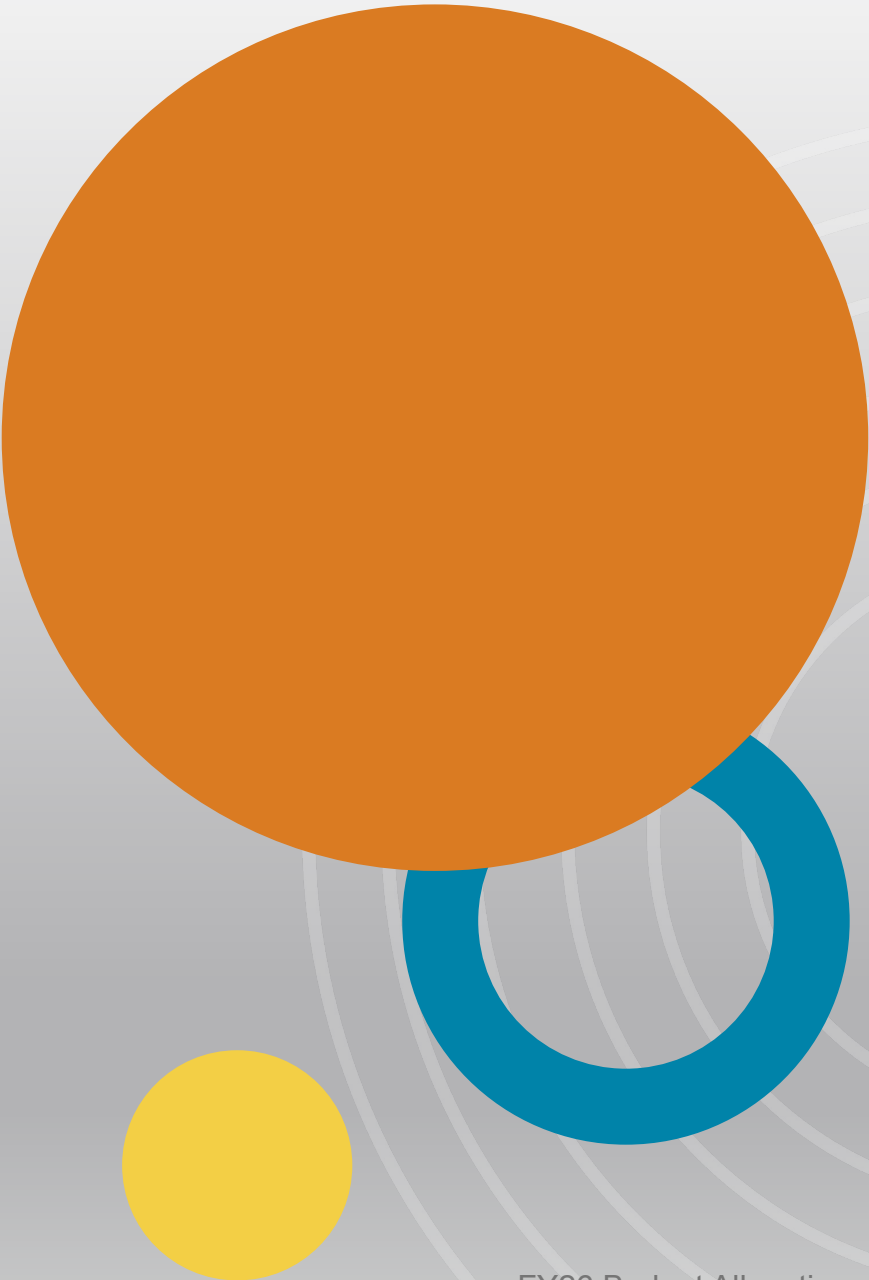


## PROGRESS

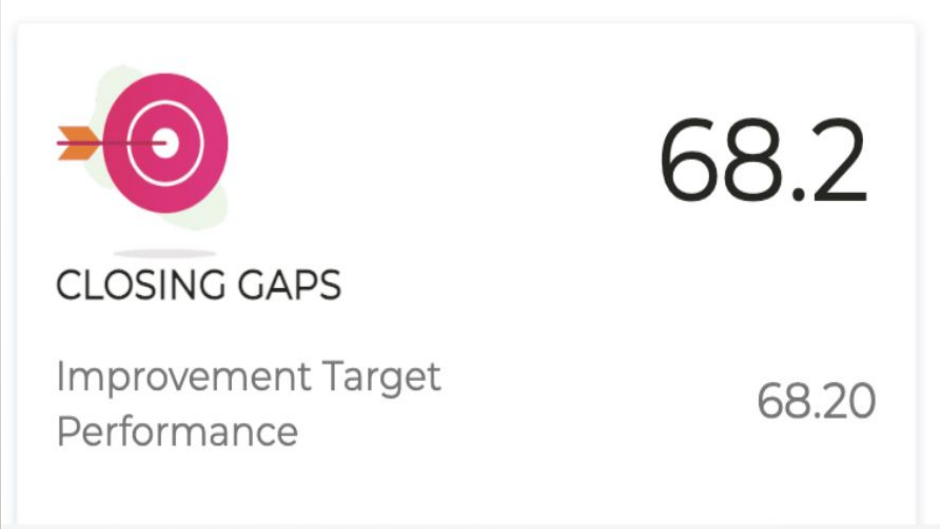
91.6↓

English Language Arts	90.76
Mathematics	92.53
Progress Towards English Language Proficiency	90.74

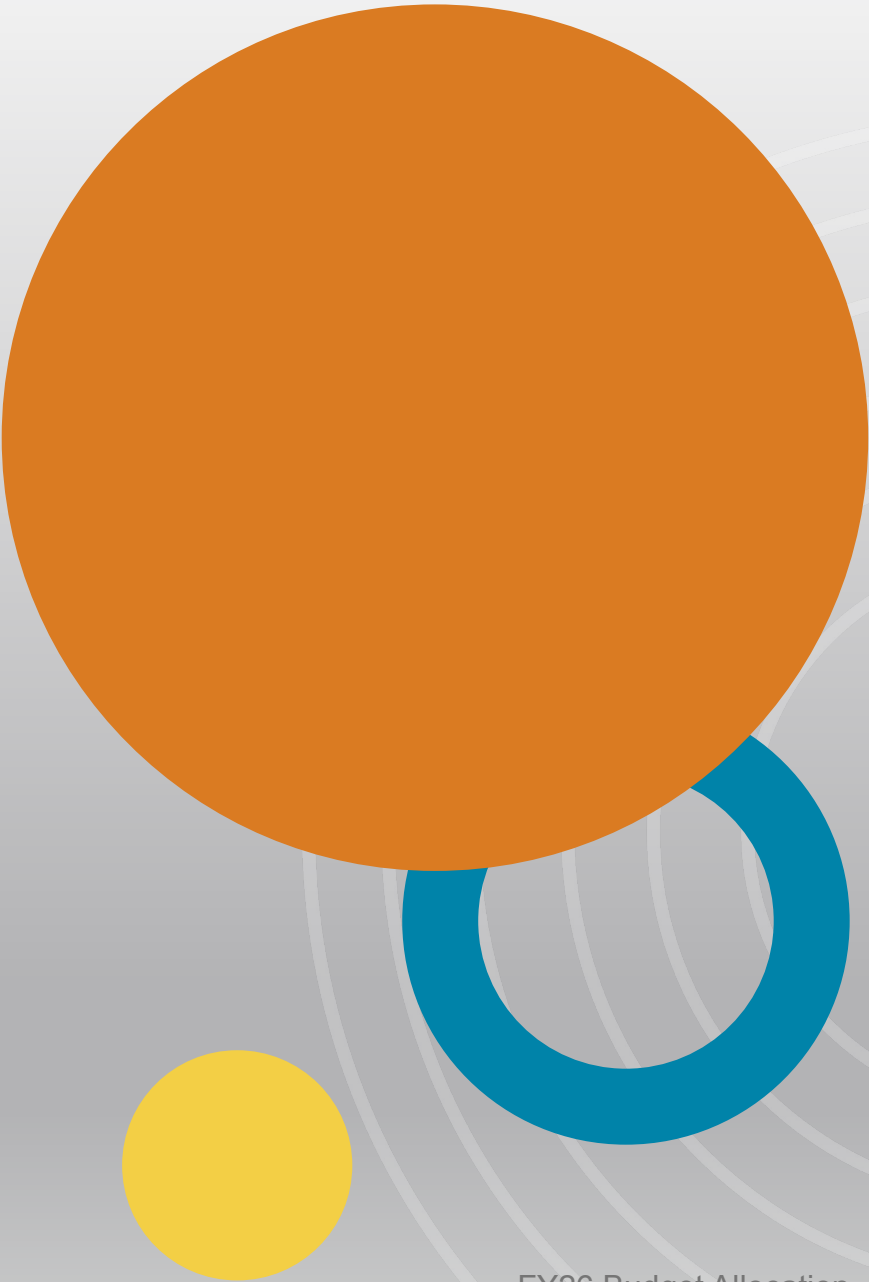
Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students on Georgia Milestones English language proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.



# CCRPI - CLOSING GAPS



Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.



# CCRPI - CLOSING GAPS

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?





SUMMARY OF FLAGS









ENGLISH LANGUAGE ARTS

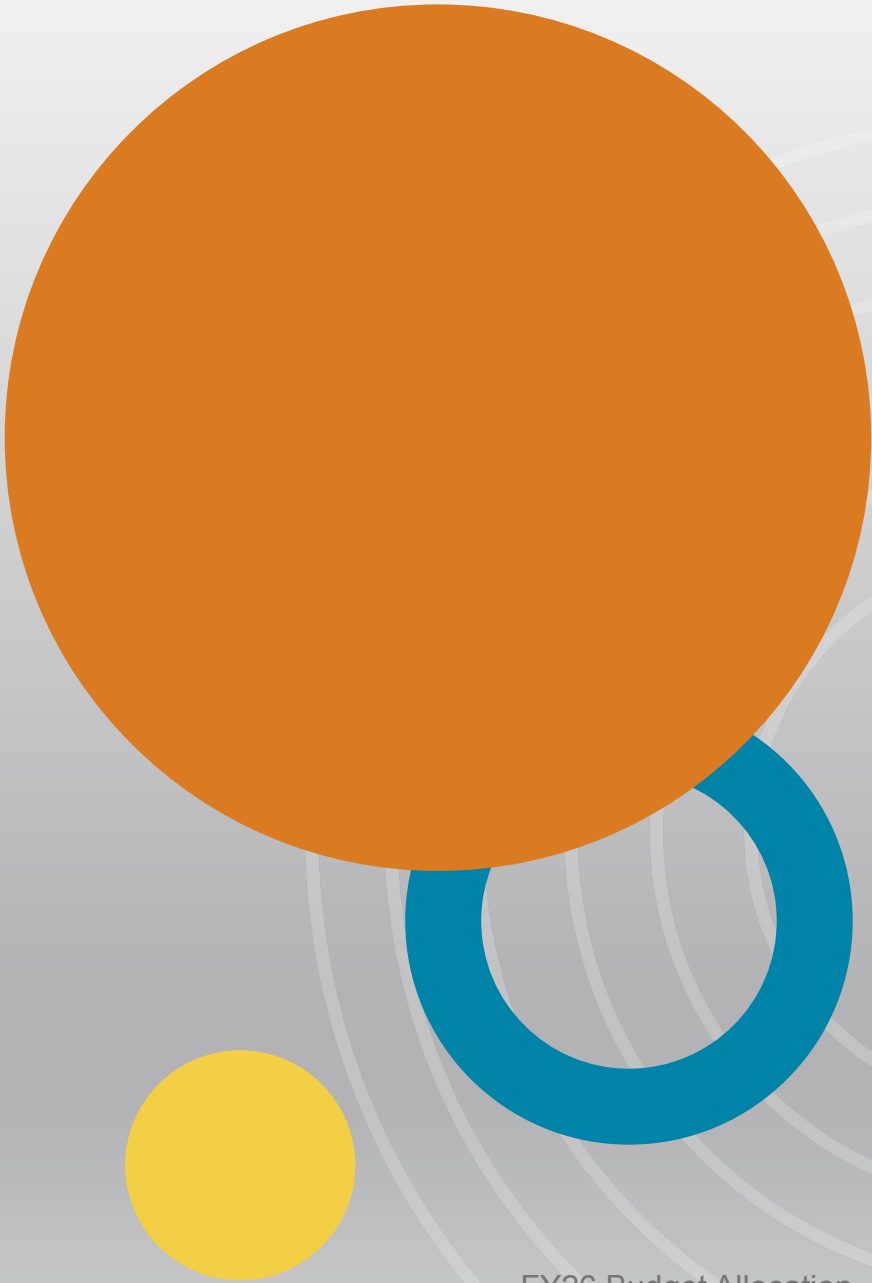
MATHEMATICS

SCIENCE

LEGEND

-  Subgroup met improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

	SCORE	TARGET	FLAG
ALL STUDENTS	100.00+	90.00	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	100.00+	90.00	
BLACK	68.93	74.39	
HISPANIC	82.26	82.63	
MULTI-RACIAL	100.00+	90.00	
WHITE	100.00+	90.00	
ECONOMICALLY DISADVANTAGED	63.17	39.08	
ENGLISH LEARNERS	56.67	72.63	
STUDENTS WITH DISABILITY	47.37	48.56	



# Announcements

# Public Comment



# Adjournmen t

# Thank You!