

Leading a Team to Design a School Budget

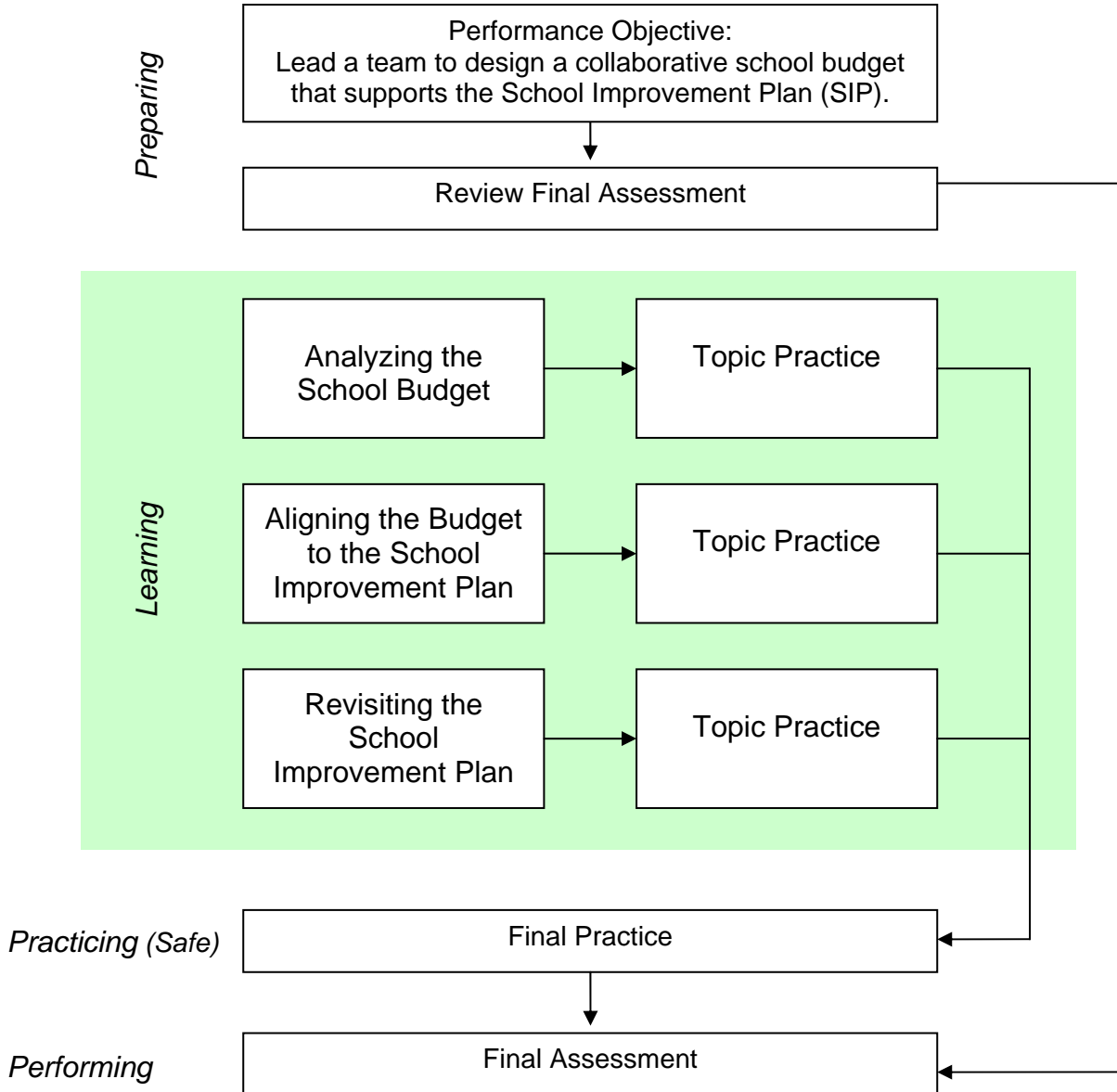


GEORGIA'S LEADERSHIP INSTITUTE
FOR SCHOOL IMPROVEMENT

**A Performance-based Learning Module
for Georgia's Educational Leaders**

Design a School Budget

Executive Summary



**Related
GLISI
Modules**

You may wish to refer to these modules for **reference** while you work through this module:

- [Leading a Team to Develop SMART Goals](#)
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Module at a Glance

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Progress Tracker

Before Beginning This Module

Work with your Performance Coach to determine the order in which you will complete the topics and write in the appropriate numbers in the Order column.

Order*	Topic	Date Completed
1	Analyzing the School Budget	
2	Aligning the Budget to the School Improvement Plan (SIP)	
3	Revisiting the School Improvement Plan	

** When the recommendation is to complete topics in order, this column is filled in for you.*

When You Complete This Module

When you have “passed” your Final Assessment, you will have completed this module. Congratulations! Have your Performance Coach sign off in the space provided below. Then include this page in the evidence you enter into your Portfolio.

Module Completed – Congratulations on Your Performance!	
Date of Final Assessment Performance:	
Performer’s Name:	Performer’s Signature:
Performance Coach’s Name:	Performance Coach’s Signature:

Performance Objective

Performance Objective

After working through this module and practicing the skills/behaviors it contains, you will be able to perform the objective below.

Given this...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> • A minimum of eight hours (in one session, or divided into several sessions) • Working on your own • A small team (4-5) of key stakeholders (teachers, parents, students, members of the business community) • A team of 2-4 peers • Materials needed to engage a team in discussion and documentation of ideas, including pens, notepads, a flip chart or whiteboard • Your school's current budget • Revenue sources and restrictions for your school and district • The School Improvement Plan for your school • A computer with Microsoft Excel loaded • This file: School_Budget_Calculator.xls (optional). Cut and paste into browser: \\www.galeaders.org/site/documents/School_Budget_Calculator.xls • An LCD projector 	<p>Lead a team to design a collaborative school budget that supports the School's Improvement Plan.</p>	<ul style="list-style-type: none"> • The detailed task performance criteria listed in the Performance Checklists in the Topic Practice(s), Final Practice, and Final Assessment • GLISI's criteria for how to work effectively as a team leader/facilitator, listed in the Performance Feedback Form(s) located in the Final Practice and Final Assessment

Module Overview

Acknowledgement	<p>The practitioners who contributed the content of this module referred to the work of Davida Mutter and Pam Parker as they articulated how this Priority Performance should be performed in a school/district.</p> <p>You should read School Money Matters, as well as other selections from this module's Recommended Resources page, in order to gain a thorough understanding of all the concepts and lessons learned related to this topic.</p> <p>Our intention in providing this module is that it <i>complements</i> these works by providing <i>step-by-step instructions</i> that enhance your understanding and implementation of the authors' concepts, and thus help you with the task of implementing this idea in your school/district.</p>
Leading a Team to Design a School Budget	<p>A school budget is the estimated total revenue and expenditures for an academic year. Effective budget planning helps ensure that funds are allocated in a way that supports student achievement and the School Improvement Plan (SIP).</p> <p>In this module, you will examine your school's budget to gain an understanding of how and why funds are allocated the way they are. Then you will determine the best use of those funds for meeting the objectives of your school's improvement plan. Finally, based on those findings, you will make recommendations for revising the School Improvement Plan when it comes up for renewal.</p>
When Should this Process Take Place?	<p>You can examine the school budget at any time. However, your best window of opportunity to effect change may come in the weeks or months before revising the School Improvement Plan. Expenditures must align with the School Improvement Plan. Information gathered during budget analysis and design is used to determine the best use of funds to achieve the objectives of the plan. The same information can also be used to identify needed changes to the School Improvement Plan so that key funding opportunities are not missed.</p>

Why is Designing a School Budget Important?

What's in it for the leader?

- Effective school budgeting creates an opportunity for the leader to fund the priorities identified in the School Improvement Plan. In addition, it focuses the leader's attention on those priorities and expresses, in dollar terms, the policies of the leader.

What's in it for the other adults in the school/district?

- Other adults in the school / district will gain an understanding of the budget process and come to appreciate the possibilities under the budgeting process. It leads to a buy-in of the priorities and eliminates the feelings of bewilderment, powerlessness, and antagonism that often occur when things are done "to" people rather than "with" them.

What's in it for students and student achievement?

- By supporting the School Improvement Plan with resources and focusing the limited funds on the most promising activities for achieving AYP, there will be a direct positive impact on student achievement.

What are the Results of This Task?

When this task is performed, you can expect the following results:

Tangible Results:

- A school budget that reflects input from all of the stakeholders and is aligned with the School Improvement Plan

Intangible Results:

- A sense of ownership of the school budget and a renewed buy-in of the priorities of the School Improvement Plan on the part of the faculty as a result of collaborative budget development.
 - A model for an effective budget development process.
-

What is the Leader's Role?

The leader's role is to:

- Be prepared with the necessary materials and supplies.
 - Delegate jobs as needed, such as timekeeper.
 - Model effective verbal skills.
 - Be sensitive to the input and reactions of each participant while carefully monitoring the bigger picture, namely the group dynamic and the overall direction of the team.
 - Help participants to come to their own conclusions without interference or manipulation.
 - Move the group toward an agreed-upon goal (agenda), keeping both the conversation and overall process on track.
 - Provide the opportunity for participants to summarize content and skills throughout the process as a means to assess their progress.
 - Thank the participants, acknowledging everyone's worthwhile contribution to the group and commitment to future actions.
-

Does Educational Context Matter?

Educational context refers to characteristics of a given school or district, such as size, location (urban/suburban/rural), demographics (ethnic ratios, English as a second language), and socioeconomic status (free and reduced lunch ratios).

No, educational context does not matter – this task is performed the same way in all types of schools/districts.

Educational context may help determine the priorities of the School Improvement Plan, the types of activities to support those priorities, and possibly the funds available. However, the process for developing the budget should be the same.

What Do I Do Next?

Turn the page to review the Final Assessment for this module.

Final Assessment

Beginning with the End in Mind

Research about effective assessment of performance tells us that the learner always performs better when they understand what they should know and be able to do. For this reason, GLISI Performance-based modules always present the Final Assessment in the front of the module.

Why Review the Final Assessment?

Please review the Final Assessment in its entirety, in order to:

- **Understand the knowledge, skills, and behaviors** that are being taught and tested in this module
 - **Understand the standards (performance criteria)** by which your performance will be assessed
 - **Gauge your current level of performance** against what will be expected of you by the end of the module
 - **Prioritize which areas to concentrate on** as you work through the module
-

How Will I Know I'm Ready to Take the Final Assessment?

When you take the Final Assessment — either as someone who takes it to “test out” of the module or as someone who has worked through the module — the underlying assumption is that you are a competent, experienced performer. This means that the Final Assessment does not include any “helps” such as step-action tables, worksheets, or detailed scenarios.

That is, you should be sufficiently skilled in the task that you can prepare for your Final Assessment performance simply by reviewing these items on the pages that follow:

- Final Assessment Instructions
 - Final Assessment Scenario Guidelines
 - Final Assessment Performance Checklist (task-related criteria)
 - Performance Feedback Form (leadership/facilitation-related criteria)
-

When Can I Take the Final Assessment?

If you are already proficient in the knowledge, skills and behaviors needed to pass the Final Assessment, you may perform the Final Assessment now.

If you need more learning and practice before trying the Final Assessment (or if you tried the Final Assessment but need more practice), continue working your way through the module.

When Can I Add to My Portfolio?

If...	...Then
You have met <u>some</u> , but not <u>all</u> of the Performance Checklist Criteria and Performance Feedback items	Do one or more of the following... <ul style="list-style-type: none"> • Obtain performance feedback from your Performance Coach • Review relevant topics in the module • Repeat Topic Practices and/or the Final Practice • Pursue additional learning, training and experience ...then take the Final Assessment again when you are ready
Your performance meets <u>all</u> the criteria on the Performance Checklist <u>and</u> earns at least a 3 on <u>all</u> of the Cross-Cutting Skills on the Final Assessment Feedback Form	Add these items to your Portfolio and talk to your Performance Coach about next steps: <ul style="list-style-type: none"> • Final Assessment Performance Checklist • Final Assessment Feedback Form • Module Progress Tracker page • Additional artifacts such as documents, slides, video/audio tapes, participant feedback forms, etc.
You want your Portfolio to reflect “Distinguished” rather than “Proficient”	Perform the Final Assessment again until you earn a rating of 4 on all Feedback Form items and update your Portfolio

What Do I Do Next?

Whether taking the Final Assessment now, or working through the module, turn the page to read the rest of this Final Assessment section.

**Final Assessment
Instructions**

1. Gain permission from your supervisor, sponsor or Performance Coach to complete the Final Assessment in a school setting.
 2. Schedule the date, time and location of your session – one that works for you, your Performance Coach, and the teachers/staff/leaders who will participate.
 3. Invite a group of two to four volunteers to assist you in the Final Assessment. Ideally, you should invite your real work team. (If you are an aspiring leader, this may be a team that you would lead once you enter the leadership role. For an incumbent leader, it should reflect the team or type of team that you are currently leading.)
 4. Review with your Performance Coach the criteria Final Assessment Performance Checklist and the Final Assessment Feedback Form.
 5. Work with your Performance Coach to identify or create a plausible scenario with which to work through the process with your participants. Ideally, you should use a real-life school improvement scenario that your organization is currently facing.
 6. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
 7. Perform the Final Assessment as follows:
 - In a real school/district setting
 - With a team of teachers/staff (or other leaders)
 - Observed by your Performance Coach
 - Retain artifacts from your performance (documents, slides, audio/video recordings, etc.)
 8. Obtain feedback from your Performance Coach about your performance and next steps.
-

**Final Assessment
Scenario
Guidelines**

Lead a team of four to five key stakeholders (teachers, parents, students, members of the business community) to design a collaborative school budget that supports the School Improvement Plan.

Use actual data from your school, as well as the school's improvement plan to:

- Create a budget
- Align the budget to the School Improvement Plan
- Revisit the School Improvement Plan and budget

Final Assessment Performance Checklist

Performer's Self-Assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes **and** all of Feedback Form (next form) is marked 3, 4, or Not Applicable.*

Evidence	Criteria	Proficient? Give Feedback.
1. A budget spreadsheet is prepared	<input type="checkbox"/> Names of the available funding categories are present	<input type="checkbox"/> Yes
	<input type="checkbox"/> Applicable Material/Product/Vendor categories are present	<input type="checkbox"/> No
	<input type="checkbox"/> Available funds (allocations) per category are present	
2. Budget guidelines are listed	<input type="checkbox"/> Applicable guidelines are listed for each category	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
3. Budget amounts are present	<input type="checkbox"/> The budgeted amount for each Material/Product/Vendor item is present	<input type="checkbox"/> Yes
	<input type="checkbox"/> The sum of the category funds matches the total funds available in the budget	<input type="checkbox"/> No
4. The budget adheres to the guidelines	<input type="checkbox"/> The budgeted funds for each category adhere to the guidelines	<input type="checkbox"/> Yes
		<input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. Key stakeholders are included in the budget alignment process	<input type="checkbox"/> Other stakeholders (teachers, students, parents, or members of the business community) have been invited to participate in the budget alignment process to the extent permitted by the school's procedures and guidelines	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Expenditures have been identified	<input type="checkbox"/> The school's improvement plan has been reviewed with the group of stakeholders <input type="checkbox"/> Expenditures that support items in the plan have been identified and discussed by the group	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Approved expenditures have been added to the budget	Each expenditure item has been: <ul style="list-style-type: none"> <input type="checkbox"/> Identified and listed <input type="checkbox"/> Considered for addition to the budget by the group <input type="checkbox"/> Added to the budget under the appropriate Material/Product/Vendor category if approved <input type="checkbox"/> All funds have been allocated	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Potential expenditure items have been identified	<input type="checkbox"/> Potential expenditure items not included in the budget because they failed to align with the goals in the School Improvement Plan (SIP) are listed <i>(If applicable)</i> <input type="checkbox"/> A suggestion(s) for changing the SIP is present for each potential expenditure item	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
9. SIP expenditure items not supported by the budget	<input type="checkbox"/> Areas of the SIP that are <u>not</u> funded or are under-funded according to the budget are listed <i>(If applicable)</i> <input type="checkbox"/> Suggestion(s) for revising revise the budget so that it supports these areas are listed <input type="checkbox"/> The budget has been revised as needed	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. SIP renewal recommendations are present	<input type="checkbox"/> Recommendations for the SIP's next renewal are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Assessment Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Use the rubric below to rate only the Cross-cutting Leadership Skills on this page (including write-ins). Enter Performance into Portfolio when all of Performance Checklist (previous form) is marked Yes **and** all of Feedback Form (this form) is marked 3, 4, or Not Applicable.

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
			Eligible for Portfolio

How effective was the performer in these Cross-cutting Skills?	Rating				
1. Facilitating group interaction and managing participation?	1	2	3	4	NA
2. Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA
3. Modeling appropriate leadership behaviors?	1	2	3	4	NA
4. Teaching others how to perform the task(s) at hand?	1	2	3	4	NA
5. Presenting information clearly, concisely, and professionally?	1	2	3	4	NA
6. Leveraging/integrating technology to increase effectiveness?	1	2	3	4	NA
7. Motivating/encouraging others to achieve success?	1	2	3	4	NA
8. Using group processes to achieve desired session results?	1	2	3	4	NA
9. Other: _____	1	2	3	4	NA
10. Other: _____	1	2	3	4	NA

Turn the page to provide additional written feedback (required).

Final Assessment Feedback Form (page 2 of 2)

Performer's Name:

Performance Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

About Practices

About Practices There are two types of practices in this module: Topic Practices and Final Practices.

About Topic Practices	About the Final Practice
<p>Topic Practices relate to the topic immediately preceding, giving you a practice to master that small set of discrete skills – e.g., one stage of the task. There is usually one Topic Practice per topic.</p>	<p>The Final Practice relates to the entire module, giving you a chance to practice putting together all of the skills you have learned throughout the module. There is always one Final Practice at the end of the module.</p>
<p>Topic Practices are <u>either</u> performed on your own (if practicing a skill you will later use to facilitate a group), <u>or</u> with a group of “friendly” peers (if the skill must be practiced with a group).</p>	<p>The Final Practice is almost always performed with a group of “friendly peers” – but usually with a different group than those who helped you with the Topic Practices. This is your chance to practice leading a group through the process before you perform in front of teachers/staff on your “real” team.</p>
<p>Topic Practices always provide Scenarios (like word problems) that represent a typical school situation so that you can practice “real world” work in a “safe” environment.</p>	<p>The Final Practice may provide a Scenario, or it may direct you to identify a “real world” situation from your school/district with which to practice.</p>
<p>Topic Practices usually include Worksheets that guide your work and provide a place for you to document your processes and results.</p>	<p>The Final Practice always includes a Worksheet to guide your work and provide a place to document your processes and results.</p>
<p>Topic Practices always include a Performance Checklist that lists the criteria to which you are expected to perform.</p>	<p>The Final Practice always includes both a Performance Checklist and a Feedback Form.</p>
<p>Topic Practices only include a Performance Feedback Form if you are required to practice with a group (since the Feedback Form is used to evaluate leadership and facilitation skills).</p>	

Assembling Teams to Help You Practice

For some Topic Practices, and all Final Practices, you will need to engage a team of “friendly” volunteers to assist you.

- You should choose a team of two to four people who understand the challenge of working in a public school/district, AND who will provide you with honest, constructive feedback.
 - Unless otherwise instructed, use the same team for each Topic Practice. If you decide to repeat any practice, you may also use the same team.
 - For scheduling or logistical reasons, you may find it necessary to replace one or two people from Practice to Practice.
 - For the Final Practice, assemble a new team of volunteers.
-

How to Complete Topic Practices and the Final Practice

1. Feel free to refer to the Step-Action Table(s) in the relevant topic(s) as needed during Topic Practices and the Final Practice.
 2. Before you begin, review these items:
 - **Scenario** – this is a sample “case study” or word problem that provides the information you need to work through the practice
 - **Worksheet** – this is where you will record your work
 - **Performance Checklist** – this lists the criteria used to evaluate your performance during the Practice
 - **Performance Feedback Form** – for practices that include volunteers, this lists criteria used to evaluate your performance in leadership and facilitation skills (cross-cutting skills)
 3. When you are ready, perform the Practice activity and record your work on the Worksheet.
 4. When you have finished the activity, evaluate your performance according to **How to Check Your Work** (next page) and decide what to do next.
 5. Feel free to perform each Topic Practice or Final Practice as many times as you need to until you feel competent and able to move on to the next Topic(s), to the Final Practice, or to the Final Assessment.
-

How Do I Check My Work?

IF...	...THEN
<p>You have met <u>some</u>, but not <u>all</u> of the Performance Checklist Criteria and Performance Feedback items</p>	<p>There is no failure – only “not yet!” You need more practice. Do one or more of the following...</p> <ul style="list-style-type: none"> • Obtain performance feedback from your Performance Coach • Review relevant topic(s) in the module • Work with your Performance Coach to identify another scenario • Assemble a group of peers to work with and support you • Consult with your Performance Coach to identify other sources of additional learning, training, and experience in this task <p>...then complete the Practice again when you are ready.</p>
<p>Your performance meets <u>all</u> the criteria on the Performance Checklist <u>and</u> earns at least a 3 on <u>all</u> of the Cross-cutting Skills on the Feedback Form</p>	<p>Congratulations! You may move on to another section of the module.</p>

What Do I Do Next?

Turn the page to begin working through the Topics in this module.

Topic #1: Analyzing the School Budget

Analyzing the School Budget

Schools control a varying degree of the funds spent on the school. A school budget is made up of the funds the school system gives the school, which may vary from \$2,000 to \$100,000 or more depending on the school and the district's procedures.

The funds that make up the budget are allocated from various state and federal sources. The state provides guidelines for expenditures of the funds based on the fund source. For example, up to 20 percent of Title IV funds can be used to purchase security equipment.

In this topic you will:

- Identify the categories of funds that make up your school's budget.
- Determine the guidelines for expenditures associated with each category of funds
- Document the school's budget based on district allocations and budget guidelines for expenditures

What Resources are Required?

- A computer with Microsoft Excel
- The School Budget Calculator spreadsheet (School_Budget_Calculator.xls) (optional). (See URL below.)

Tip(s)

- For this exercise you can use the file School_Budget_Calculator.xls as a template and populate the spreadsheet with information related to your school's budget. To download this file, click on this link or cut and paste the following URL into your browser:

[\\www.galeaders.org\site\documents\School_Budget_Calculator.xls](http://www.galeaders.org/site/documents/School_Budget_Calculator.xls)

See Appendix A for examples of funding code formats.

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table

Step	Action
<p>1. Prepare a budget spreadsheet</p>	<p>In a MS Excel spreadsheet:</p> <ul style="list-style-type: none"> • List the names of the available funding categories across the top, such as K-8 Reading and Math. (Refer to the example in Figure 1.1.) • List the Material/Product/Vendor categories that are used by you school in the left-hand column. • Enter the available funds (allocations) in each category into the spreadsheet near the top. <p>NOTE: As an alternative to creating a spreadsheet from scratch, you can use the School Budget Calculator as a template and populate it with information related to your school's budget. The file also contains an electronic version of the example shown in Figure 1.1. Cut and paste this URL into your browser:</p> <p>http://www.galeaders.org/site/documents/School_Budget_Calculator.xls</p>
<p>2. Determine the budget guidelines</p>	<p>Determine the budget guidelines that must be followed for each category, such as those listed below.</p> <ul style="list-style-type: none"> • 20 Extra Days Funds: Use to pay salaries and benefits to state-certified teachers who deliver instruction in after-school, Saturday school, or intersession tutorials for low-achieving students in the major content areas (Reading, Language Arts, Math, Science, and Social Studies). • K-8 Reading and Math: Use to purchase research-based instructional program materials for Reading, Mathematics, professional development, after-school programs that provide direct instruction to students, and personnel for direct instruction. • Title I and Title I School Improvement: Supplemental instructional program funds used to help schools meet AYP and provide services to those students most at-risk. Use to pay salaries and benefits, substitutes, after school program costs, instructional materials not provided by state funding, release time, stipends, and professional development. • Title IV-A Safe and Drug-Free Schools: Up to 20 percent of this budget can be used to purchase curriculum materials. General school supplies and Red Ribbon Week materials cannot be purchased from this budget. • Title VI-B Rural education Achievement Program: Use to purchase computer hardware and software, and to pay for salaries and materials for after-school programs, activities related to parent involvement, professional development, and other activities related to improving student achievement. • Staff Development: Use to pay for conference registration, fees, travel, consultants, materials/supplies for training, and substitutes for release time for teachers.

Step	Action	
3. Assign budget amounts	<p>Enter the budgeted amount for each Material/Product/Vendor item. For example, in Figure 1.1, \$16,800 is allocated to K-8 Reading and Math, \$12,800 of which is budgeted for Tutoring Salaries and Benefits.</p> <p>Verify that the sum of the category funds matches the total funds available in the budget. The School Budget Calculator automatically totals the amounts in the “Sum of Category Funds” row. Any amounts above or below the allocated funds appear in the last row.</p> <p>To access the School Budget Calculator, click this link or cut and paste this URL into your browser: www.galeaders.org/site/documents/School_Budget_Calculator.xls</p>	
4. Verify adherence to budget guidelines	Verify that the budgeted funds for each category adhere to the guidelines.	
	IF...	...THEN
	The guidelines are met in all categories	Proceed to Lesson 2
	The budgeted funds do not meet the guidelines in one or more categories	Reassign the budgeted amounts as needed to meet the guidelines in all categories

Material/Product/Vendor	TOTAL	K-8 Reading and Math	20 Additional Days	Title I	Title IVA	Title VIB	Staff Dev.	OBE Instr.(1000)	Media (2220)
Allocations --->	88,418	16,800	10,800	19,200	1,800	16,200	5,000	10,800	7,818
Tutoring Salaries and Benefits	32,000	12,800	10,800	8,400					
Tutoring Materials	4,200	2,000		2,200					
Professional Development	7,000			2,000			5,000		
Reading Software	8,200	2,000				6,200			
Math Manipulatives	2,600			2,600					
Laptops	8,000					8,000			
Additional Radio	360				360				
Counseling Materials	1,440				1,440				
Parent Involvement	2,000					2,000			
CRCT Prep Materials	4,000			4,000					
Media Equipment (615)	2,800								2,800
Computer Software (612)	118								118
Computers (616)	990								990
Equipment Maintenance (430)	510								510
Books (642)	3,400								3,400
Copying Supplies (610)	7,000							7,000	
Classroom Supplies (610)	3,800							3,800	
Sum of Category Funds		16,800	10,800	19,200	1,800	16,200	5,000	10,800	7,818
Above/Below Allocations		0	0	0	0	0	0	0	0

Figure 1.1 School Budget Example

Topic Practice #1: Analyzing the School Budget

Instructions

- If you need to, refer to the Topic called “About Practices.”
- Complete the steps in the Step-Action Table for this topic.

Create a spreadsheet (or use the one noted below) listing results that are realistic based on the information in the practice scenario below.

To access the spreadsheet, click this link or cut and paste this into your browser:

[\\www.galeaders.org\site\documents\School Budget Calculator.xls](http://www.galeaders.org/site/documents/School_Budget_Calculator.xls)

- Check your work, and then meet with your Coach to review the results and decide what to do next.
-

**Practice
Scenario**

Working on your own, use the district allocations, categories, and guidelines listed below and on the following pages to create a budget for ABC Elementary School. (Optionally, you can use the third tab in the School Budget Calculator spreadsheet, "Calculator for Topic Practice 1," which is set up for this practice activity.)

District Allocations for ABC Elementary School:

* Assumptions: ABC is a Title I elementary school, with 50 professional staff, serving 600 students.

- K-8 Reading and Math (\$28 per student) \$16,800
- 20 Additional Days (\$18 per student) \$10,800
- Title I (\$32 per student) \$19,200
- Title IVA (\$3 per student) \$1,800
- Title VIB (\$27 per student) \$16,200
- Staff Development (\$100 per teacher) \$5,000
- Instruction (\$18 per student) \$10,800
- Media (\$13.03 per student) \$ 7,818

Practice Scenario (Cont.)

ABC Elementary School Material/Product/Vendor categories:

- Tutoring Salaries and Benefits
- Tutoring Materials
- Professional Development
- Reading Software
- Math Manipulatives
- Laptops
- Additional Radio
- Counseling Materials
- Parent Involvement
- CRCT Prep Materials
- Media Equipment (615)
- Computer Software (612)
- Computers (616)
- Equipment Maintenance (430)
- Books (642)
- Copying Supplies (610)
- Classroom Supplies (610)

Practice Scenario (Cont.)

Budget Guidelines for expenditures:

- 20 Extra Days Funds: Use to pay salaries and benefits to state-certified teachers who deliver instruction in after-school, Saturday school, or intersession tutorials for low-achieving students in the major content areas (Reading, Language Arts, Math, Science, and Social Studies).
- K-8 Reading and Math: Use to purchase research-based instructional program materials for Reading, Mathematics, professional development, after-school programs that provide direct instruction to students, and personnel for direct instruction.
- Title I and Title I School Improvement: Supplemental instructional program funds used to help schools meet AYP and provide services to those students most at-risk. Use to pay salaries and benefits, substitutes, after-school program costs, instructional materials not provided by state funding, release time, stipends, and professional development.
- Title IV-A Safe and Drug-Free Schools: Up to 20 percent of this budget can be used to purchase curriculum materials. General school supplies and Red Ribbon Week materials cannot be purchased from this budget.
- Title VI-B Rural education Achievement Program: Use to purchase computer hardware, software, and to pay for salaries and materials for after-school programs, activities related to parent involvement, professional development, and other activities related to improving student achievement.
- Staff Development: Use to pay for conference registration, fees, travel, consultants, materials/supplies for training, and substitutes for release time for teachers.

Topic Practice Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes.

Evidence	Criteria	Proficient? Give Feedback.
1. A budget spreadsheet is prepared	<input type="checkbox"/> Names of the available funding categories are present	<input type="checkbox"/> Yes
	<input type="checkbox"/> Applicable Material/Product/Vendor categories are present	<input type="checkbox"/> No
	<input type="checkbox"/> Available funds (allocations) per category are present	
2. The budget guidelines are listed	<input type="checkbox"/> Applicable guidelines are listed for each category (<i>N/A for this practice activity because the budget guidelines are provided</i>)	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
3. The budget amounts are present	<input type="checkbox"/> The budgeted amount for each Material/Product/Vendor item is present	<input type="checkbox"/> Yes
	<input type="checkbox"/> The sum of the category funds matches the total funds available in the budget	<input type="checkbox"/> No
4. The budget adheres to the guidelines	<input type="checkbox"/> The budgeted funds for each category adhere to the guidelines	<input type="checkbox"/> Yes
		<input type="checkbox"/> No

Topic #2: Aligning the Budget to the School Improvement Plan

Aligning the Budget to the School Improvement Plan

Once you have determined the funds that are available and analyzed the budget, the next step is to re-examine your budget in light of the School Improvement Plan to determine the best utilization of funds.

In this topic you will determine the best use of available funds to achieve the objectives of the school improvement plan.

Why Not Revise the School Improvement Plan Now?

During this stage of the process you may be tempted to edit parts of the School Improvement Plan in order to capitalize on funding opportunities. However, the process does not allow for changes to the plan at this point. In Topic 3 you will revisit the School Improvement Plan and make recommendations for changes based on information gathered so far.

Making it a Collaborative Process

In order for the budget process to be collaborative, there should be some involvement of all stakeholders at this stage in the process. Many School Improvement Teams already include parents and students, as well as representatives from all areas of the school. In some schools, the budget is approved by the School Council. Work within the established guidelines your school has in place to involve teachers, students, parents, and members of the business community in the budget alignment process.

What Resources are Required?

- A computer with Microsoft Excel
 - LCD projector for displaying the budget spreadsheet
 - The budget prepared in Topic 1
 - Flip chart or whiteboard and markers, or the equivalent
 - A small group of key stakeholders
-

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Topic #2: Aligning the Budget to the School Improvement Plan
Leading a Team to Design a School Budget

Step-Action Table

Step	Action
1. Invite key stakeholders to participate in the alignment process	<p>Involve other stakeholders in the budget alignment process to the extent permitted by your school's established procedures and guidelines. For example, invite a subset of the School Council or School Improvement Team to participate in aligning the budget to the School Improvement Plan.</p> <p>The remaining steps in this process are designed to be completed through collaboration with key stakeholders, which may include teachers, students, parents, and members of the business community.</p>
2. Identify expenditures	<ul style="list-style-type: none"> • Review your school's improvement plan with the group. • Identify, list, and discuss expenditures that support items in the plan. <p>NOTE: Expenditures must follow the budget guidelines and restrictions for each category (see Topic 1).</p>
3. Add approved expenditures	<ul style="list-style-type: none"> • For each expenditure, seek the group's recommendation (by consensus) to either add the item to the budget or pass it over. • Add recommended expenditure items to the budget under the appropriate Material/Product/Vendor category. If using the School Budget Calculator spreadsheet, place these items in the lower part of the worksheet, under "Proposed Expenditures" and the corresponding Material/Product/Vendor category. Totals are automatically calculated. (See Figure 2.1) • Continue identifying and adding expenditures until all funds have been allocated. • Review the entire budget and make additional changes as needed.

Professional Development	7,000	0	0	2,000	0	0	5,000	0	0
Guest Speaker - Integrating Reading and Study Skills Into Daily Instruction	800			800					
ELA Strategies for Effective Reading Comprehension	900			900					
Science	1000						1000		
Adaptive Learning in the Social Studies Classroom	400						400		
Teaching math using GPS	1200						1200		
Music Conference	700						700		
ESOL Training	1300						1300		
Resources for Reading- related Staff Development	700			300			400		
Total Expenditures This Category	7000	0	0	2000	0	0	5000	0	0
Above/Below Allocations	0	0	0	0	0	0	0	0	0

Figure 2.1 Example of Expenditures

Topic Practice #2: Aligning the Budget to the School Improvement Plan

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Complete the steps in the Step-Action Table for this topic.
 - Work from the spreadsheet you used in Topic 1, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
-

Practice Scenario

Work through this activity with at least two volunteers from your school in order to practice collaborative budget alignment.

Review the excerpts from the ABC School Improvement Plan located in Appendix B. Then identify and approve at least 10 appropriate expenditures, adding them to the budget spreadsheet you started in Topic 1.

Expenditures must follow the budget guidelines in Topic 1, and they must support items in ABC School’s improvement plan.

Topic Practice Worksheet

List the expenditures identified and discussed by the group. Circle the expenditures that the group recommends for insertion into the budget spreadsheet.

--	--

Topic Practice #2: Aligning the Budget to the School Improvement Plan
Leading a Team to Design a School Budget

Topic Practice Performance Checklist

Performer's Self-assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes.

Evidence	Criteria	Proficient? Give Feedback.
1. Key stakeholders are included in the budget alignment process	<input type="checkbox"/> Other stakeholders (teachers, students, parents, or members of the business community) have been invited to participate in the budget alignment process to the extent permitted by the school's procedures and guidelines <i>(Two volunteers are adequate for the practice activity)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Expenditures have been identified	<input type="checkbox"/> The School Improvement Plan has been reviewed with the group of stakeholders <input type="checkbox"/> Expenditures that support items in the plan have been identified and discussed by the group	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Approved expenditures have been added to the budget	Each expenditure item has been: <ul style="list-style-type: none"> <input type="checkbox"/> Identified and listed <input type="checkbox"/> Considered for addition to the budget by the group <input type="checkbox"/> Added to the budget under the appropriate Material/Product/Vendor category if approved <input type="checkbox"/> All funds have been allocated	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic #3: Revisiting the School Improvement Plan

Revising the School Improvement Plan

As you worked to identify expenditures in Topic 2, you may have experienced disappointment when you realized that certain items could not be included in the budget because they failed to align with the goals in the School Improvement Plan. As you may have discovered, the plan's influence on the budget is significant.

However, the reverse can also be true. If, during the budget process, you document ways to improve the plan to make better use of available funds and support initiatives, then the budget process can impact the next revision of the School Improvement Plan.

Along the same lines, you may have discovered aspects of the School Improvement Plan that are under-funded or not funded at all.

In this topic you will:

- Document opportunities missed as a result of the existing improvement plan's design, content, and verbiage
- Make recommendations to be considered when the school improvement plan is up for renewal

What Resources are Required?

- A computer with Microsoft Excel
- LCD projector for displaying the budget spreadsheet
- The completed budget prepared in Topic 2
- Dry erase board and markers, or the equivalent
- A small group of key stakeholders

Tip(s)

Because expenditures must also align with the School Improvement Plan, it is imperative that the goals in the improvement plan be SMART. (See GLISI module: Leading a Team to Develop SMART Goals.)

**Making It a
Collaborative
Process**

Continue to work with your key stakeholders for this last step in the process.

How Do I Do It?

Use the Step-Action Table (starting on the next page) to work through the process.

Step-Action Table

Step	Action
<p>1. Identify opportunities missed</p>	<p>Identify potential expenditure items that were not included in the budget because they failed to align with the goals in the School Improvement Plan.</p> <p>Brainstorm ways to improve the current School Improvement Plan so that it supports expenditures for desired initiatives.</p>
<p>2. Identify SIP items not supported by the budget</p>	<p>Identify areas of the School Improvement Plan that are not funded or are under-funded, according to the budget.</p> <p>Brainstorm ways to revise the budget so that it supports these areas. Revise the budget as needed.</p>
<p>3. Make recommendations for SIP renewal</p>	<p>Based on the group's findings in Steps 1 and 2, make a list of recommendations to be applied upon the School Improvement Plan's next renewal.</p> <p>Communicate the list to the appropriate people, such as the School Improvement Team.</p> <p>NOTE: The School Improvement Plan is the school's guiding document and should not be revised solely for funding purposes. Recommendations for improvements to the plan should be driven by the desire to promote student achievement.</p>

Topic Practice #3: Revisiting the School Improvement Plan

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Complete the steps in the Step-Action Table for this topic.
 - Fill out the Practice Worksheet, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
-

Practice Scenario

Work through this activity with at least two volunteers from your school, preferably the same volunteers that helped you in Topic 2.

Complete the steps in the Step-Action table, using the excerpts from the ABC School Improvement Plan located in Appendix B.

Topic Practice Worksheet

List potential expenditure items that are not included in the budget because they don't align with the goals in the School Improvement Plan. For each item, add a suggestion for changing the current School Improvement Plan so that it supports the expenditure and related initiative.

Expenditure Not Included in the Budget	How should the SIP be changed?

Topic Practice Worksheet

List areas of the School Improvement Plan that are not funded or are under-funded according to the budget. For each item, add a suggestion for revising to the school budget so that it supports the area.

SIP Areas Not Funded or Under-funded	How should the budget be changed?

Topic Practice Worksheet

List the recommendations for the School Improvement Plan's next renewal.

Topic Practice Worksheet

Describe your plan for communicating these recommendations to the appropriate people. Include the individuals and their roles.

Topic Practice Performance Checklist

Performer's Self-Assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes.

Evidence	Criteria	Proficient? Give Feedback.
1. Potential expenditure items have been identified	<input type="checkbox"/> Potential expenditure items not included in the budget because they failed to align with the goals in the School Improvement Plan are listed <i>(If applicable)</i> <input type="checkbox"/> A suggestion(s) for changing the SIP is present for each potential expenditure item	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. SIP expenditure items not supported by the budget	<input type="checkbox"/> Areas of the SIP that are <u>not</u> funded or are under-funded according to the budget are listed <i>(If applicable)</i> <input type="checkbox"/> Suggestion(s) for revising revise the budget so that it supports these areas are listed <input type="checkbox"/> The budget has been revised as needed	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. SIP renewal recommendations are present	<input type="checkbox"/> Recommendations for the SIP's next renewal are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice: Leading a Team to Develop a School Budget

Instructions

- If you need to, refer to the Topic called “About Practices.”
 - Perform the Practice, referring to the topic Step-Action Tables as needed.
 - Fill out the Final Practice Worksheet, listing results that are realistic based on the information in the practice scenario below.
 - Check your work, and then meet with your Coach to review the results and decide what to do next.
 - Completing this Final Practice requires meetings with a team of two to four peers. Prepare for these meetings by:
 - Communicating the time and location of the meeting to the participants in advance
 - Preparing and providing copies of a meeting agenda
 - Being prepared with all the necessary materials and resources
-

Final Practice Scenario

Working with a team of two to four peers (different from the volunteers who participated in the topic practice exercises), and using the data and guidelines provided in Topic Practice I (ABC Elementary School) and the excerpts from the ABC School Improvement Plan located in Appendix B, lead the team to:

- Create a budget for ABC Elementary School
- Align the budget to the School Improvement Plan
- Revisit the School Improvement Plan and budget

Final Practice Worksheet

List the expenditures identified and discussed by the group. Circle the expenditures that the group recommends for insertion into the budget spreadsheet.

--	--

Final Practice Worksheet

List potential expenditure items that are not included in the budget because they don't align with the goals in the School Improvement Plan. For each item, add a suggestion for changing the current School Improvement Plan so that it supports the expenditure and related initiative.

Expenditure Not Included in the Budget	How should the SIP be changed?

Final Practice Worksheet

List areas of the School Improvement Plan that are not funded or are under-funded according to the budget. For each item, add a suggestion for revising to the school budget so that it supports the area.

SIP Areas Not Funded or Under-funded	How should the budget be changed?

Final Practice Worksheet

List the recommendations for the School Improvement Plan's next renewal.

Final Practice Performance Checklist

Performer's Self-Assessment Performance Coach's Observations

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter Performance into Portfolio when all of Performance Checklist (this form) is marked Yes **and** all of Feedback Form (next form) is marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. A budget spreadsheet is prepared	<input type="checkbox"/> Names of the available funding categories are present <input type="checkbox"/> Applicable Material/Product/Vendor categories are present <input type="checkbox"/> Available funds (allocations) per category are present	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Budget guidelines are listed	<input type="checkbox"/> Applicable guidelines are listed for each category <i>(N/A for this practice activity because the budget guidelines are provided)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Budget amounts are present	<input type="checkbox"/> The budgeted amount for each Material/Product/Vendor item is present <input type="checkbox"/> The sum of the category funds matches the total funds available in the budget	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. The budget adheres to the guidelines	<input type="checkbox"/> The budgeted funds for each category adhere to the guidelines	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice: Leading a Team to Develop a School Budget
Leading a Team to Design a School Budget

Evidence	Criteria	Proficient? Give Feedback.
5. Key stakeholders are included in the budget alignment process	<input type="checkbox"/> Other stakeholders (teachers, students, parents, or members of the business community) have been invited to participate in the budget alignment process to the extent permitted by the school's procedures and guidelines <i>(2-4 volunteers are adequate for the practice activity)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Expenditures have been identified	<input type="checkbox"/> The school's improvement plan has been reviewed with the group of stakeholders <input type="checkbox"/> Expenditures that support items in the plan have been identified and discussed by the group	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Approved expenditures have been added to the budget	Each expenditure item has been: <ul style="list-style-type: none"> <input type="checkbox"/> Identified and listed <input type="checkbox"/> Considered for addition to the budget by the group <input type="checkbox"/> Added to the budget under the appropriate Material/Product/Vendor category if approved <input type="checkbox"/> All funds have been allocated	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Potential expenditure items have been identified	<input type="checkbox"/> Potential expenditure items not included in the budget because they failed to align with the goals in the School Improvement Plan are listed <i>(If applicable)</i> <input type="checkbox"/> A suggestion(s) for changing the SIP is present for each potential expenditure item	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice: Leading a Team to Develop a School Budget
 Leading a Team to Design a School Budget

Evidence	Criteria	Proficient? Give Feedback.
9. SIP expenditure items not supported by the budget	<input type="checkbox"/> Areas of the SIP that are <u>not</u> funded or are under-funded according to the budget are listed <i>(If applicable)</i> <input type="checkbox"/> Suggestion(s) for revising revise the budget so that it supports these areas are listed <input type="checkbox"/> The budget has been revised as needed	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. SIP renewal recommendations are present	<input type="checkbox"/> Recommendations for the SIP's next renewal are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice Feedback Form (page 1 of 2)

Performer's Name: _____

Performance Coach's Name: _____

Date of Performance: _____

Use the rubric below to rate only the Cross-Cutting Leadership Skills on this page (including write-ins). Enter Performance into Portfolio when **all** Performance Checklist (previous form) is marked Yes and **all** Feedback Form (this form) are marked 3 or 4 (or Not Applicable).

Performance Levels			
1	2	3	4
Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished Could be Used as a Model to Teach Others
			Eligible for Portfolio

How effective was the performer in these Cross-Cutting Skills?						Rating	
1.	Facilitating group interaction and managing participation?	1	2	3	4	NA	
2.	Assisting the group to meet the criteria for the task(s) at hand?	1	2	3	4	NA	
3.	Modeling appropriate leadership behaviors?	1	2	3	4	NA	
4.	Teaching others how to perform the task(s) at hand?	1	2	3	4	NA	
5.	Presenting information clearly, concisely, and professionally?	1	2	3	4	NA	
6.	Leveraging/integrating technology to increase effectiveness?	1	2	3	4	NA	
7.	Motivating/encouraging others to achieve success?	1	2	3	4	NA	
8.	Using group processes to achieve desired session results?	1	2	3	4	NA	
9.	Other: _____	1	2	3	4	NA	
10.	Other: _____	1	2	3	4	NA	

Turn the page to provide additional written feedback (required).

Final Practice Feedback Form (page 2 of 2)

Performer's Name:

Performance Coach's Name:

Date of Performance:

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

Appendix A: Funding Codes

Funding codes adhere to the following format: 100-5-**1000-610-0295**-000-0-**2111**

1000 = Function Code

Function Code examples:

- 1000 Instruction
- 2100 Pupil Services (Guidance, Counseling, Testing, Social work, Health Services, attendance, etc.)
- 2210 Improvement of Instructional Services (Curriculum Development, Professional Development)
- 2220 Educational Media Services
- 2400 School Administration

610 = Object Code

Object Code examples:

- 580 Travel
- 610 Supplies
- 612 Computer Software
- 615 Expendable Equipment (less than \$1000)
- 616 Expendable Computer Equipment (less than \$1000)
- 642 Books (other than textbooks)
- 890 Registration

0295 = School Code (each school has a unique code and can be provided by the school)

2111 = QBE Program Code

QBE Program Code examples:

- 1011 Kindergarten
- 1021 Grades 1-3
- 1031 Middle Grades
- 1041 High School
- 1051 Grades 4-5
- 1061 Kindergarten EIP
- 1071 Grades 1-3 EIP
- 1091 Grades 4-5 EIP
- 1100 Twenty Additional Days
- 1210 Staff Development
- 1310 Media Centers
- 1570 Middle School After-school Program
- 1580 Remedial Summer High School
- 1600 Principal Supplements
- 1780 Title IVA
- 2111 Gifted
- 2211 Remedial Education

Optional Purchase Order Number Practice

Complete the purchase order numbers below. Fill in the Function, Object, School, and QBE Program codes for each purchase order number. (See next page for answer key)

1. A teacher wants to purchase software to use in her first grade class at school 0199.

100 – 5 - _____ - _____ - _____ - 0000 – 0 - _____

2. A seventh-grade teacher wants to purchase some science specimens to dissect in class at school 0395.

100 – 5 - _____ - _____ - _____ -0000 – 0 - _____

3. A gifted program teacher at 0399 high school wants to purchase a high-capacity printer for \$800.

100 – 5 - _____ - _____ - _____ -0000 – 0 - _____

4. The counselor at 0495 school wants to order some videos on violence prevention and plans to use the Title IVA allocation to pay for them.

100 – 5 - _____ - _____ - _____ - 0000 – 0 - _____

Answers:

1. 100 – 5 – 1000 – 612 – 0199 – 0000 – 0 – 1021
2. 100 – 5 – 1000 – 610 – 0395 – 0000 – 0 – 1031
3. 100 – 5 – 2220 – 616 – 0399 – 0000 – 0 – 2111
4. 100 – 5 – 2100 – 610 – 0495 – 0000 – 0 – 1780

Appendix B: Excerpts from ABC School Improvement Plan

1. Students will raise achievement in Reading in Grades 3-5 from 91 percent meeting or exceeding standard at the end of SY2005 to 93 percent meeting or exceeding standard at the end of SY2007 as measured by the CRCT with a minimum of 95 percent participants for all subgroups.

Activities, Strategies, Interventions:

- a. Provide after-school tutoring for students who did not meet the standard on the CRCT, as well as those “gap” students who scored 310 or less.
- b. Provide high-interest reading materials for tutoring
- c. Purchase reading software for tutoring
- d. Purchase 16 laptops for student check-out from tutoring
- e. Provide CRCT Prep workbooks for after-school tutoring

2. Students will raise achievement in Mathematics in Grades 3-5 from 87 percent meeting or exceeding standard at the end of SY2005 to 90 percent meeting or exceeding standard at the end of SY2007 as measured by the CRCT with a minimum of 95% participants for all subgroups.

Activities, Strategies, Interventions:

- a. Provide after-school tutoring for students who did not meet the standard on the CRCT, as well as those “gap” students who scored 310 or less
- b. Provide professional development for all staff on teaching math using GPS
- c. Provide high-quality math manipulatives for grades K-3
- d. Provide manipulatives for after-school tutoring
- e. Provide CRCT Prep workbooks for after-school tutoring

3. The school system’s graduation rate will improve from XX percent in SY2007 to YY percent in SY2009.

Activities, Strategies, Interventions:

- a. Provide a safe environment for all students
- b. Provide an effective counseling program for all students in K-5.

Recommended Reading and Resources

Mutter, D., Parker, P. (2004). School Money Matters: A Handbook for Principals. Alexandria, VA: Association for Supervision and Curriculum Development.

Sorenson, R., Goldsmith, L. (2006). The Principal's Guide to School Budgeting. Thousand Oaks, CA: Corwin Press.

Thompson, D., Wood, C. (2005): Money and Schools. Larchmont, NY: Eye on Education.

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