

Model Cycle for Priority-Driven Budget

Purpose: Student achievement priorities drive budget allocations.

Administration uses specific, measurable goals to review student achievement in prior year according to district's "Strategic Priorities". For example, it reviews reading, math, social studies, science curriculum for all student groups as well as programs aligned to district standards. Administration should ensure that suggestions for change come from the staff level that will implement the changes. Board committees, such as Performance & Achievement, monitor the review throughout the year.

Opportunities for public, staff input

Administration reviews facility, maintenance and non-instructional departments for prior year seeking efficiencies. Board committees, such as Budget & Finance and Long Range Planning, monitor the review throughout the year.

Opportunities for public, staff input

Before January, Administration recommends curriculum & program changes to improve student achievement. Appropriate committees review recommendations before sending them to full Board.

Opportunities for public, staff input

In January, Administration recommends budget for the next year allocating resources based on its analysis (connection between curriculum and programs and desired student achievement).

Opportunities for public, staff input

Where recommended budget exceeds revenue forecast for coming year, Administration presents funding alternatives including private partnerships or changes in fees.

Opportunities for public, staff input

Administration recommends modifications and cuts necessary to balance budget for coming year.

Opportunities for public, staff input

Board reviews recommendations for modifications and cuts, adopting or revising administrative recommendations.

Board approves budget for coming year. If budget exceeds revenues, Board considers referendum or further cuts.

Model based on recommendations in *Team Leadership for Student Achievement*, Ellen Henderson et al., National School Boards Association & American Association of School Administrators, 2001.

