Enter your school's State School ID Number Here ==>   925

Parkrose SD 3

Your school's name is: Prescott Elementary School
Your school's allocation is: $23,600

Object Code Key

111	Licensed Salaries
112	Classified Salaries
113	Administrative Salaries
12x	Substitute Salaries
13x	Additional Salaries
2xx	Benefits
31x	Instructional, Technical and Professional Services
33x	Transportation
34x	Travel
35x	Communication
4xx	Instructional Supplies and Materials
64x	Dues and Fees

Code	5 Key Areas of Effectiveness
TAL	Technical and Adaptive Leadership
EE	Educator Effectiveness
TL	Teaching and Learning
DSSC	District and School Structure and Culture
FCI	Family and Community Involvement
NA	Not Associated (yet?) with one of the 5 Key Areas

Code	Key	Indicator	5 Key Areas of Effectiveness
CM1.1		The school's Compact, and learning standards are routinely reviewed and discussed at faculty meetings. (2897)	Not Associated (yet?) with one of the 5 Key Areas
CM1.2	Key	The school's Compact, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences. (2898)	Not Associated (yet?) with one of the 5 Key Areas
CM1.3		The school's key documents (Parent Involvement Plan, Mission Statement and, Compact, are annually distributed to teachers, school personnel, parents, and students. (2899)	Family and Community Involvement
CM1.4		The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are included in the school improvement plan and other official documents and are translated for non-English speaking parents. (2900)	Family and Community Involvement
CM1.5		The school disseminates information on school reforms, policies, discipline procedures, assessment tools, and school goals, and includes parents in any related decision-making process. (2901)	Not Associated (yet?) with one of the 5 Key Areas
CM2.1		Parent-teacher conferences are held at least twice a year and include students at least once a year. (183)	Not Associated (yet?) with one of the 5 Key Areas
CM2.2	Key	Parents are given opportunities at parent-teacher conferences to discuss both their children's progress in school and their children's home-based study and reading habits. (1591)	Family and Community Involvement
CM2.3		All teachers use a common agenda with Next Steps for teachers, parents, and students in the parent-teacher (and parent-teacher-student) conferences. (1592)	Not Associated (yet?) with one of the 5 Key Areas
CM2.5		Records of persons attending parent-teacher conferences and Next Steps are maintained and provide teachers in subsequent years. (1827)	Family and Community Involvement
CM3.1	Key	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)	Not Associated (yet?) with one of the 5 Key Areas
CM3.2		Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (187)	Not Associated (yet?) with one of the 5 Key Areas
CM3.3		Teachers are familiar with the "curriculum of the home" and discuss it with parents. (189)	Not Associated (yet?) with one of the 5 Key Areas
CM3.4		Parents are familiar with the "curriculum of the home" and discuss it with teachers. (190)	Not Associated (yet?) with one of the 5 Key Areas
CM3.5		The school encourages staff members to demonstrate respect for families and the family's primary role in the rearing of the children to become responsible adults. (2902)	Family and Community Involvement
CM3.6	Key	The school uses a variety of communication tools on a regular basis, to facilitate two way communication on student progress and accomplishments. (2903)	Not Associated (yet?) with one of the 5 Key Areas

CM3.7	Key	The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)	Family and Community Involvement
CM3.8		The school reaches out to all families, not just those who attend parent meetings. (2904)	Not Associated (yet?) with one of the 5 Key Areas
CM4.1	Key	The school uses Open House as an opportunity to convey to parents that what goes on at home impacts student's academic performance. (1561)	Family and Community Involvement
CM4.4	Key	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are routinely discussed at Open Houses. (1855)	Family and Community Involvement
CM5.1		The school has a web-based student information system to inform parents of student progress and updates information weekly. (1568)	Family and Community Involvement
CM5.2		The school's website has a parent section that includes information on home support for learning, announcements, parent activities/resources. (2905)	Not Associated (yet?) with one of the 5 Key Areas
CM5.3		The school's newsletter includes articles by parents, information on home support of learning, announcements of parent activities, and provides procedures on how parents may submit items. (1573)	Family and Community Involvement
CM5.4		The school has a bulletin board near the front entrance that includes information on home support for learning, announcements, parent activities, and provides procedures on how parents may post information. (1574)	Family and Community Involvement
CN1.1		The school provides "intragenerational associations" in which students of different ages are brought together to learn. (193)	Not Associated (yet?) with one of the 5 Key Areas
CN1.2		The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom. (194)	Not Associated (yet?) with one of the 5 Key Areas
CN1.3		The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home." (195)	Not Associated (yet?) with one of the 5 Key Areas
CN2.1		Office and support staff are trained to make the school a "welcoming place" for parents. (1593)	Not Associated (yet?) with one of the 5 Key Areas
CN2.2		The school team annually conducts a "walk-through" the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)	Family and Community Involvement
CN2.3		A suggestion box is prominently located and invites ideas for making the school a more welcoming place. (1850)	Family and Community Involvement
CN2.4		School personnel met in the hallways are friendly and offer assistance. (1851)	Not Associated (yet?) with one of the 5 Key Areas

CN2.5		Signs at all school entrances are in multiple languages and clearly welcome and guide families and visitors to the main office to sign in. (2910)	Not Associated (yet?) with one of the 5 Key Areas
CN3.1	*Key*	The school provides Family-School Nights where families and school personnel get to know each other and discuss their mutual roles in students' learning. (1594)	Family and Community Involvement
CN3.2		All-school events (e.g., family reading night) include parent-child interactive activities. (199)	Not Associated (yet?) with one of the 5 Key Areas
CN3.3	*Key*	The school sponsors all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g., learning standards, Compact,"curriculum of the home"). (2911)	Not Associated (yet?) with one of the 5 Key Areas
CN3.4		Family-School Nights include interactive, parent-child activities. (1853)	Not Associated (yet?) with one of the 5 Key Areas
CN4.1		The school provides a room for parents to meet. (1599)	Family and Community Involvement
CN5.1	*Key*	The school distributes information regarding cultural, recreational, academic, health,social, and other resources that serve families within the community. (2912)	Not Associated (yet?) with one of the 5 Key Areas
CN5.2		The school informs staff members of the resources available in the community and strategies for utilizing those resources. (2913)	Not Associated (yet?) with one of the 5 Key Areas
CN5.3		The school collaborates with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education. (2914)	Not Associated (yet?) with one of the 5 Key Areas
CN5.4		The school links parents to programs and resources within the community that provide support services to families. (2915)	Not Associated (yet?) with one of the 5 Key Areas
CN5.5		The school fosters student participation in community service. (2916)	Not Associated (yet?) with one of the 5 Key Areas
CUL1.1		The principal works with teachers to expand learning options that will increase student engagement. (2917)	District and School Structure and Culture
CUL1.10		School and district leaders actively promote a shared vision for cultural awareness and an understanding of diversity among students, staff, and community. (2926)	District and School Structure and Culture
CUL1.11		The school principal works with teachers to build flexible schedules that provide additional instructional time in core areas, focusing on the areas of greatest student need (2927)	District and School Structure and Culture
CUL1.12		Teachers and principals build structures and procedures for monitoring the impact that adult actions have on student success. (2928)	District and School Structure and Culture
CUL1.13		District and school reaches out to parents and community in regular and meaningful ways. (2929)	District and School Structure and Culture

CUL1.2	*Key*	All teachers demonstrate high expectations for all students regardless or race, economic status disability, or any other distinguishing characteristics (2918)	District and School Structure and Culture
CUL1.3		All students have access to and participate in rigourous curriculum. (2919)	District and School Structure and Culture
CUL1.4		All students perceive the school environment and staff as respectful. (2920)	District and School Structure and Culture
CUL1.5		The school principal and staff work together to create a respectful environment with consistent school rules and expectations. (2921)	District and School Structure and Culture
CUL1.6		All staff positively reinforce expected behaviors. (2922)	District and School Structure and Culture
CUL1.7		The school leadership and teachers understand and practice an agreed upon procedure for handling problem behaviors, referrals and suspensions. (2923)	District and School Structure and Culture
CUL1.8		The school leadership team and teachers build structures and procedures for monitoring the impact that adult actions have on student success. (2924)	District and School Structure and Culture
CUL1.9		The school leadership team and teachers examine behavior trend data regularly and use the data to make proactive, systemic changes to improve student behavior. (2925)	District and School Structure and Culture
ED1.1		Parent education programs include some multi-session group experiences with specific agendas. (191)	Not Associated (yet?) with one of the 5 Key Areas
ED1.10		The school provides parents with practical guidance on the learning standards. (1826)	Family and Community Involvement
ED1.2		Professional development programs for teachers include assistance in working effectively with parents. (192)	Not Associated (yet?) with one of the 5 Key Areas
ED1.3		Parent education programs are led by trained parent leaders. (206)	Not Associated (yet?) with one of the 5 Key Areas
ED1.4	*Key*	The school offers parent education programs focused on building skills relative to the "curriculum of the home." (207)	Not Associated (yet?) with one of the 5 Key Areas
ED1.6		The school surveys parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty. (2906)	Not Associated (yet?) with one of the 5 Key Areas
ED1.9		The school provides parents with practical guidance to encourage their children's regular reading habits at home. (1586)	Family and Community Involvement
ED2.1		The school provides a Family Resource Library that includes materials with information about parenting and parents' roles in children's education. (1579)	Family and Community Involvement
ED3.1		The school has an organized and easy, accessible program for utilizing parent volunteers, which provides ample training on volunteer procedures and school protocol. (2907)	Not Associated (yet?) with one of the 5 Key Areas
ED3.2		The school provides inter-generational associations in which parents or community volunteers assist in the classroom. (1581)	Not Associated (yet?) with one of the 5 Key Areas
ED3.3		The school ensures that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment. (2908)	Not Associated (yet?) with one of the 5 Key Areas

ED3.4		The school ensures that volunteer activities are meaningful and built on volunteer interests and abilities. (2909)	Not Associated (yet?) with one of the 5 Key Areas
ED4.1		Professional development programs for teachers include assistance in working effectively with parents. (1588)	Not Associated (yet?) with one of the 5 Key Areas
GR1.1		The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home." (184)	Not Associated (yet?) with one of the 5 Key Areas
GR1.2		The school's mission statement is distinct, clear, and focused on student learning. (201)	Not Associated (yet?) with one of the 5 Key Areas
GR1.3		The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home). (1540)	Not Associated (yet?) with one of the 5 Key Areas
GR1.4	Key	The school's Compact is annually distributed to teachers, school personnel, parents, and students. (204)	Not Associated (yet?) with one of the 5 Key Areas
GR1.5		School celebrates its accomplishments. (178)	Not Associated (yet?) with one of the 5 Key Areas
GR1.6		The school establishes policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity. (2895)	Not Associated (yet?) with one of the 5 Key Areas
GR1.7	Key	The school involves parents in setting student goals each year and in planning for post-secondary education and careers. The school encourages the development of personalized education plan for each student, where parents are full partners. (2896)	Not Associated (yet?) with one of the 5 Key Areas
GR1.8		The Student Report Card includes the student's progress toward learning standards. (1854)	Family and Community Involvement
GR1.9		The school's Parent Involvement Policy, Compact, and Classroom Visit Procedures encourage parents to visit classrooms. (1549)	Family and Community Involvement
IC01		The principal reports and documents the school's progress monthly to the superintendent. (2559)	Not Associated (yet?) with one of the 5 Key Areas
IC05	Key	Federal and state programs are coordinated and integrated with other local services and programs. (2888)	Not Associated (yet?) with one of the 5 Key Areas
ID01		A team structure for schools is officially incorporated into district policy. (36)	Not Associated (yet?) with one of the 5 Key Areas
ID02		All teams have written statements of purpose and by-laws for their operation. (37)	Technical and Adaptive Leadership
ID03		All teams operate with work plans for the year and specific work products to produce. (38)	Technical and Adaptive Leadership
ID04	Key	All teams prepare agendas for their meetings. (39)	Technical and Adaptive Leadership
ID05		All teams maintain official minutes of their meetings. (40)	Technical and Adaptive Leadership
ID06		The principal maintains a file of the agendas, work products, and minutes of all teams. (41)	Technical and Adaptive Leadership

ID07		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)	Technical and Adaptive Leadership
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff. (43)	Technical and Adaptive Leadership
ID09		The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)	Technical and Adaptive Leadership
ID10	Key	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	Technical and Adaptive Leadership
ID11		Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	Technical and Adaptive Leadership
ID12		Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. (47)	Technical and Adaptive Leadership
ID13		Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	Technical and Adaptive Leadership
ID14	Key	The leadership team ensures that revisions of school-level plan are completed and that staff, district personnel, and community stakeholders have been informed of any changes. (2890)	Not Associated (yet?) with one of the 5 Key Areas
IE01	Key	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)	Technical and Adaptive Leadership
IE02		The principal develops the leadership capacity of others in the school. (53)	Technical and Adaptive Leadership
IE05		The principal participates actively with the school's teams. (56)	Technical and Adaptive Leadership
IE06	Key	The principal keeps a focus on instructional improvement and student learning outcomes. (57)	Technical and Adaptive Leadership
IE07		The principal monitors curriculum and classroom instruction regularly. (58)	Technical and Adaptive Leadership
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)	Technical and Adaptive Leadership
IE12		The principal personally engages parents and the community in the improvement process. (63)	Technical and Adaptive Leadership
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)	Technical and Adaptive Leadership
IF01		The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)	Technical and Adaptive Leadership
IF02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	Technical and Adaptive Leadership

IF03	*Key*	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)	Technical and Adaptive Leadership
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)	Technical and Adaptive Leadership
IF05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)	Technical and Adaptive Leadership
IF06		Teachers are required to make individual professional development plans based on classroom observations. (70)	Technical and Adaptive Leadership
IF07		Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)	Technical and Adaptive Leadership
IF08	*Key*	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)	Technical and Adaptive Leadership
IF10		The principal plans opportunities for teachers to share their strengths with other teachers. (74)	Technical and Adaptive Leadership
IG01		Parent policies, activities, and programs cultivate the "curriculum of the home." (75)	Technical and Adaptive Leadership
IG02	*Key*	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)	Technical and Adaptive Leadership
IG04		Parents receive practical guidance (e.g., website, newsletter, parent bulletin board, email, phone calls, notes) to maintain daily conversations with their children about their school experiences and progress. (78)	Technical and Adaptive Leadership
IG06		Parents receive practical guidance to encourage their children's regular reading habits at home. (80)	Technical and Adaptive Leadership
IG07		Parents receive practical guidance to model and encourage respectful and responsible behaviors. (81)	Technical and Adaptive Leadership
IG08		Parents are given opportunities to meet with each other to share their child-rearing concerns and successes. (82)	Technical and Adaptive Leadership
IG09	*Key*	Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits (e.g., parent-teacher conferences). (83)	Technical and Adaptive Leadership
IG11		The student report card shows the student's progress in meeting learning standards. (86)	Technical and Adaptive Leadership
IG12	*Key*	The faculty, students, and parents regularly review and discuss the school's Compact that outlines key expectations of students, parents, and teachers. (85)	Technical and Adaptive Leadership
IIA02	*Key*	Units of instruction include standards-based objectives and criteria for mastery. (89)	Educator Effectiveness
IIA03		Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)	Educator Effectiveness

IIA04	*Key*	The Leadership team provides for articulation and alignment between and among all grade levels. (2561)	Educator Effectiveness
IIB01		Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)	Educator Effectiveness
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)	Educator Effectiveness
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team. (93)	Educator Effectiveness
IIB04	*Key*	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)	Educator Effectiveness
IIB05		All teachers re-teach based on post-test results. (95)	Educator Effectiveness
IIC01	*Key*	Units of instruction include specific learning activities aligned to objectives. (96)	Educator Effectiveness
IID03		Teachers receive timely reports of results from standardized and objectives-based tests. (101)	Educator Effectiveness
IID04	*Key*	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)	Educator Effectiveness
IID06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)	Educator Effectiveness
IID08	*Key*	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)	Educator Effectiveness
IID09		Instructional Teams use student learning data to plan instruction. (107)	Educator Effectiveness
IID10	*Key*	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)	Educator Effectiveness
IID11		Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)	Educator Effectiveness
IIIA01		All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)	Teaching and Learning
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction. (111)	Teaching and Learning
IIIA03		All teachers use objectives-based pre-tests. (112)	Teaching and Learning
IIIA04		All teachers use objectives-based post-tests. (113)	Teaching and Learning
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives. (114)	Teaching and Learning
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)	Teaching and Learning

IIIA07	Key	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)	Teaching and Learning
IIIA08		All teachers review the previous lesson. (117)	Teaching and Learning
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives. (118)	Teaching and Learning
IIIA11		All teachers use modeling, demonstration, and graphics. (120)	Teaching and Learning
IIIA13		All teachers explain directly and thoroughly. (122)	Teaching and Learning
IIIA14		All teachers maintain eye contact. (123)	Teaching and Learning
IIIA16		All teachers use prompting/cueing. (125)	Teaching and Learning
IIIA17		All teachers re-teach when necessary. (126)	Teaching and Learning
IIIA19		All teachers review with questioning. (128)	Teaching and Learning
IIIA20		All teachers summarize key concepts. (129)	Teaching and Learning
IIIA22		All teachers use open-ended questioning and encourage elaboration. (131)	Teaching and Learning
IIIA25		All teachers encourage students to paraphrase, summarize, and relate. (134)	Teaching and Learning
IIIA26		All teachers encourage students to check their own comprehension. (135)	Teaching and Learning
IIIA28		All teachers travel to all areas in which students are working. (137)	Teaching and Learning
IIIA29		All teachers meet with students to facilitate mastery of objectives. (138)	Teaching and Learning
IIIA30		All teachers encourage students to help each other with their work. (139)	Teaching and Learning
IIIA31		All teachers interact instructionally with students (explaining, checking, giving feedback). (140)	Teaching and Learning
IIIA33		All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)	Teaching and Learning
IIIB01		All teachers maintain a file of communication with parents. (150)	Teaching and Learning
IIIB06	Key	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)	Teaching and Learning
IIIC02		Transitions between instructional modes are brief and orderly. (157)	Teaching and Learning
IIIC05		All teachers use a variety of instructional modes. (160)	Teaching and Learning
SL1.1		Parent representatives advise the School Leadership Team on matters related to family-school relations. (1553)	Not Associated (yet?) with one of the 5 Key Areas
SL1.2	Key	Parents are included on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety and personnel. Where site governance bodies exist, give equal representation to parents. (2891)	Not Associated (yet?) with one of the 5 Key Areas
SL1.3		The school seeks and encourages parental participation in decision-making that affects all students. (2892)	Not Associated (yet?) with one of the 5 Key Areas
SL1.4		The school provides training for staff and parents on collaborative partnering and shared decision making. (2893)	Not Associated (yet?) with one of the 5 Key Areas

SL1.5		The school has a written statement of purpose for its Parent-Teacher Organization. (1554)	Not Associated (yet?) with one of the 5 Key Areas
SL1.6	Key	A majority of the members of the School Community Council (SCC) are parents of currently enrolled students and are not also employees of the school and reflect the student population demographics. (2889)	Technical and Adaptive Leadership
SL1.7	Key	The School Community Council (SCC) meets regularly and keeps an agenda and minutes of the meetings which are posted on the school website. (2894)	Technical and Adaptive Leadership

					Technical and Adaptive Leadership		ODE Comments

#	Indicator ID	Key Indicator?	Indicate # of personnel funded with school improvement (FTE)	Object Code	Proposed Activity — Describe briefly how each applicable activity aligns with a comprehensive vision for the school's improvement plan. Note: If the desired activity does not fit into one of the categories of Object Codes listed, it will not be allowable.	$ Amount Requested from School Improvement Funds	ODE Comments
	ID04	Key			No additional funding needed this year		
1	*IID04*	Indicator ID belongs in a different area.	0.63	112	Data Coach position to organize, disribute, and train teachers to analyze benchmark and building-wide data for reading and math performance. This would include involvement in the further development of a data collection system, organization of input, and teacher team meetings to analyze and discuss data with teams, coaches, and principal.	$1,050	
	IE01	Key			No additional funding needed this year		
	IE06	Key			No additional funding needed this year		
2	*04, IIA07*	#N/A	16.00	120	Professional Development (Peer Observations, Assessment System, Core Instruction, Assessment Instruction)- Sub time for planning, collecting and analyzing learning observation data, and completing team instructional action plans.) Sub time for 4 hours per month for April, May, and June. 17 teachers at $110 per four hour period. Total of $1870 per month for 3 months = $5610	$5,610	
3	*IF08*	Key		120	Professional Development Materials for learning observations, data collection, and professional development books connected to our reading goals. This will be based on team goals and principal observation data to support effective teaching practices.	$800	
	IF08	Key		120			
	IG02	Key			No additional funding needed this year		
	IG09	Key			No additional funding needed this year		
	IG12	Key			No additional funding needed this year		
	SL1.6	Key			No additional funding needed this year		
	SL1.7	Key			No additional funding needed this year		

			16.63			$7,460	

Educator Effectiveness

#	ID	Key?	FTE	OC	Proposed Activity	Amount
	IIA02	Key			See IIA04	
4	*IIA04*	Key		461	Math Summer alignment work to further develop math common core instructional maps. Each team, total of 14 teachers, and 8 hours for each person at $30 curriculum rate. Add 3 specialists: Coach, In Total of $3,600 intervention specialist, ELL teacher at 4 hours each. $120 each person for a total of $360. Grand total $3,960	$3,960
5	*IIB04*	Key		130	These dollars will used for extra pay for our half time teachers to attend PLCs, RTI data teams and the alignment teams mentioned in IIAO4. This also covers IID08.his year we are organizing alignment teams to do first horizontal then vertical alignment to the common core for all	$1,300
	IIC01	Key			No additional funding needed this year	
###	*IID04*	Key			Attend Oregon Reading Association Conference for four representative staff members to support our school improvment focus of reading engagement. (4) registrations at $250= $1,000 $220 (4) for all day sub for 1 day= $880	$1,880
	IID08	Key			AVID Summer Regional Conference for School-wide implemenation of AVID strategies- adding a new team to attend conference for PD. $1600 per person, and will send 4 people using this budget. Will inlcude a new grade level team and specialist. 1600 X4= $6,400	$6,400
	IID10	Key			AVID Site Team Lead Development- District-wide coordinator to organize the implementation of AVID teams at the elementary level. Summer work of 20 hours, divided by each of the four elementary schools- $150 each school for a total of $600.	$150

Object Code must be entered in column E.

						$13,690

Teaching and Learning

#	ID	Key?	FTE	OC	Proposed Activity	Amount
	IIIA07	Key			No additional funding needed this year	
	IIIB06	Key			No additional funding needed this year	

						$0	

District and School Structure and Culture

#	ID	Key?	FTE	OC	Proposed Activity	Amount	
	CUL1.2	Key			No additional funding needed this year		
						$0	

Family and Community Involvement

#	ID	Key?	FTE	OC	Proposed Activity	Amount	
	CM2.2	Key			No additional funding needed this year		
	CM3.7	Key			Family Engagement Coordinator to support family engagement goals- 5 hours per week- district stipend	$1,050	Object Code must be entered in column E.
###	CM4.1	Key	14.00	130	This year we will be implementing a new "curriculum of the home" using AVID family workshops for our curriculum. There will be several family open houses where parents are informed of best ways to assist their children to be successful in school and become college and career ready. These dollars will be used to pay teachers additional hours beyond their contract to attend the evening events. The cost is approximated at 20 hours at $70 / hr per diem. This cost also addresses ED1.4, CN3.1	$1,400	
	CM4.4	Key			No additional funding needed this year		
	CN3.1	Key			No additional funding needed this year		

		14.00				$2,450

Not Associated (yet?) with one of the 5 Key Areas

#	ID	Key?	FTE	OC	Proposed Activity	Amount
	IC05	Key			No additional funding needed this year	
	CM1.2	Key			No additional funding needed this year	
	CM3.1	Key			No additional funding needed this year	
	CM3.6	Key			No additional funding needed this year	
	CN3.3	Key			No additional funding needed this year	
	CN5.1	Key			No additional funding needed this year	
	ED1.4	Key			No additional funding needed this year	
	GR1.4	Key			No additional funding needed this year	
	GR1.7	Key			No additional funding needed this year	
	ID14	Key			No additional funding needed this year	
	SL1.2	Key			No additional funding needed this year	
						$0

Code	Category	Technical and Adaptive Leadership	Educator Effectiveness	Teaching and Learning	District and School Structure and Culture	Family and Community Involvement	Not Associated (yet?) with one of the 5 Key Areas	Totals
111	Licensed Salaries							$0
112	Classified Salaries	$1,050						$1,050
113	Administrative Salaries							$0
12x	Substitute Salaries	$6,410						$6,410
13x	Additional Salaries		$1,300			$1,400		$2,700
2xx	Benefits							$0
31x	Instructional, Technical and Professional Services							$0
33x	Transportation							$0
34x	Travel							$0
35x	Communication							$0
4xx	Instructional Supplies and Materials		$3,960					$3,960
64x	Dues and Fees							$0
	Totals	$7,460	$5,260	$0	$0	$1,400	$0	$14,120

Total FTE:	16.63				14.00		30.63

District Indirect (%) (enter the percent for your district in the yellow box) =		$0
Planned Budget (H14) + Indirect Amount (H19) =		$14,120
Awarded Budget =		$23,600

Planned Budget plus Indirect (H20) is less than or equal to Awarded Budget (H21). You may submit your budget.