Enter your school's State School ID Number Here ==>   927

                                    Parkrose SD 3
Your school's name is: Sacramento Elementary School
Your school's allocation is: $24,800

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
CM1.1		The school's Compact, and learning standards are routinely reviewed and discussed at faculty meetings. (2897)
CM1.2	Key	The school's Compact, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences. (2898)
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)
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)
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)
CM2.1		Parent-teacher conferences are held at least twice a year and include students at least once a year. (183)
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)
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)
CM2.5		Records of persons attending parent-teacher conferences and Next Steps are maintained and provide teachers in subsequent years. (1827)
CM3.1	Key	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)
CM3.2		Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (187)
CM3.3		Teachers are familiar with the "curriculum of the home" and discuss it with parents. (189)
CM3.4		Parents are familiar with the "curriculum of the home" and discuss it with teachers. (190)
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)

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)
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)
CM3.8		The school reaches out to all families, not just those who attend parent meetings. (2904)
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)
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)
CM5.1		The school has a web-based student information system to inform parents of student progress and updates information weekly. (1568)
CM5.2		The school's website has a parent section that includes information on home support for learning, announcements, parent activities/resources. (2905)
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)
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)
CN1.1		The school provides "intragenerational associations" in which students of different ages are brought together to learn. (193)
CN1.2		The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom. (194)
CN1.3		The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home." (195)
CN2.1		Office and support staff are trained to make the school a "welcoming place" for parents. (1593)
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)

CN2.3		A suggestion box is prominently located and invites ideas for making the school a more welcoming place. (1850)
CN2.4		School personnel met in the hallways are friendly and offer assistance. (1851)
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)
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)
CN3.2		All-school events (e.g., family reading night) include parent-child interactive activities. (199)
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)
CN3.4		Family-School Nights include interactive, parent-child activities. (1853)
CN4.1		The school provides a room for parents to meet. (1599)
CN5.1	Key	The school distributes information regarding cultural, recreational, academic, health,social, and other resources that serve families within the community. (2912)
CN5.2		The school informs staff members of the resources available in the community and strategies for utilizing those resources. (2913)
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)
CN5.4		The school links parents to programs and resources within the community that provide support services to families. (2915)
CN5.5		The school fosters student participation in community service. (2916)
CUL1.1		The principal works with teachers to expand learning options that will increase student engagement. (2917)
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)
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)

CUL1.12		Teachers and principals build structures and procedures for monitoring the impact that adult actions have on student success. (2928)
CUL1.13		District and school reaches out to parents and community in regular and meaningful ways. (2929)
CUL1.2	*Key*	All teachers demonstrate high expectations for all students regardless or race, economic status disability, or any other distinguishing characteristics (2918)
CUL1.3		All students have access to and participate in rigourous curriculum. (2919)
CUL1.4		All students perceive the school environment and staff as respectful. (2920)
CUL1.5		The school principal and staff work together to create a respectful environment with consistent school rules and expectations. (2921)
CUL1.6		All staff positively reinforce expected behaviors. (2922)
CUL1.7		The school leadership and teachers understand and practice an agreed upon procedure for handling problem behaviors, referrals and suspensions. (2923)
CUL1.8		The school leadership team and teachers build structures and procedures for monitoring the impact that adult actions have on student success. (2924)
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)
ED1.1		Parent education programs include some multi-session group experiences with specific agendas. (191)
ED1.10		The school provides parents with practical guidance on the learning standards. (1826)
ED1.2		Professional development programs for teachers include assistance in working effectively with parents. (192)
ED1.3		Parent education programs are led by trained parent leaders. (206)
ED1.4	*Key*	The school offers parent education programs focused on building skills relative to the "curriculum of the home." (207)
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)
ED1.9		The school provides parents with practical guidance to encourage their children's regular reading habits at home. (1586)
ED2.1		The school provides a Family Resource Library that includes materials with information about parenting and parents' roles in children's education. (1579)

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)
ED3.2		The school provides inter-generational associations in which parents or community volunteers assist in the classroom. (1581)
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)
ED3.4		The school ensures that volunteer activities are meaningful and built on volunteer interests and abilities. (2909)
ED4.1		Professional development programs for teachers include assistance in working effectively with parents. (1588)
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)
GR1.2		The school's mission statement is distinct, clear, and focused on student learning. (201)
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)
GR1.4	Key	The school's Compact is annually distributed to teachers, school personnel, parents, and students. (204)
GR1.5		School celebrates its accomplishments. (178)
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)
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)
GR1.8		The Student Report Card includes the student's progress toward learning standards. (1854)
GR1.9		The school's Parent Involvement Policy, Compact, and Classroom Visit Procedures encourage parents to visit classrooms. (1549)
IC01		The principal reports and documents the school's progress monthly to the superintendent. (2559)
IC05	Key	Federal and state programs are coordinated and integrated with other local services and programs. (2888)

ID01		A team structure for schools is officially incorporated into district policy. (36)
ID02		All teams have written statements of purpose and by-laws for their operation. (37)
ID03		All teams operate with work plans for the year and specific work products to produce. (38)
ID04	Key	All teams prepare agendas for their meetings. (39)
ID05		All teams maintain official minutes of their meetings. (40)
ID06		The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
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)
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID09		The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)
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)
ID11		Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
ID12		Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. (47)
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)
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)
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)
IE02		The principal develops the leadership capacity of others in the school. (53)
IE05		The principal participates actively with the school's teams. (56)
IE06	Key	The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07		The principal monitors curriculum and classroom instruction regularly. (58)
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)

IE12		The principal personally engages parents and the community in the improvement process. (63)
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)
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)
IF02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IF03	Key	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
IF05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
IF06		Teachers are required to make individual professional development plans based on classroom observations. (70)
IF07		Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
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)
IF10		The principal plans opportunities for teachers to share their strengths with other teachers. (74)
IG01		Parent policies, activities, and programs cultivate the "curriculum of the home." (75)
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)
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)
IG06		Parents receive practical guidance to encourage their children's regular reading habits at home. (80)
IG07		Parents receive practical guidance to model and encourage respectful and responsible behaviors. (81)
IG08		Parents are given opportunities to meet with each other to share their child-rearing concerns and successes. (82)

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)
IG11		The student report card shows the student's progress in meeting learning standards. (86)
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)
IIA02	*Key*	Units of instruction include standards-based objectives and criteria for mastery. (89)
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)
IIA04	*Key*	The Leadership team provides for articulation and alignment between and among all grade levels. (2561)
IIB01		Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
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)
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IIB04	*Key*	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IIB05		All teachers re-teach based on post-test results. (95)
IIC01	*Key*	Units of instruction include specific learning activities aligned to objectives. (96)
IID03		Teachers receive timely reports of results from standardized and objectives-based tests. (101)
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)
IID06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID08	*Key*	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09		Instructional Teams use student learning data to plan instruction. (107)
IID10	*Key*	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)

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)
IIIA01		All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction. (111)
IIIA03		All teachers use objectives-based pre-tests. (112)
IIIA04		All teachers use objectives-based post-tests. (113)
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	Key	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
IIIA08		All teachers review the previous lesson. (117)
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives. (118)
IIIA11		All teachers use modeling, demonstration, and graphics. (120)
IIIA13		All teachers explain directly and thoroughly. (122)
IIIA14		All teachers maintain eye contact. (123)
IIIA16		All teachers use prompting/cueing. (125)
IIIA17		All teachers re-teach when necessary. (126)
IIIA19		All teachers review with questioning. (128)
IIIA20		All teachers summarize key concepts. (129)
IIIA22		All teachers use open-ended questioning and encourage elaboration. (131)
IIIA25		All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26		All teachers encourage students to check their own comprehension. (135)
IIIA28		All teachers travel to all areas in which students are working. (137)
IIIA29		All teachers meet with students to facilitate mastery of objectives. (138)
IIIA30		All teachers encourage students to help each other with their work. (139)
IIIA31		All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA33		All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)
IIIB01		All teachers maintain a file of communication with parents. (150)

IIIB06	*Key*	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)
IIIC02		Transitions between instructional modes are brief and orderly. (157)
IIIC05		All teachers use a variety of instructional modes. (160)
SL1.1		Parent representatives advise the School Leadership Team on matters related to family-school relations. (1553)
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)
SL1.3		The school seeks and encourages parental participation in decision-making that affects all students. (2892)
SL1.4		The school provides training for staff and parents on collaborative partnering and shared decision making. (2893)
SL1.5		The school has a written statement of purpose for its Parent-Teacher Organization. (1554)
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)
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)

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#	Indicator ID	Key Indicator?	FTE — Indicate # of personnel funded with school improvement	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.
1	*ID04*	Key			No additional funding needed this year
2	*IE06*	Key	0.63	112	10 Teachers and the Principal will attend the Oregon Reading Association Winter Institute in February, 2013. This will align research supporting accelerated achievement for all students in literacy, including sub group populations, with instructional improvements in classrooms. The cost for the conference is $250.00 per registration (total $3000 for 11 participants) and $2100 for 10 full day substitutes. This is a total expenditure of $5100.
	IE01	Key			No additional funding needed this year
	IE06	Key			No additional funding needed this year
3	*IF03*	Key	22.00	120	Teachers will receive embedded professional development using a learning-walk model that focuses on instructional improvement based on the needs of imdividual teachers. The substitute costs outline here would fund that activity. $214 for one full and one half day sub Xs 15 FTE, for a total of $3210 for subs. This also includes $195 for materials to support the professional development,
	IF08	Key			No additional funding needed this year
	IG02	Key			No additional funding needed this year

#	ID	Key?	FTE	OC	Proposed Activity
	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
			22.63		

Educator Effectiveness

#	ID	Key?	FTE	OC	Proposed Activity
	IIA02	Key			No additional funding needed this year
4	*1.2, IIA*	#N/A		461	This cost item will support additional teachers attending the AVID Summer, 2013 conference. In addition to the already funded/trained AVID team, and to support/align the AVID framework K-12, we will bring 4 additional teachers, strategically selected from our school to represent the Instructional Support Team and K-3. This will align our work between and among all grade levels and programs represented at Sacramento. Each person costs $1600 for all expenses, thus a total of $6400.
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.
	IIC01	Key			No additional funding needed this year
Err: 508	*IID04*	Key	1.00	130	Data Coach Stipend for entering and organizing information for data team meeings, to include synthesis of SWIS, Synergy (attendance and grades), eCBM, diagnositcs, and OAKS. This person will also coach teachers in how to compile, analyze and utilize data, with the goal of targeted student improvement.This also addresses ID10.
	IID08	Key			See IIB04
	IID10	Key			See IIB04

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Teaching and Learning

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

#	ID	Key?	FTE	OC	Proposed Activity

District and School Structure and Culture

#	ID	Key?	FTE	OC	Proposed Activity
	CUL1.2	Key			This budget item will support summer extended curiculum rate work in the following area: We will revise the Schoolwide Master Schedule to support Core literacy and Intervention blocks that allow access to grade level instruction and academic support services for all students, across all sub groups. The work will include identification of areas in need of professional development in literacy for the 2013-14 school year.

Family and Community Involvement

#	ID	Key?	FTE	OC	Proposed Activity
	CM2.2	Key			No additional funding needed this year
	CM3.7	Key			No additional funding needed this year
###	*CM4.1*	Key	18.00	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 5 events, times 1.5 hours per event. We will pay 5 teachers at each event. 5 times 7.5 equals 37.5 hours needed for extended contract. 37.5 hours at $70 / hr per diem equals $2625. This cost also addresses ED1.4, CN3.1
	CM4.4	Key			No additional funding needed this year
	CN3.1	Key			No additional funding needed this year

			18.00		

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

#	ID	Key?	FTE	OC	Proposed Activity
	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
###	*CN3.1*	Indicator ID belongs	0.43	112	In order to increase communication and partnerships with our families, we will be hiring a family outreach liaison to be shared between our two schools which do not house SUN programs. This cost is 1/2 of a 3.5 hour classified position. This cost also addresses CM 3.7, CM 3.1, and ED 1.4.
###	*ED1.4*	Key		410	This cost will cover materials for distribution to parents about curriculum of the home as well as culture, vision of school and community supports.
	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

				0.43	

$ Amount Requested from School Improvement Funds	ODE Comments
$5,100	
$3,395	

$8,495	
Amount	
$6,400	
$1,300	
$1,030	Err:508

$8,730	
Amount	

$0	
Amount	

$1,200

Object Code must be entered in colu

$1,200	
Amount	
$2,625	

$2,625	
Amount	
$3,500	
$250	

$3,750

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

	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
Total FTE:	22.63	1.00			18.00	0.43	42.06

District Indirect (%) (enter the percent for your district in the yellow box) =		**$0**
Planned Budget (H14) + Indirect Amount (H19) =		**#NAME?**
Awarded Budget =		**$24,800**

#NAME?

#NAME?