

	Select your institution from the drop down list to the right: 1974-Brookings-Harbor SD 17C				
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OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES	
Strategies	Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	S1	Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.					x	
	S2	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.					x	
Strategies	S3	Provide equitable access to social, behavioral and mental health supports.					x	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	Outcome-A	Student Success-Students will achieve an annual student growth rate on social and emotional learning in the area of growth mindset and self-efficacy of 2% with an 8%						
	A1	SEL Support Specialist-Elementary and Secondary					x	
Strategies	A2	Implement cohesive trauma informed evidence based social and emotional learning framework k-12					x	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A3	Secondary SEL Program					x	
Strategies	Outcome-B	Brookings-Harbor Schools will achieve a median student growth percentile in ELA and Math at a level 4 on the Oregon School Report Card (55th percentile) by J						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	Smaller kindergarten classes to support increased early literacy and numeracy					x	
	B2	Provide access to broader elementary education and lengthen elementary school day					x	
Strategies	B3	Provide Professional Development project based learning					x	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B4	Learning Management System					x	
Strategies	Outcome-C	Brookings-Harbor Schools will achieve a regular attender rate of 90% by June 2026 in all grades.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Data system to monitor attendance and other indicators such as discipline and grades to identify cause and potential solutions					x	
	C2	Provide student incentives and engagement activities					x	
Strategies								OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	Outcome-D	Increase graduation rate and college and career readiness						
	D1	Provide expanded educational and career related learning opportunities					x	
Strategies								OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	Outcome-E	Increase Student Health, Safety and Security						
	E1	Enhance physical security of school campuses					x	
Strategies	E2	Implement a school-wide Integrated Health Model to remove barriers to access to basic health services					x	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
Strategies	Outcome-F							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	F1							
	F2							
Strategies	F3							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	F4							
	F5							
Strategies	Outcome-G							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	G1							
	G2							
Strategies	G3							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	G4							
	G5							

Partnerships	Code
Any organization that - (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community; (b) assists in the social, cultural, and educational development of Indians in such community; (c) meets the unique cultural, language, and academic needs of Indian students , including Tribal Nations supporting Oregon communities	Indian Community-Based Organization
Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically. <i>Some districts or schools may refer to private or for-profit organizations as Community-Based Organizations; however, for ODE partnership reporting purposes, private and for-profit organizations should be identified as "Business/Industry"</i>	Community-Based Organization
Private, for-profit organizations engaged in commerce, trades, manufacturing, or that provision of services	Business/Industry
Public or private organizations that support and advance career learning. This includes: highschool graduation and work-based learning, on-the-job training, or other real-life occupational experiences by developing core skills, taking relevant coursework, internships/apprenticeships, clinical studies, and participating in simulated activities to promote future career awareness, exploration, preparation, and training. <i>Some districts or schools refer to these organizations as Community Based Organizations; however, for ODE partnership reporting purposes, these organizations should be identified as "Career-Connecting Learning/Pathways"</i>	Career-Connected Learning/Pathways
Public or private organizations that promote health, safety, mental and behavioral health, social or emotional needs, economic development, and resilient-sustainable basic resources (i.e. emergency preparedness, land preservation, etc.)	Physical/Mental/Social Well-Being
Public or private organizations that are affiliated with a religion and/or spiritual faith	Faith-Based Organization

FTE Types
Arts (Applied): CTE (Approved Program of Study)
Arts (Applied): Career Exploration
Arts (Applied): Computer Sciences (programming/ tech/ web design)
Arts (Applied): Media Arts
Arts: Fine & Performance Arts (art/ music/ theatre/ dance)
Core: English Language Arts
Core: Math
Core: Science (biology/ chemistry/ physics)
Core: Social Sciences (civics/ history/ economics/ psychology)
Core: Health/PE/Athletics
Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)
General: Elementary Teacher
General: Multiple subjects teacher (middle/high school)
Health: QMHP/Psychologist/LCSW
Health: Nurse
Language: English Language Development
Language: World Languages (incl. ASL)
Library & Media
Special Education (all positions)
Supports: Behavioral Specialist
Supports: Family/Community Engagement (incl. McKinney-Vento)
Supports: Intervention Specialist
Supports: School Counselor/School Social Worker
Supports: Social Emotional Learning (SEL)
Supports: Other
Other: Electives teacher not listed
Other: Other staff position not listed

CTE Function Codes	Codes
Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities	1131
Curriculum – Standards, Content, Alignment and Articulation	2210
CTE Professional / Personnel Development	2240
Scientifically Based Research	262X
Indirect - Support Services - Central Activities	2600

HSS Activities Categories	Codes
Dropout Prevention Professional Learning	DP PL
Dropout Prevention Ongoing Community Engagement & Partnerships	DP OCG
Dropout Prevention Equipment, Supplies, and Facilities	DP ESF
Dropout Prevention Curriculum	DP CUR
Dropout Prevention Staff Salaries and Stipends	DP STA
Dropout Prevention Middle School- 8th grade only	DP MS8

College Level Opportunities Professional Learning	CLO PL
College Level Opportunities Ongoing Community Engagement & Partnerships	CLO OCG
College Level Opportunities Equipment, Supplies, and Facilities	CLO ESF
College Level Opportunities Curriculum	CLO CUR
College Level Opportunities Staff Salaries and Stipends	CLO STA
College Level Opportunities Middle School- 8th grade only	CLO MS8
Career & Technical Education Professional Learning	CTE PL
Career & Technical Education Ongoing Community Engagement & Partnerships	CTE OCG
Career & Technical Education Equipment, Supplies, and Facilities	CTE ESF
Career & Technical Education Curriculum	CTE CUR
Career & Technical Education Staff Salaries and Stipends	CTE STA
Career & Technical Education Middle School- 8th grade only	CTE MS8

EIIS	Codes
Allowable Expenditure Areas	
Staffing to maintain the system and facilitate corrective action	STF
Training for staff to maintain and use the system with fidelity	TRN
System software purchases and subscriptions	SSS
Data analysis and research	DAR
Tribal government consultation	TGC
Student, family, staff, and community engagement	ENG

SIA	Code
Allowable Use Categories	
Health and Safety	H&S
Increased Instructional Time	IIT
Ongoing Community Engagement	OCG
Reduced Class Size	RCS
Well Rounded Education	WRE

ALL	Code
Object Codes	
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit	111
112 Classified Salaries for work performed by "Classified Employees"	112
11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"	11X
Administrative Salaries	113
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary	2XX
12X Substitute Salaries for employees who are hired on a temporary or substitute basis	12X
Additional Salaries	13X
3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services	31X
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)	34X
410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds.	410
460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than \$5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of Perkins.	460
470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.	470
480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.	480
Other Supplies and Materials	4XX
Capital Outlay	5XX
541 CTE Depreciable Equipment (Single pieces of equipment or technology items over \$5,000) to enhance and improve CTE	541 ***Requires ODE Approval***
690 Grant Indirect Charges/Administrative Indirect	690
Dues and Fees	640
Miscellaneous	8XX
Other	Other

EXAMPLE OUTCOMES

Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.
Students in each focal group and all students report an increased sense of belonging at school.
Students have access to, and equitably participate in work based learning experiences that take place in simulated, virtual, OR in person settings.
High schools and colleges work together with industry to transition students smoothly from program entrance through to degree or certificate and into employment in their field.
Historically and currently marginalized students earn industry credentials and college credits, or combinations of credentials, at the same rate as all students, and concrete plans are in place to keep rates proportional.

EXAMPLE STRATEGIES

Implement a school-wide Integrated Health Model inclusive of culturally affirming and sustaining pedagogy, trauma-informed practices, and a social emotional curriculum to improve our climate and student experience.
Provide professional learning, coaching and team-planning time for our primary teachers on early literacy instructional practices supporting primary teachers to apply those early literacy instructional practices improving students reading and writing abilities.
We will plan, staff and implement a Ninth Grade Academy each summer before school starts during which each student will connect with their advisor, 9th grade teachers and coaches, explore CTE programs, college opportunities, and electives to create early conditions for belonging and engagement.
Utilize continuous examination of data to determine which students have access to work based learning or career connected learning experiences.
Regional Industry advisory committees are engaged at least quarterly to ensure CTE program alignment and quality
Support district schools on their journey in becoming Community Schools to provide wrap-around health and well-rounded academic and extra curricular supports for students and families.

EXAMPLE ACTIVITIES

Hire two additional counselors
Hire a social worker
Purchase SEL curriculum
Contract for trauma Informed professional learning
Replace primary reading adoption
Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the district level.
Provide professional learning and coaching for high school counselors/career advisors on value of CTE Programs of Study for All Students
Hire 3 instructional assistants for the primary literacy program
Registration, travel and extra-duty pay for special education staff to attend summer learning early literacy institute
Hire an early literacy instructional coach
Extra duty pay for 9th grade teachers, counselors and advisors to plan, implement and deliver the Ninth Grade Academy
Educators participate in summer externship opportunities to learn current skills needed by students
Student tours
Supporting extra-curricular and co-curricular clubs
Developing individualized learning and connection plans that will be reviewed at each conference period with students and families
Convene partners to examine selection and enrollment practices that may create barriers for all students to participate in career connected learning activities such as dual credit, CTE, and work-based learning experiences.
Explore other classroom personnel, departments, or offices that could provide a simulated WBL on school grounds
When in engaging with business, industry, and/or community partners ask if they can either come to the classroom or visit virtually as a mentor on project