

**ATTACHMENT 1: COVER SHEET**

**MIDDLE SCHOOL INNOVATION AND LINKAGE RFI**

**School Information:**

School name:	<b>Aki Kurose Middle School</b>
School address:	<b>3928 S Graham St. Seattle, WA 98118</b>

**Applying for (please check one):**

- Innovation
- Linkage
- Innovation AND Linkage (only one investment will be awarded)

**Principal's Contact Information:**

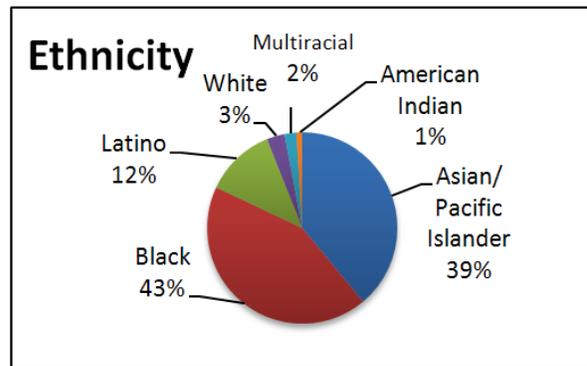
Name:	<b>Mia Williams</b>		
Day/Work phone:	<b>(206) 252-7705</b>		
Email address:	<b>mparker@seattleschools.org</b>		
Signature:		Date:	

**Additional Staff Member's Contact Information:**

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Email address:	<b>wcchen@seattleschools.org</b>		
Signature:		Date:	

## ATTACHMENT 2: SCHOOL NARRATIVE – OPTIONAL

**Overview:** Aki Kurose Middle School is on an upward trajectory that is only going to continue to climb. We joyfully serve approximately 750 wonderful students in the heart of Seattle’s Rainier Valley, one of the most diverse neighborhoods in all of Washington State. Aki Kurose is a vibrant reflection of our community and our student population continues to grow for many reasons, including the two-year old student assignment plan.



We are keenly aware of the needs our students bring to school and absolutely believe we can positively impact the trajectory of their lives through a great educational experience. Eighty-three percent of our students qualify for Free/Reduced Lunch, the national metric indicating which families live in poverty. Eighteen percent of our students are currently enrolled as English Language Learners (representing over 20 different languages,) and 17% of our students qualify for Special Education services. Many of our students enter school well below grade level standards in math, reading and writing.

The staff at Aki Kurose embraces these challenges; we are working tremendously hard to focus our efforts, to do whatever it takes to accelerate student achievement and ensure that each and every one of our students leaves middle school ready for high school, on a path to success in college.

As part of our overall school improvement plan, we have spent time analyzing our instructional approach and have come to realize that it is vital to focus on a few key levers to transform our school and ensure that all of our student achieve and succeed. These levers include:

***Excellent standards-based instruction and intervention based on data:*** We have made significant modifications to our master schedule to provide students with core instruction in math and reading that meets students at their level to accelerate their growth. We have structured the school day to provide students with additional time in research-based intervention classes in reading and in math. We have implemented a comprehensive assessment plan that includes interim assessments in reading and math, providing our teachers and community partners with important data for re-teaching and timely intervention. Lastly, we have invested time and resources to ensure that our teachers and partners receive professional development that prepares them to successfully teach these classes.

***Development of human capital through professional development and collaboration:*** As we prepared for the 2012-13 school year, we hired two important new members of our leadership team, including a new Literacy Assistant Principal, and a new position for Aki Kurose, the Math Assistant Principal. These two leaders have strong content and leadership expertise and facilitate the work of our teams of teachers and interventionists in both literacy and math. They facilitate trainings and collaborative planning sessions, provide

feedback and coaching to staff, lead teachers to monitor student achievement, and serve as key leaders alongside the principal in our school reform work. We know that our students will not achieve what we want them to achieve if we do not support and develop our teachers. A key strategy in this Levy investment is an investment in purposeful collaboration and intentional professional development for our staff so that they can do their very best work with our students.

***Purposeful and maximized use of time as a key lever for student growth:*** We know that time is a crucial resource at our disposal to improve student learning outcomes. We seek innovative ways to maximize learning time for our students by providing strategic extended learning time to those who need it most both inside and outside of the school day and year.

***Strong relationships with families:*** Our families are a tremendous asset in the education of our students. We know that positive and productive relationships with our students' families will only contribute to student learning and a joyful school culture. We also believe that it is our job to ensure that families are supported in meeting the goals they have for their children and that collaborating with them about a student's path to academic success in high school and college is critical.

***Strategic alignment of community partners to maximize effectiveness:*** While we have historically utilized many community partners in our pursuit of providing students with both academic and social-emotional support, we have not always utilized a coordinated approach to these partnerships based on data. We have learned important lessons about how to strengthen our community-based partnerships to strategically employ our partners in their work with students, based on data, effective intervention and instructional practices. We expect great results from our community partners and believe that through a more coordinated approach, we will see increasingly positive results.

#### **Historic Context:**

Aki Kurose recently moved from a Level 1 to a Level 3 school under Seattle Public School's performance management system. Our school was named an emerging priority school in the summer of 2012 by OSPI under the new ESEA waiver. We use our Title I funds for math and reading intervention FTE. Additionally, we were awarded a significant one-time, one-year grant under the Urban School Turnaround Initiative from the State of Washington, funds and supports we are using this year to strengthen our leadership practices, our core instructional practices, provide professional development in our key areas of academic focus, acquire much needed resources and technology that supports intervention, and extend learning time for our students. The Levy investment will serve in part to extend these initiatives and practices beyond this school year.

Historically, key partnerships have included collaboration with the City of Seattle, which has provided us with support for intervention, a wellness center, and out-of-school learning time opportunities. We have been fortunate to partner with the Nesholm Family Foundation, which has provided support through the funding of a Literacy Assistant Principal. We have an ongoing relationship with City Year's Diplomas Now program, which enables us to provide our students with much needed academic and social-emotional support and aligns us to a nationally recognized initiative based on research from Johns Hopkins.

## ATTACHMENT 3: DATA ANALYSIS SUMMARY

### PART I: ENGLISH LANGUAGE ACQUISITION

**1. Number and % of ELL students making gains on WLPT II proficiency?**

67.9% (98 out of 145 students) made gains on the WLPT II.

**2. On average our students who have exited the ELL program were enrolled for:**

6<sup>th</sup> grade – 4 years, 7<sup>th</sup> grade – 5 years, 8<sup>th</sup> grade – 5 years.

**3. How many of our ELL students have been enrolled in the ELL program four years or longer? If students have been in program for more than four years, explain reasons why?**

Many of our current ELL students enter the program in kindergarten or even pre-school and have been in the program on average from 6 to 7 years. There are many reasons why these students have remained in the program. Many ELL students have BICS (basic interpersonal

Current ELL students – years in ELL program		
ELL students	Number of current students with > 4 years in ELL program	Average number of years enrolled in ELL
6 <sup>th</sup>	34	6.1
7 <sup>th</sup>	32	7.2
8 <sup>th</sup>	30	7.5
<b>Total</b>	<b>96</b>	<b>6.9</b>

communication skills) but do not have CALP (Cognitive academic language proficiency). This means that students have learned sufficient basic language skills to appear fluent in English. However, they are missing academic language required for success in school and their language experiences haven't included sufficient academic instruction. Therefore, we need to provide explicit instruction in academic language development in every content area. We also need to teach students how to use language to express thinking. It is also important to design effective and appropriately scaffolded instruction so that all students can access the content being taught. Another reason may also be the fact that some of our students do not have literacy in their first language or have had interrupted formal education, and so they cannot transfer certain skills from their home language, but have to learn in from scratch.

### PART II: DATA ANALYSIS – AREA OF CONCENTRATION 1: MATH

**High-Level Trends in Math:** In the last three years, we have seen a steady rise in math achievement in 6<sup>th</sup> and 7<sup>th</sup> grade (see Figure 1). In 2012, the highest percentage of students in those grades met standard on the Math MSP. For the first time in Aki's history over 50% of 6<sup>th</sup> grade students met standard, while 7<sup>th</sup> grade math rose nearly 20% from the previous year. While scores in 8<sup>th</sup> grade dipped slightly from the previous year, cohort data shows these students actually made minor gains from 26.3% at standard in 7<sup>th</sup> grade to 29.3% in 8<sup>th</sup> grade (see Figure 2).

We believe the math interventions we began second semester of last year are gaining traction at all grade levels. By looking at three years of MSP scores, MAP data and teacher recommendations, we have placed students in an extra math class with

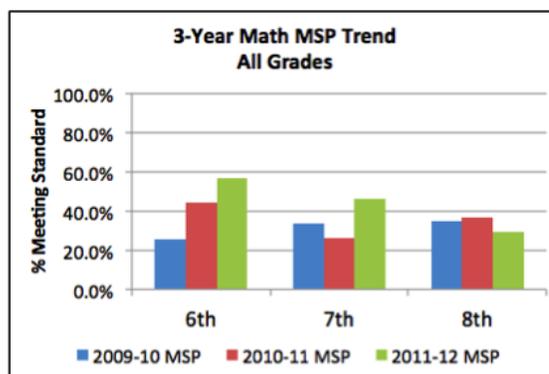


Figure 1

Math MSP Scores: % of Students At Standard				
<i>Same color indicate current cohort scores</i>				
	2008-09 WASL	2009-10 MSP	2010-11 MSP	2011-12 MSP
6th	30.8%	25.3%	44.3%	56.8%
7th	22.5%	33.3%	26.3%	46.0%
8th	38.6%	34.8%	36.4%	29.3%

Figure 2

a research-based curriculum to address skill gaps (either I CAN Learn, Saxon or Math Whizz, depending on their skill level) for students not yet at standard. We also offer Geometry enrichment to 8<sup>th</sup> grade students enrolled in Algebra to prepare them for success in 9<sup>th</sup> grade. This has given all students extra support and the opportunity to develop their foundational skills while still receiving grade level, standards-based instruction. Overall, there are indicators from various measures, including MAP, MSP and interim assessments that show we are on the right track. We expect and will work to make continued strides in student achievement.

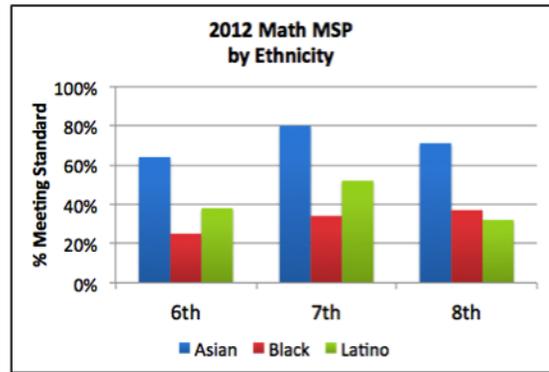


Figure 3

**Subgroups Requiring Our Focus:** When we look more closely at our math data, we see some subgroups demand our immediate focus and attention according to both our MSP and MAP data. While our interventions will continue to aim to bring all students to standard, our data shows that an achievement gap still exists. We must concentrate on our African-American and Latino students, who are achieving at lower rates of proficiency on the state test than our other large subgroup of Asian students (see Figure 3). We also see a similar discrepancy when we look

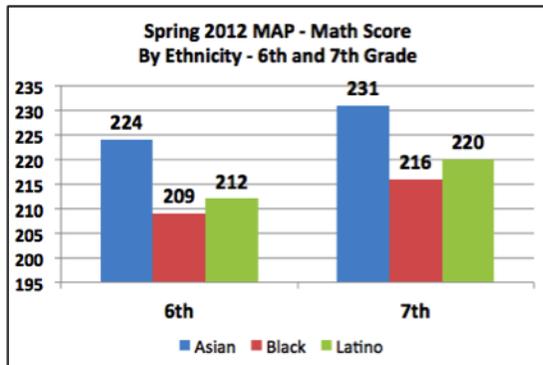


Figure 4

at our MAP data. For example, the national normative average for 6<sup>th</sup> graders on the MAP-Math test is 221.0. The national normative average for 7<sup>th</sup> graders is 225.6. Our data shows that our Black and Latino students are achieving at lower rates of proficiency than our other large subgroup of Asian students and are below the normative average (see Figure 4). Similarly, there is a significant discrepancy in performance between our ELL students and non-ELL students, particularly in 6<sup>th</sup> grade with 49% of non-ELL students at standard vs. 20% for ELL students (see Figure 5). We also see a significant discrepancy in performance between our students with IEPs and those without IEPs (see Figure 5).

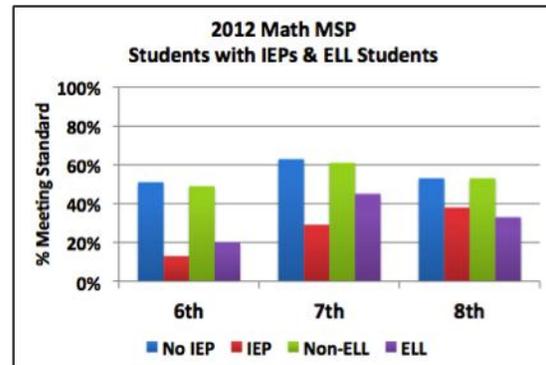


Figure 5

**Specific Skill Gaps for Sub-Populations:** Based on strand level data, Geometric Sense, Probability and Statistics (52.5%) and Problem Solving and Reasoning (50.8%) are the strands our current 7<sup>th</sup> graders struggle with based on 6<sup>th</sup> grade test scores. Our current 8<sup>th</sup> graders struggled primarily with Probability and Statistics. Barriers include lack of extra, targeted time for students to work on strands and standards not yet at mastery. Based on this year's school-developed interim assessments (see the Math Work Plan, Attachment 8A for a description of our math interim assessment process), we see Multiplying and Dividing Fractions and Word Problems that require students to apply fractions and decimals skills to solving single- and multi-step word problems as a continued area of need in 6<sup>th</sup> grade. In 7<sup>th</sup> grade, we see a

needed focus on describing the effect that a change in scale factor has on other attributes of the figure. Solving problems involving absolute value is also an area of necessary concentration based on our interim assessments.

## AREA OF CONCENTRATION 2: READING

**High-Level Trends in Reading:** While we have experienced gains on recent MAP and MSP performance metrics our students' performance is not where we know it can be. Specifically, as we look across our data, we see gains over time in the number of students attaining proficiency on the MSP in 6<sup>th</sup> and 7<sup>th</sup> grade (see Figure 1). While scores in 8<sup>th</sup> grade dipped slightly, cohort data shows these students actually made significant gains from 33.9% at standard in 7<sup>th</sup> grade to 47.4% in 8<sup>th</sup> grade (see Figure 2).

Our MAP data also bears this out: Our students in the bottom quartile on the MAP test (representing 233 of our 618 students across grades 6-8) made double-digit gains as a group on the MAP test last year. Simply put, while our students make growth from the time they enter Aki Kurose as 6<sup>th</sup> graders, we are working to accelerate the growth of our struggling students while raising the performance of *all* of our students.

**Subgroups Requiring Our Focus:** When we drill into our reading data more deeply, we see some sub-groups demand our immediate focus our MAP data (see Figures 3 and 4). Our data shows that of our ethnic groups, our Black and Latino students are achieving at lower rates of proficiency than our other large subgroup of Asian students and are far below the normative average (Note: while our white students demonstrate higher achievement, we have fewer than 10 white students). These achievement gaps are mirrored in our MSP data. Similarly, on both the MSP and the MAP, there is a significant discrepancy in performance between our ELL and non-ELL students, as well as a significant discrepancy in performance between our students with IEPs and those without IEPs (see Figures 5 and 6). When we drill into our data even further, we see that certain language groups are not performing at the same

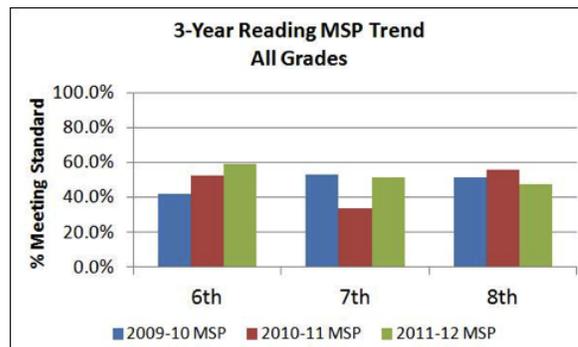


Figure 1

	2008-09 WASL	2009-10 MSP	2010-11 MSP	2011-12 MSP
6th	61.9%	41.8%	52.3%	59.2%
7th	45.8%	53.3%	33.9%	51.2%
8th	63.7%	51.7%	55.9%	47.4%

Figure 2

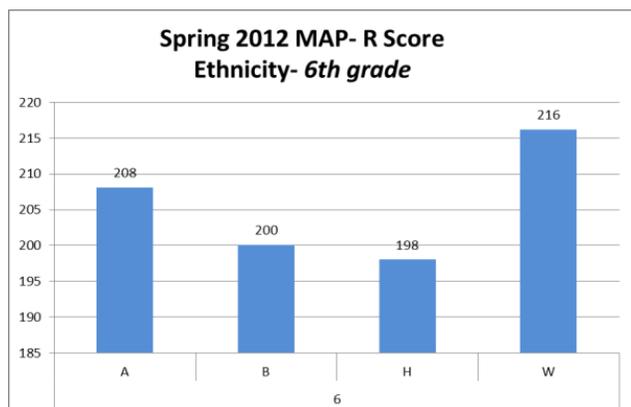


Figure 3 – 6<sup>th</sup> Grade National Normative Average = 212.3

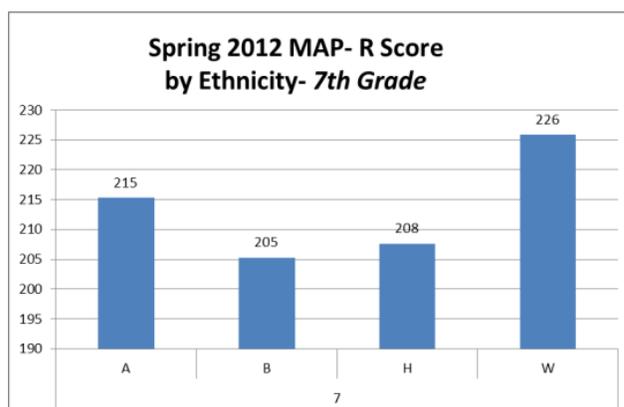


Figure 4 – 7<sup>th</sup> Grade National Normative Average = 216.4

level as our other major language groups, namely our Somali and Spanish speakers (see Attachment 4, ELL Data Analysis).

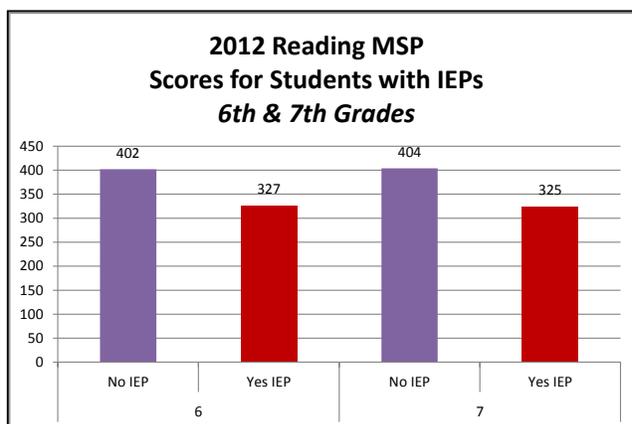


Figure 5

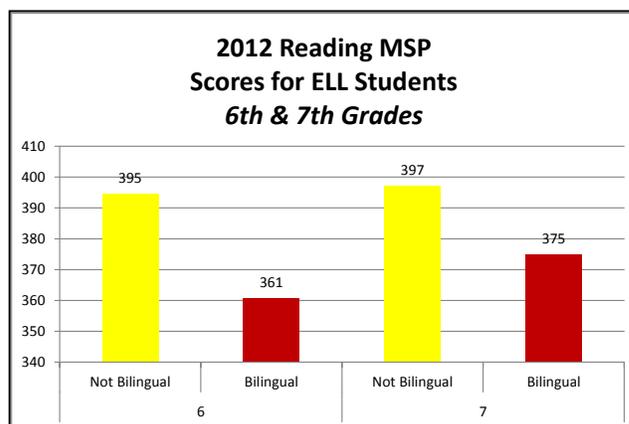


Figure 6

**Specific Skill Gaps for Sub-Populations:** Our data across multiple measures (MAP, MSP, the new OSPI benchmark, and school-based interim assessments) generally point to a few specific areas of skill focus:

- All readers below the 25<sup>th</sup> percentile on the MAP test (namely ELL, students with IEPs, Black, and Latino students) need fluency, comprehension, and vocabulary instruction in order to accelerate their growth.
- Generally speaking, students below the 10<sup>th</sup> percentile on the MAP test (namely ELL, students with IEPs, Black, and Latino students) need intensive skill development in the areas of decoding, phonemic awareness, fluency, and comprehension.
- 6<sup>th</sup> graders generally demonstrate a needed focus in analysis and synthesis skills within literary texts and comprehension and analysis of informational text. Vocabulary development is also an area of necessary concentration.
- 7<sup>th</sup> graders generally show a needed focus on analysis and synthesis skills within literary and informational texts.
- See Data Sample 8 for a sample of our 7<sup>th</sup> grade Reading MAP strand data that is one data source to guide instruction.

### AREA OF CONCENTRATION 3: PASSAGE OF CORE CLASSES

**High-Level Trends in Passage of Core Courses:** On average 91% of our students passed all of their core courses. 8<sup>th</sup> graders are slightly less likely to pass their core courses with an 89% passage rate. Aki is moving towards a standards based -system of instruction and assessment. As a consequence, our grading practices are transforming to better reflect the skills that students have mastered and to give them multiple opportunities to master the standards. Please see our math and reading work plans for more information on our work in this area.

**Subgroups Requiring Our Focus:** We do not see any clear trends of subgroups struggling when it comes to grades. Our student's GPAs, however, are not as high as we would like them to be. We know that students who are barely passing are going to struggle in high school and beyond.

**Barriers to Success:** When we look deeper into those students who are failing core courses, we see that students primarily struggle in Science. We know that exited ELL students and students with IEPs particularly struggle in Science because they are mainstreamed into the general population and struggle with vocabulary and lack of extra support (see Attachment 8E, ELL Work Plan).

## AREA OF CONCENTRATION 4 – ATTENDANCE

**High-Level Trends in Attendance:** Over the past 4 years, Aki’s average daily attendance has steadily increased to our current rate of 94% (see Figure 1). During the 2011-12 school year, Aki Kurose won the National Get Schooled Attendance Challenge Award by increasing the average daily attendance by 3.7%. In addition, we had the most improved middle school average daily attendance during the 2011-12 school year as compared to the previous school year from the City of Seattle’s Be Here Get There Campaign. Over the past 4 years, we have steadily increased the percentage of students who missed fewer than 10 days of school per year (see Figure 2). We have simultaneously reduced our unexcused absent rate from 5.1% to 3.7% over the same time period. As we are excited about our attendance success we have much work to do to meet our school goal of 97% ADA and 67% students with fewer than 10 days absent per year and decrease our unexcused absence rate to 1%. We believe the school wide attendance campaign is supporting the increase in our attendance.

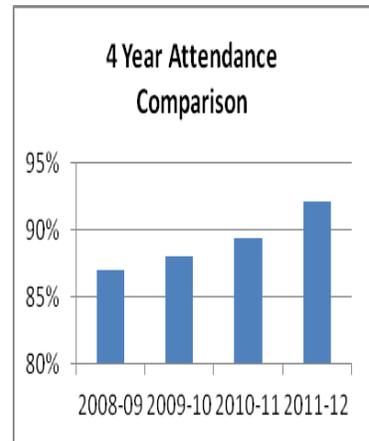


Figure 1

### Subgroups Requiring Our Focus & Barriers:

During our Analysis of our attendance data we found a strong relationship between low attendance and disciplinary actions (defined as short- or long-term suspensions and exclusions). Forty one percent of students with 10 or more absences had 1 or more disciplinary actions (see Figure 3). Amongst our Black students, the relationship was even more extreme. Forty-nine percent of Black students with 10 or more absences had 1 or more disciplinary

	08-09	09-10	10-11	11-12
% of students <10 absences/year	45%	47%	47%	57%

Figure 2

% of all student absences by # of disciplinary actions					
		# of disciplinary actions:			All Students
		0	1	≥2	
# of absences	0 - 2	97%	3%	1%	360
	2.5 - 4.5	88%	10%	2%	109
	5 - 9.5	76%	16%	8%	154
	10+	59%	14%	27%	117

Figure 3

% of black student absences by # of disciplinary actions					
		# of disciplinary actions:			Black Students
		0	1	≥2	
# of absences	0 - 2	91%	8%	1%	108
	2.5 - 4.5	73%	23%	5%	40
	5 - 9.5	68%	21%	11%	73
	10+	51%	14%	35%	63

Figure 4

actions (see Figure 4). We also saw a powerful relationship for all students but particularly for our Black students between disciplinary actions and not meeting standard on the MSP. For example, out of 33 black students with 2 or more disciplinary actions, only 1 passed the reading MSP (see Figure 5). We need to have options to keep students in school even when they

% of current students meeting standard by # of disciplinary actions				
2012 MSP Met Standard		# of disciplinary actions		
		0	1	≥2
Math	All Students	50% (309/620)	25% (15/61)	9% (4/45)
	Black Students	34% (70/204)	24% (10/42)	3% (1/31)
Reading	All Students	52% (326/630)	31% (19/62)	4% (2/48)
	Black Students	42% (88/209)	33% (14/42)	3% (1/33)

Figure 5

need disciplinary consequences to ensure students are getting the academic support they so critically need.

**AREA OF CONCENTRATION 5: ENGLISH LANGUAGE ACQUISITION**

**High Level Trends:** Our ELL students are scoring at or above both the District and the State on both MSP and MAP assessments in both reading and math at all grade levels except 8<sup>th</sup> grade reading MSP (see Figures 1 and 2). However our ELL data shows that we have significant progress to make in ensuring that our students both make significant growth

Spring 2012 MAP RIT ELL Results						
	6 Read	6 Math	7 Read	7 Math	8 Read	8 Math
AKMS	200	217	203	217	204	226
District AVG	197	212	201	217	201	221

Figure 1

2012 MSP "Limited English" Results						
	6 Read	6 Math	7 Read	7 Math	8 Read	8 Math
AKMS	32.1%	47.2%	29.5%	31.8%	8%	34.4%
State	23.8%	21.6.7%	17.6%	18.1%	12.3%	13.0%
Diff.+/-	+8.3	+25.6	+11.9	+13.7	-4.3	+21.9

Figure 2

on the WLPT II and transition out of the ELL program. We see that although on average our students are in the program for 4 to 5 years, we have a low percentage of students earning an L4 on the WLPT II (see Figure 3).

**Struggling sub-populations:** When we dig deeper into the data of our 4 major language groups, a similar picture emerges (see Data Sample 8). While there are slight achievement differences across language groups and grade levels, across the board we see that although students in each language group are in the program a relatively long time, the number of students earning an L4 on the WELPA remains low. This is most extreme with our 6<sup>th</sup> and 7<sup>th</sup> grade Spanish students where almost all of them have been in the program for more than 4 years but none of them earned an L4 on the WELPA in 2012.

**Barriers to Success:** While we cannot be certain as to the root causes behind the length of time students have been in the ELL program, we do know that students are more likely to exit the ELL program as a result of intentional and structured, research-based curriculum and instruction in vocabulary, fluency, comprehension and writing. Other important components include: (1) A language rich environment (2)

Overall ELL DATA 2012			
ELA Students	Students Earning L4 or "Transitional" on the WELPA in 2012	Total Number of ELL Student	% of Students Earning a L4 or "Transitional" on the WELPA in 2012
6th	5	58	8.62%
7th	7	53	13.21%
8th	6	34	17.65%
<b>Total</b>	<b>18</b>	<b>145</b>	<b>13.16%</b>
<b>Students Making Significant Growth on the WELPA in 2012 (AMAO 1)</b>			
67.9 % of our 145 students made gains.			

Figure 3

Culturally relevant classrooms with well-trained and well-prepared teachers (3) Extended time to talk, listen, and write (4) Inclusive learning experiences in English (5) Extended, purposeful learning time (6) A positive and collaborative relationship with family and (7) Excellent attendance. We believe that the steps we are taking will result in increased numbers of students both making progress and exiting the ELL program. We strive and are committed to rebuilding our ELL program so that all the structures and supports are in place to meet these goals.

**Overview:** We are proud of the gains we have made in our strategic use of data in the last year. We have used data in many critical ways, including, but not limited to:

- Set school-wide goals for growth and student performance
- Set grade and class-level goals for student performance
- Purposefully schedule our students into core classes and interventions that will accelerate our students’ learning
- Collaboratively plan units and lessons to target skills and content that will most benefit our students
- Plan professional development based our students’ needs
- Communicate with families about their children’s progress

We have included a variety of data samples and how we have used this data below.

**Data Sample 1: Scheduling students into reading classes based on performance data**

The data sample below is a snapshot of the data we reviewed over the summer to accurately place our students into specific reading classes and/or interventions (READ 180, System 44). We reviewed the academic profile, recent MAP, and MSP data for each and every student to schedule them into the proper reading and/or reading intervention class. We will review our MAP data from the Winter MAP administration to ensure proper placement and progression toward projected growth.

CURRENT 2012-2012 STUDENTS										SPRING 2011			WINTER 2012			SPRING 2012			Placement	Totals		
Student Last Name	Student First Name	Region	School	Pupil #	Grade	Gender	FED7	SLD	BLD	Home Language	Advanced Learning (ALG)	SPR 11 RIT Score-Read	SPR 2011-Read %	SPR 12 Score Word Recognition RIT	WTR 12 Score-Read	WTR 2012-Read %	WTR 12 Score Word Recognition RIT	SPR 12 RIT Score-Read	SPR 2012-Read %	SPR 12 Score Word Recognition RIT		
		SE	130		7 MB N Y	Somali						*	*	*	*	*	*	199	12	208	Read 180	RW= 192
		SE	130		7 F B N N	Somali						213	53	208	205	26	208	209	31	209	RW	R 180=30
		SE	130		7 MM N N							219	72	211	209	36	215	230	82	232	RW	S 44=41
		SE	130		7 MA N N										214	49	225	231	84	238	RW	
		SE	130		7 F B N N	Oromo						*	*	*	215	52	213	217	52	218	RW	
		SE	130		7 MB Y Y	Somali						*	*	*	172	1	173	170	1	175	Systems 44	
		SE	130		7 F B N Y	Somali						204	27	200	203	21	203	203	18	201	Read 180	
		SE	130		7 F A N Y	Tibetan						192	9	193	205	26	197	207	26	209	RW	
		SE	130		7 MA N N	Tagalog						*	*	*	209	36	209	221	62	200	RW	
		SE	130		7 F B N Y	Somali						215	59	216	215	52	215	221	62	215	RW	
		SE	130		7 MB N N	Somali						207	35	202	215	52	210	208	28	215	RW	
		SE	130		7 MB N Y	Somali						208	37	194	214	49	220	225	72	222	RW	
		SE	130		7 F B N N							*	*	*	*	*	*	178	1	165	Systems 44	
		SE	130		7 F A N N	Lao						203	25	201	211	41	211	207	26	204	RW	
		SE	130		7 MA N N	Tagalog						211	46	214	204	24	210	207	26	202	RW	
		SE	130		7 F A N N							*	*	*	198	13	184	189	3	193	Systems 44	significant drop from W
		SE	130		7 F A N Y	Tagalog						*	*	*	203	21	195	214	43	225	RW	

**Data Sample 2: Scheduling student into a second math class based on performance data**

The data sample below is a snapshot of the data we reviewed over the summer to accurately place our students into specific math enrichment classes (Math Whizz, Saxon, I CAN Learn, Geometry). We reviewed up to three years of MSP and MAP scores along with teacher recommendations to schedule them into the proper intervention class. We will review our MAP data from the Winter MAP administration to ensure proper placement and progression toward projected growth.

	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF
1	Gender	Race/Eth	SPED	BILG	2011 MSP MATH	2011 MSP MATH LEVEL	2012 MSP MATH H	2012 MSP MATH LEVEL	2012 MSP MATH LEVEL	MET	SPRING 2011			WINTER 2012			SPRING 2012			2012-13 Math Placement	2012-13 Math Placement w/ Teacher Rec.	Totals						
2											Math RIT Score	Math Percentile Rank	Math N&O RIT	Math RIT Score	Math Percentile Rank	Math N&O RIT	Math RIT Score	Math Percentile Rank	Math N&O RIT									
3																												
4	F	B	N	N	347	L1	N	*	L2	N	200	39	208	207	23	220	215	34	219	I CAN LEARN	I CAN LEARN	MATH WHIZZ	67	21	21	42		
5	M	B	Y	Y	381	L2	N	*	L1	N	177	2	*	197	7	*	208	19	*	I CAN LEARN	Math WHIZZ	Saxon 4	19	16	7	23		
6	F	B	N	Y	*	*	*	*	L2	N	193	21	194	208	25	213	209	21	208	Saxon 5	Saxon 5	Saxon 5	63	30	26	56		
7	M	B	N	N	333	L1	N	*	L1	N	181	4	194	197	7	198	207	17	203	Saxon 5	Saxon 5	I CAN LEARN	89	117	87	204		
8	F	B	N	N	386	L2	N	*	L3	Y	195	25	214	207	23	210	218	42	215	I CAN LEARN	I CAN LEARN	Geometry			36	36		
9	F	B	N	N	386	L2	N	*	L3	Y	197	30	211	205	19	205	218	42	217	I CAN LEARN	I CAN LEARN	Elective	57	76	41	117		
10	M	B	N	Y	*	*	*	*	L1	N	178	2	200	195	6	197	214	32	209	Saxon 5	Saxon 5							
11	F	B	N	N	419	L3	Y	*	L3	Y	188	11	225	209	27	211	217	39	214	I CAN LEARN	I CAN LEARN							
12	M	H	N	Y	298	L1	N	*	L1	N	185	8	182	188	2	191	188	1	187	Math WHIZZ	Math WHIZZ							
13	M	B	N	N	*	*	*	*	L3	Y	*	*	*	222	61	219	230	73	227	I CAN LEARN	I CAN LEARN							
14	M	B	N	Y	309	L1	N	*	L1	N	188	11	195	190	3	192	183	1	186	Math WHIZZ	Math WHIZZ							
15	M	B	Y	Y	347	L1	N	*	L1	N	168	1	*	179	1	*	182	1	*	I CAN LEARN	Math WHIZZ							
16	F	A	N	Y	359	L1	N	*	L3	Y	185	8	207	210	29	218	209	21	214	I CAN LEARN	I CAN LEARN							
17	F	A	N	Y	333	L1	N	*	L1	N	159	1	184	186	1	195	200	8	207	Saxon 5	Saxon 5							
18	M	B	N	Y	347	L1	N	*	L2	N	183	6	*	209	27	215	227	66	223	I CAN LEARN	I CAN LEARN							
19	M	B	N	N	386	L2	N	*	L2	N	203	48	211	209	27	212	210	23	214	I CAN LEARN	I CAN LEARN							
20	M	B	N	N	413	L3	Y	*	L2	N	206	57	224	213	37	212	223	55	224	I CAN LEARN	I CAN LEARN							
21	M	B	N	Y	326	L1	N	*	L2	N	187	10	207	201	12	201	219	45	219	I CAN LEARN	I CAN LEARN							
22	M	B	N	N	386	L2	N	*	L3	Y	194	23	217	217	48	215	225	61	228	I CAN LEARN	I CAN LEARN							
23	F	M	N	N	407	L3	Y	*	L4	Y	215	80	210	231	82	232	229	71	228	I CAN LEARN	Elective							

**Data Sample 3a: Using Data for Facilitated Collaborative Planning of Units and Lessons**

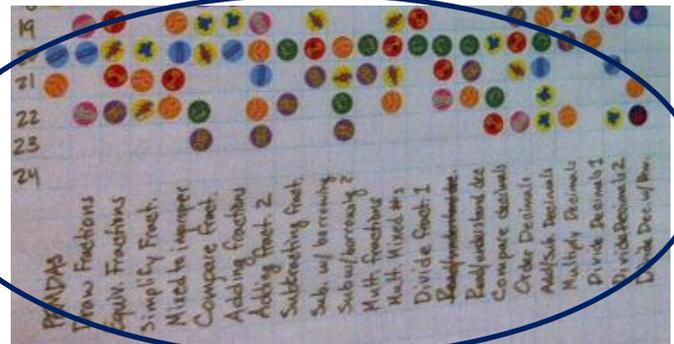
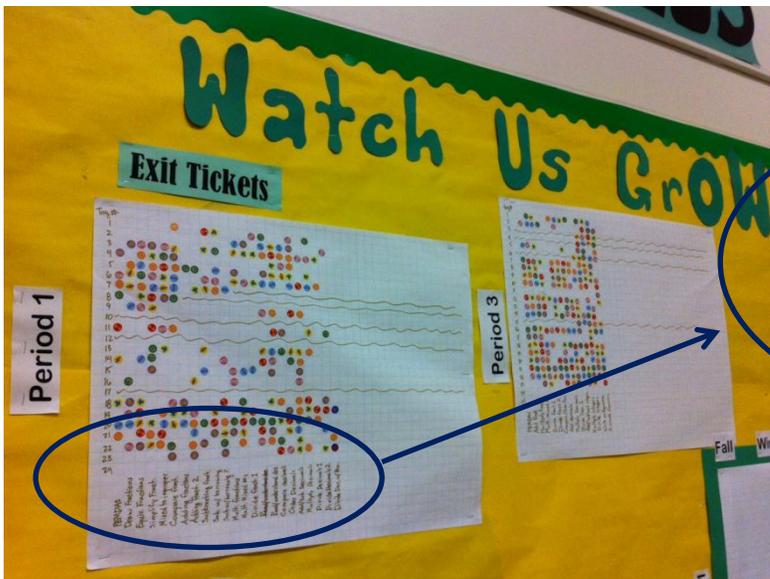
**Data Sample 3b: Using Data to Track Mastery of Standards**

This data is a snapshot from just one of our 6<sup>th</sup> grade math classes (names blurred). It shows level of student proficiency against the standard, providing a way for students and teachers to monitor and visually celebrate learning and growth.

Teachers collaboratively plan standards-based lessons and assessments, monitoring the effectiveness of their lessons and assessments together in order to make adjustments to their instruction.

Below shows an example of how daily exit tickets are tracked and publicly posted so that students can monitor and celebrate their own growth.

PERIOD	STANDARDS	6.1A	6.1B	6.1C	6.1D	6.1E	6.1F	6.1G	6.1H	6.2A	6.2B	6.2C	6.2D	6.2E	6.2F
1	6.1	★	★	★	★	★	★	★	★	★	★	★	★	★	★
6	6.2	★	★	★	★	★	★	★	★	★	★	★	★	★	★
2	6.1	★	★	★	★	★	★	★	★	★	★	★	★	★	★
6	6.2	★	★	★	★	★	★	★	★	★	★	★	★	★	★
2	6.1	★	★	★	★	★	★	★	★	★	★	★	★	★	★
6	6.2	★	★	★	★	★	★	★	★	★	★	★	★	★	★



**Data Sample 4a: Using Data for Facilitated Collaborative Planning of Units and Lessons – Reading**

The new pilot OSPI Reading Benchmark Assessments are one of our interim data points used in collaborative planning. Teachers go through a collaborative cycle of inquiry process as a grade-level team with the literacy assistant principal and then individually to determine the lessons to be taught or re-taught in response to the data obtained from the aforementioned assessment. This cycle of inquiry includes ongoing data collection and adjustment.

Period	4
Test Date	Oct 22, 2012
# of Students Tested	26
Average # Correct	18.5
Average % Correct	56.06%

Performance Level	# Students	% Students
Met Standard	6	23
Below Standard	14	54
Well Below Standard	6	23
Total	26	100%



Standard / Clusters Tested				
Standard / Cluster	Description	# Items	% Points	Points / Possible Total
CCSS: Craft and Structure		4	43.85%	57.00 / 130
CCSS: Integration of Knowledge and Ideas		7	48.9%	89.00 / 182
CCSS: Key Ideas and Details		17	62.75%	310.00 / 494
CCSS: Reading: History/Social Studies		4	44.23%	46.00 / 104
CCSS: Reading: Informational Text		5	67.95%	106.00 / 156
CCSS: Reading: Literature		16	58.76%	275.00 / 468
CCSS: Reading: Science and Technology		5	41.54%	54.00 / 130
GLE 2.1.3 Theme, Message, Main Idea and Supporting Details		5	52.56%	82.00 / 156
GLE 2.1.5 Infer/Predict		4	69.23%	72.00 / 104
GLE 2.2.2/2.2.3/2.3.3 Literary Elements/Text Features		5	61.54%	96.00 / 156
GLE 2.3.1/2.4.6 Compare and Contrast/ Cause and Effect		3	75.64%	59.00 / 78
GLE 2.3.2/3.1.1 Usefulness of Resources		3	39.74%	31.00 / 78
GLE 2.4.1/2.4.5 Draw Conclusions/ Generalize Beyond Text		5	61.54%	80.00 / 130
GLE 2.4.2/2.4.3/2.4.4 Author's Purpose		5	39.1%	61.00 / 156
Cognitive Complexity 1		6	66.03%	103.00 / 156
Cognitive Complexity 2		16	54.06%	253.00 / 468
Cognitive Complexity 3		7	54.33%	113.00 / 208
Constructed Response # 6		1	65.38%	34.00 / 52
Constructed Response #17		1	55.77%	29.00 / 52

**OSPI Benchmark Assessment Data**

Cycle of Inquiry: 7<sup>th</sup> Grade (3<sup>rd</sup>/4<sup>th</sup> Period) Date: November 28, 2012

Problem of Practice (Explore Challenges or Problems)	Theory of Action (Evidence, Rationale, Strategies)	Evidence of Progress (Types of Evidence, What Will Be Different?, How Will We Know?)	Take Action (What Will We Do?)	Understand What Happened (Assessing Progress & Evidence Gathered)
<p>My 7<sup>th</sup> grade students are struggling with <i>generalizing beyond the text</i></p> <p>--Related Standard: GLE 2.4.5--Analyze ideas and concepts to generalize/extend information beyond the text.</p>	<p><u>Evidence of Problem:</u> 61.54% scored proficient as determined by the OSPI Benchmark</p> <p><u>Brainstorm of Strategies:</u></p> <ul style="list-style-type: none"> <li>--Define generalization</li> <li>--show video clip</li> <li>--use dialectic journal entry</li> <li>--Make a prior knowledge skill connection to "inferring"</li> <li>--Use a K-W-L chart to practice making connections to support generalizing</li> <li>--practice basic generalizing and increase rigor across lessons or during the initial lesson</li> </ul> <p><u>Rationale for Chosen Strategies (Highlighted):</u></p> <p>If students are meta-cognitive about what they are reading and practice these strategies for the skill of generalizing, then they will better be able to assimilate new information ("Enhancing Learning Through Reading &amp; Writing Strategies in the Content Areas," research from University of Texas Center for Research on Reading &amp; Writing)</p>	<p><u>Types of Evidence:</u></p> <ul style="list-style-type: none"> <li>--Exit Tickets</li> <li>--"Do Now" Work</li> <li>--Conferring Notes w/Teaching Point &amp; Follow-Up w/Student</li> <li>--Partner Turn-and-Talk</li> <li>--Stop &amp; jots</li> </ul> <p><u>What Will Be Different:</u></p> <ul style="list-style-type: none"> <li>--at least 90% student-proficiency</li> </ul> <p><u>How I Will Know:</u></p> <ol style="list-style-type: none"> <li>1. consistent collection of evidence will show this</li> <li>2. students using generalizing beyond the lesson taught</li> </ol> <p><u>Examples (source OSPI):</u></p> <ol style="list-style-type: none"> <li>a. Generalize about processes, concepts, and common themes from multiple texts</li> <li>b. Explain how information in a text could be applied to understand a similar situation or concept in another text and cite text-based examples</li> </ol>	<p><u>What I Will Do Differently:</u></p> <ul style="list-style-type: none"> <li>--define what generalizing means before diving back in</li> <li>--more partner talk</li> <li>--pull students for small group practice if the "active engagement" portion of the lesson shows that they need extra help</li> <li>--Craft lesson &amp; assessment with cognitive demand in mind (I will use OSPI site for samples)</li> </ul> <p><u>Timing:</u></p> <p>Over the next two weeks, teach 3 lessons and assess each time</p> <p><u>Responsible:</u></p> <p>Me: write two lessons Kari: write one lesson Come together to discuss them before teaching them</p>	<p><u>Assessing/Evidence:</u></p> <ol style="list-style-type: none"> <li>1. December 3 (first lesson): 18/26 students met standard on the exit ticket</li> <li>a. re-taught small group during I.R. on Dec. 4, and they practiced and 7/7 met standard</li> </ol>

**Cycle of Inquiry- Post Benchmark Assessment Teacher Example**

**Data Sample 4b: Using Data for Facilitated Collaborative Planning of Units and Lessons– Math**

The data sample below is a snapshot of an interim assessment classroom data analysis sheet (names blurred). It shows individual student proficiency by question and by standard. Teachers discuss results and collaborate to find common misconceptions and identify standards for reteaching based on whole class, small group and individual student performance. From there teachers determine when and how standards will be addressed in the coming weeks ahead.

Student Name	Grade 7 Math												Grade 8 Math												Grade 9 Math												Grade 10 Math											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
1	[Blurred Student Data]																																															
2	[Blurred Student Data]																																															
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99	[Blurred Student Data]																																															
100	[Blurred Student Data]																																															

Date: 11/6 – 11/9	Date: 11/12 – 11/16	Date: 11/19 – 11/21 (3 days)
New Standards	New Standards	New Standards
Standards Spiraled in Do Now	Standards Spiraled in Do Now	Standards Spiraled in Do Now
Mini-Lesson/Small Group?	Mini-Lesson/Small Group?	Mini-Lesson/Small Group?
Re-Teach Standard for Main Lesson	Re-Teach Standard for Main Lesson	Re-Teach Standard for Main Lesson

Repeated IA#1 Standards:	TOTAL:	73%	IA#2 Standards	TOTAL:	70%
[7.2.B]7.1.G) Solve multi-step proportional relatio	80%		[7.1.A] Compare & order rational #s (1,2,3)	77%	
[7.2.C] Similar Figures (7,8,29):	66%		[7.1.C] Operations w/ rational #s (4,19-26)	77%	
[7.2.D] Scale (9,10,11,30):	78%		[7.1.D] Absolute value (27,28)	48%	
[7.2.E] Rep. proportional relationships - table (12, 16,17,31):	80%		[7.2.J] Conversions (14,15)	68%	
[7.3.C] Change in dimension (16,17,31):	59%		[7.5.A] Graph ordered pairs of rational #s (18,32)	80%	

	Multi-Choice	Open-Ended	COMBINED:		ALL Performance on IA#1 Standards:	76%
Class	79%	66%	73%	Class	ALL Performance on IA#2 Standards:	72%
AKI	78%	74%	76%	AKI	Performance on IA#1 Standards:	72%
AKI	77%	67%	72%	AKI	Performance on IA#2 Standards:	70%

**Data Sample 5: Using systems to do standards-based lesson planning and data analysis.**

This sample is a screenshot of the Aki Math Department Dropbox where teachers share all resources and teacher data is transparent—lesson plans, homework, entry tasks, exit tickets, assessments, student trackers and more. City Year corps members have access to their focus students' data so they can identify strengths and areas for improvement. As a result, their planning and interventions are as intentional and laser-focused as possible.

The screenshot shows a Dropbox interface for the folder 'Aki Math'. The left sidebar contains navigation options: Dropbox, Sharing, Links, Events, Get Started, and Photos. The main area displays a table of folders with columns for Name, Kind, and Modified. A search bar is visible in the top right corner. A promotional banner for 'Now Introducing Teams!' is shown in the bottom left of the main area.

Name ▲	Kind	Modified
6th Grade	folder	--
7th grade	folder	--
8th Grade	folder	--
Algebra1	folder	--
AYV Math Lessons	folder	--
Developing a Culture of Learning	folder	--
Games & Fun	folder	--
Geometry	folder	--
I CAN Learn	folder	--
Math Meetings Notes	folder	--
MSP Resources	folder	--
Notebook Resources	folder	--
Saxon 4	folder	--
Saxon 5	folder	--
SPED	folder	--
Standards	folder	--

Now Introducing Teams!  
Start with 1000GB

Help Privacy More ▲

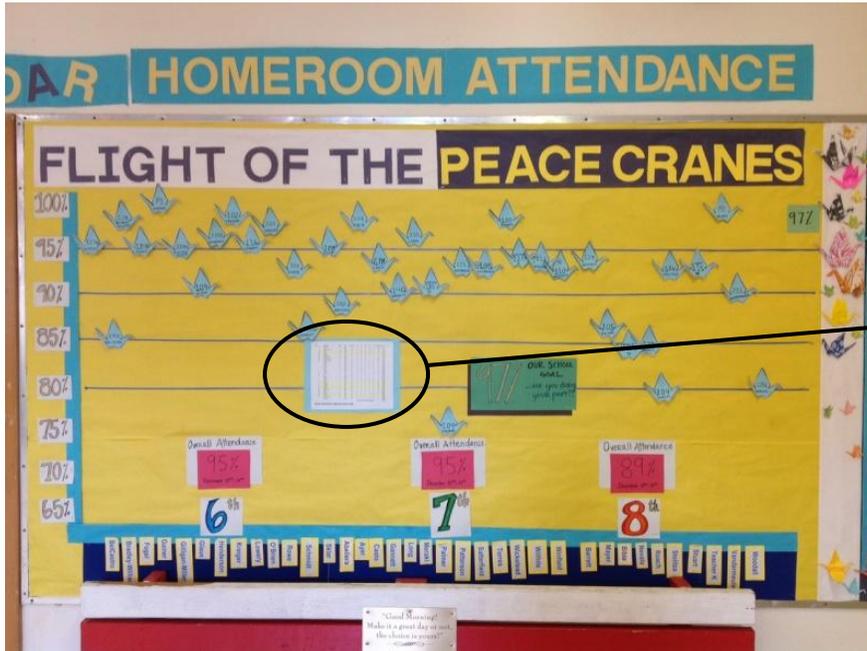
**Data Sample 6: Scheduling student into an after-school or intervention groups during OST based on performance data**

This data sample summarizes how we place students into various focus lists based on reading and math MSP and MAP data. As mentioned in Data Sample 2, data is used to assign students to City Year focus lists and after-school programs.

Student Demographic Data														Focus List Enrollment				MATH (Cm)						
Student ID	Last Name	First Name	Grade	Gender	Race/Ethnicity	SPED	Bilingual	Millionaire List?	Millionaire Mathematician	Millionaire Reader	Math FL by CM	Math Focus List - Whole Team	ELA FL by CM	ELA Focus List - Whole Team	MAP - Previous Year (FY12)									
															2012 Q4 Math Grade	Spr12 RIT Score Math	Spr12 Grade-Level RIT Norm Math	Spr12 Score at or above Test Term Norm? Math	Base to Spr12 Annual Growth Target Math	Base to Spr12 Annual Growth Actual Math	Base to Spr12 Met Typical Growth Target? Math			
6781010	Arifin	Rafiq	6	F	B	N	N	Y	Y	*	*	*	*	*	*	215	221.0	N	9	10	Y			
6918012	Madi	Yusuf	6	M	B	Y	Y	Y	Y	*	*	*	*	*	*	208	221.0	N	9	10	Y			
7010113	Abdulqad	Alimul	6	M	B	N	Y	Y	*	Y	*	*	*	*	*	214	221.0	N	9	17	Y			
7017787	Zulqadri	Rahod	6	M	B	Y	Y	Y	*	Y	*	*	*	*	*	192	221.0	N	9	4	N			
8210109	Azha	Alif	6	M	B	N	Y	Y	Y	*	*	*	*	*	*	183	221.0	N	9	-1	N			
7021018	Ada	Samsul	6	M	B	Y	Y	Y	*	Y	*	*	*	*	*	182	221.0	N	9	8	N			
7115753	Ashraf	Fitria	6	F	A	N	Y	Y	Y	*	*	*	*	*	*	200	221.0	N	9	11	Y			
7508118	Arifan	Suzaita	6	F	A	N	Y	Y	Y	*	*	*	*	*	*	209	221.0	N	9	11	Y			
1079754	AR	Basim	6	M	B	N	Y	Y	Y	Y	*	*	*	*	*	219	221.0	N	9	22	Y			
6101065	Anjane	Imam	6	F	B	N	N	Y	Y	Y	*	*	*	*	*	221	221.0	N	9	27	Y			
8010102	Andia	Juwana	6	F	A	N	N	Y	Y	*	*	*	*	*	*	193	221.0	N	8	*	Y			
7111016	Banas Citra	Nida	6	M	H	Y	N	Y	*	Y	*	*	*	*	*	190	221.0	N	9	-6	N			
6101010	Bernady	Martina Alisha	6	F	M	N	Y	Y	Y	*	*	*	*	*	*	216	221.0	N	9	10	Y			
6010141	Chalista Nur	Jehan	6	F	H	Y	Y	Y	*	Y	*	*	*	*	*	193	221.0	N	9	3	N			
8001010	Rejwan	Fitri	6	M	B	N	N	Y	Y	*	*	*	*	*	*	206	221.0	N	9	11	Y			
6101110	Fitria	Ridwan	6	M	B	N	N	Y	Y	*	*	*	*	*	*	201	221.0	N	9	22	Y			
6101019	Galwa	Rafiq Ande	6	M	A	N	N	Y	Y	*	*	*	*	*	*	231	221.0	Y	9	24	Y			
6101110	Demata	Latiffah	6	F	A	N	N	Y	Y	*	*	*	*	*	*	227	221.0	Y	10	0	N			
6101110	Fitri Wigan	Fitri A. Rizki	6	F	A	N	Y	Y	*	Y	*	*	*	*	*	197	221.0	N	9	13	Y			
6081010	Gary Muzqatun	Alvin	6	M	H	Y	Y	Y	*	Y	*	*	*	*	*	179	221.0	N	9	15	Y			
7020710	Genesio Genesio	John	6	M	H	N	Y	Y	*	Y	*	*	*	*	*	222	221.0	Y	9	8	N			
6101019	Clareobrian	John	6	M	H	N	Y	Y	*	Y	*	*	*	*	*	196	221.0	N	9	0	N			
6770100	Ortiz Gianchy	George	6	M	H	Y	N	Y	*	Y	*	*	*	*	*	221	221.0	N	9	10	Y			
6101011	Cora	Demario	6	F	A	N	N	Y	Y	Y	*	*	*	*	*	221	221.0	N	9	13	Y			
6101010	Debra	Nash	6	M	B	N	Y	Y	Y	Y	*	*	*	*	*	212	221.0	N	9	17	Y			
6101010	Debra	Odianita	6	F	B	N	Y	Y	Y	Y	*	*	*	*	*	242	221.0	Y	8	*	Y			
6101010	Don	Kristina	6	F	H	N	N	Y	*	Y	*	*	*	*	*	222	221.0	Y	9	14	Y			

**Data Sample 7a: Using Data to Promote Positive Attendance and Intervene with Truant Students**

The data is a snapshot from our attendance wall displayed in the main school hallway. Each crane represents a homeroom’s “flight” toward our school-wide attendance goal of 97% attendance with the homeroom attendance percentage for the week. Every Monday afternoon, homeroom winners from each grade are shared on the loudspeaker with winning homerooms eligible for prizes such as Crane Cash (to be spent at the student store).



Grade	HR	Class Total	M	Tu	W	Th	F	Avg. Absent %	ATTENDANCE
6	214	24	4	5	3	2	3	2.4	91.0%
6	132W	10	0	1	0	2	0	0.6	94.0%
6	128	19	0	0	1	0	0	0.2	98.9%
6	104AA	23	1	3	1	3	2	2.2	91.3%
6	124	27	0	0	2	3	1	1.3	95.6%
6	92	9	0	0	0	0	0	0	100.0%
6	140	11	1	0	1	2	1	1	90.9%
6	113W	12	0	1	1	1	0	0.6	95.0%
6	109	7	1	1	0	0	1	0.6	91.4%
6	108	12	1	0	3	0	0	0.8	93.3%
6	115E	11	1	0	0	0	1	0.4	96.4%
6	102	17	0	0	0	0	1	0.2	98.8%
6	116	22	1	1	1	1	1	1	93.5%
6	107	18	1	0	1	0	0	0.4	97.8%
6	107	26	1	3	2	1	1	1	93.5%
6	112E	20	3	2	3	4	1	1.6	93.8%
6	106	23	1	0	1	3	0	1	93.7%
6	127W	19	0	0	2	0	0	0.8	95.8%
7	180	16	2	2	3	1	1	1.8	90.8%
7	92	3	0	0	0	0	0	0	100.0%
7	106	16	0	1	0	1	0	0.4	97.5%
7	110	30	2	1	1	0	1	1	94.7%
7	129W	12	2	0	2	0	1	1	94.7%
7	104	13	3	0	2	0	1	1	91.7%
7	110	22	1	1	4	5	3	4	88.2%
7	115W	22	1	2	1	2	1	1.4	93.6%
7	115W	26	2	2	2	1	2	1.8	93.1%
7	109	21	0	1	1	0	0	0.4	98.1%
7	127E	23	1	2	1	0	2	1.2	94.8%
7	111	31	4	3	1	0	1.8	94.2%	
7	110	16	1	2	3	2	1	1.8	92.1%
8	129	36	1	3	3	2	3	2.2	94.2%
8	114W	20	3	4	3	2	3	2.2	94.2%
8	109	11	0	1	2	1	1	1.6	86.7%
8	139	28	4	1	2	1	1	1.6	86.7%
8	106	16	2	0	6	5	1	4.2	89.0%
8	126	26	2	2	1	0	2	2	92.3%
8	111	31	5	1	1	0	5	2	92.3%
8	124	11	3	1	2	2	3	2.0	90.9%
8	114	19	0	0	0	0	0	0	100.0%
Total School Average Weekly Attendance									
91.6%									

**Data Sample 7b: Using Data to Promote Positive Attendance and Intervene with Truant Students**

This data is a sample of a flyer distributed in the morning to families to alert families of school-wide attendance goals and attendance policies.

**Aki Kurose Middle School**

S.O.S.

(Save Our Students)

Our first bell is at 7:45.

Students need to be at school on time to be successful.

Our school wide goal is to achieve 97% Daily Attendance.

**When a student is late to school:**

- Student will have a check in with an administrator
- Student will be assigned lunch detention
- Student's parent or guardian will be contacted
- After 3 tardies students will receive an afterschool detention

How can we help you meet this goal?

If you have questions or concerns, please contact:  
Walter Chen, Assistant Principal -206-252-7739

**Data Sample 7c: Using Data to Promote Positive Attendance and Intervene with Truant Students**

The sample below shows the daily attendance call log used City Year corps members to track tardy students, record reasons for lateness, and track phone calls and contacts made to families.

1	Last Name	First Name	Time at Window	Reason for Lateness	Notes	CY Caller
2	Poster	Isidoro	7:50:00	woke up late		
3	Chas	Adrian	7:52:00	didn't wake up on time	Left message	Earl
4	Ortiz	Adrian	7:52:00	woke up late; stayed up late last night; slept in	No number	AW
5	Lujanola	Wendy	7:53:00	woke up late	Left message	Earl
6	Rodriguez	Isabella	7:53:00	no reason	Do not call	//
7	Rodriguez	Thina		hung out in bathroom		
8	Boyer	David		hung out in bathroom	Gaurdian's name = Sybel, I believe it's Rosa's grandmother. Says she'll speak with Rosa at home. Walks to school with Tiana and usually leaves on time.	Frank
9	Shannon	Valeriano	7:55:00	didn't want to get out of bed	voicemail box is full	andrina Cortez
10	Ortiz	Araceli	7:57:00	took later metro	left a message	Earl
11	Travis	Rosa	7:58:00	missed metro	left a message	Earl
12	Student	Andra	7:58:00	alarm didn't work	called home. made a note, but in future, caller should expect to speak spanish when speaking to Mom	Maria Del
13	Alfonso	Araceli	7:58:00	woke up late; Dad wakes her up in the morning	Call back in 20 minutes	Earl
14	Alfonso	Araceli	7:58:00	woke up late	Call back in 20 minutes (siblings)	Earl
15	Ortiz	Isabel	7:59:00	I don't know	(siblings with above)	AW
16	Chas	Adrian	8:00:00	woke up late	did not pick up and mailbox was full. >>for future reference, Mom's name is April	Earl
17	Ortiz	Francisco	8:03:00	traffic	Mom's getting back into full time job after being unemployed for over a month, will be trying to get the kids to the lightrail earlier	Earl
18	Mario, Shaul	Quadir	8:05:00	traffic	number listed is no longer in service. James' grandmother said that she woke him up earlier this morning but had	Earl
19						

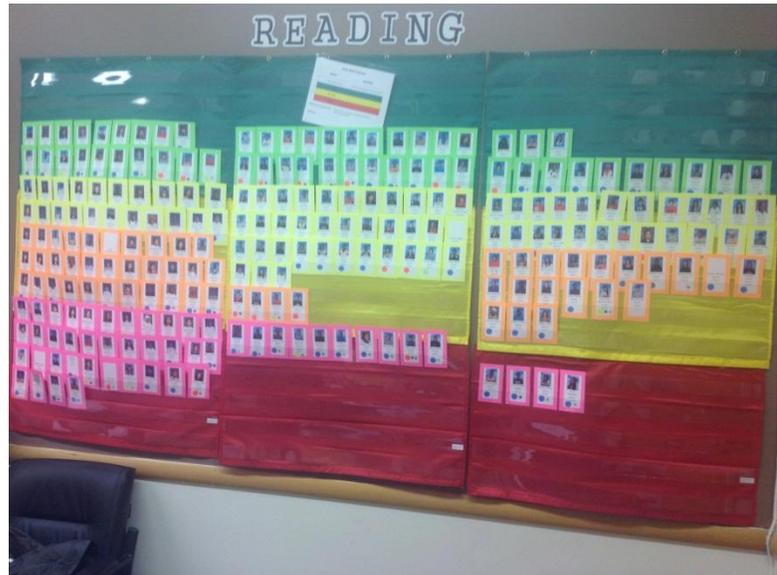
**Data Sample 8: Using Data to Identify ELL Trends Across Language Groups.**

This sample is a table showing how we track the number of ELL students earning “transitional” on the WELPA and students who have been in the ELL Program for four or more years. We compile data by language to identify trends among subgroups and possible next steps.

CURRENT STUDENTS		
ADDITIONAL ELL DATA - Major Language		
ELA Students	Number of Students Earning L4 or "Transitional" on the WELPA in 2012	Number of Students Who Have Been in ELL Program for 4+ Years
<b>6th</b>		
Spanish	0/9	8/9
Vietnamese	3/10	4/10
Somali	2/13	9/13
Tagalog	2/11	4/11
<b>7th</b>		
Spanish	0/9	9/9
Vietnamese	1/13	6/13
Somali	1/11	6/11
Tagalog	0/4	2/4
<b>8th</b>		
Spanish	3/7	5/7
Vietnamese	1/4	3/4
Somali	0/10	6/10
Tagalog	2/9	4/9

**Data Sample 9a: Using Data to Celebrate Growth and Set Goals for Next Steps – Reading**

We have intentionally used MSP and MAP data to place students into the core and intervention classes that fit their specific needs. After students were placed into these classes, we developed methods to track growth and celebrate success. The picture below shows the reading data wall we used to put faces and names to our students targeted for more support—most being identified in the Level 2 range according to the MSP. The color of the index card indicates their level of mastery on the most recent reading MSP, while the position on the chart indicates their mastery on the most recent OSPI benchmark. In addition, we use multiple measures to monitor progress, including TC quick assessments, embedded curriculum-based assessments, the piloted OSPI benchmark assessments, and the MAP tests. The snapshot is a photograph of all grades (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>) of our reading data wall before the recent benchmark and after we made adjustments to reflect the new benchmark data.



Before



After

**Data Sample 9b: Using Data to Celebrate Growth and Set Goals for Next Steps – Math**

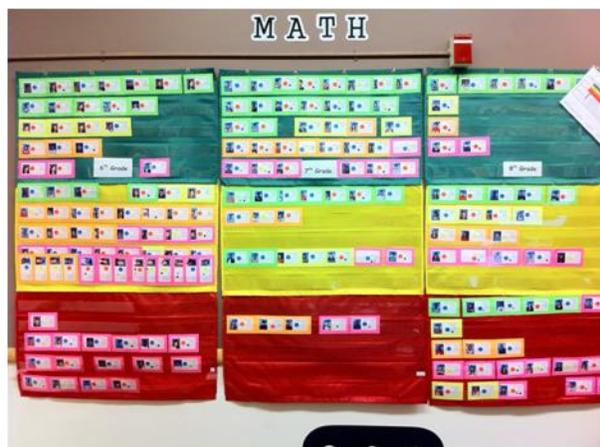
Similar to reading, we have intentionally used MSP and MAP data to place students into math enrichment classes that fit their specific needs. After students were placed into these classes, we developed methods to track growth and celebrate success. The picture below shows the math data wall we used to put faces and names to our students targeted for more support—most being identified in the Level 2 range according to the MSP. We monitor progress using school-based interim assessments that cover the standards. The snapshot is a photograph of all grade levels (6<sup>th</sup>-7<sup>th</sup>-8<sup>th</sup>) of our math data wall before and after each of the first two interim assessments. We are able to see growth for students not yet at standard (indicated by yellow, orange, and pink cards in the green portion of the chart) and those whose progress we continue to monitor.



Baseline



After Interim Assessment #1



After Interim Assessment #2

**Data Sample 10a: Using MAP Strand Data to Guide Instruction**

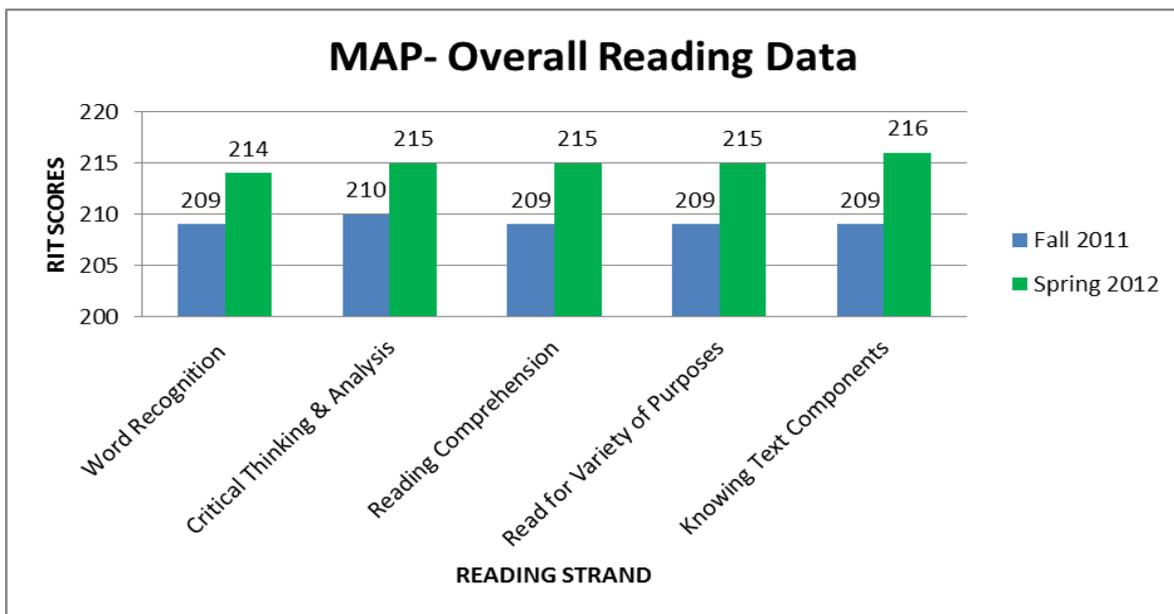
Aki Kurose’s MAP 2012 scores are steadily increasing, though we are below the district average, as highlighted in the MAP data. This chart shows that 6<sup>th</sup> grade Aki’s students (current 7<sup>th</sup> graders), averaged 16-17 points below the district in all strand areas: text components, reading for a variety of purposes, reading comprehension, thinking critically and analyzing, and word recognition.

Test Strand	School Results				District Results		
	Avg RIT Score				Avg RIT Score (Percentile)		
	# Tested	Baseline	Spring 2012	Change	Baseline	Spring 2012	Change
<b>7th grade</b>							
MAP: Know Text Components	202	207	214	+7	219	224	+5
MAP: Read: Variety of Purpose	202	208	214	+6	220	224	+4
MAP: Reading Comprehension	202	207	214	+7	219	224	+5
MAP: Think Critical & Analyze	202	208	214	+6	220	224	+4
MAP: Word Recognition	202	207	212	+5	219	224	+5
MPG: Concepts of Print	4	169	160	-9	156	161	+5
MPG: Phonics	4	160	164	+4	160	164	+4
MPG: Phonological Awareness	4	159	168	+9	156	164	+8
MPG: Reading Comprehension	4	172	180	+8	161	165	+4
MPG: Vocabulary & Word Structure	4	171	172	+1	161	166	+5
MPG: Writing	4	168	175	+7	161	165	+4

The four 6<sup>th</sup> graders who took the MAP at the Primary Grade Level (MPG), scored above the district average in all areas except phonics and phonological awareness. The concentration on interventions and intentional strategies and skills work through balanced literacy and cycle of analysis work will provide a steady rate of improvement in the areas of need.

**Data Sample 10b: Overall MAP Reading Data Comparison**

Our MAP data also bears this out: Our students in the bottom quartile on the MAP test (representing 233 of our 618 students across grades 6-8) made double-digit gains as a group on the MAP test last year. Simply put, while our students make growth from the time they enter Aki Kurose as 6<sup>th</sup> graders, we are working to accelerate the growth of our struggling students while raising the performance of *all* of our students.



**Data Sample 11: Aki Kurose Middle School Tracking Results Meeting Matrix**

During these meetings we progress monitor our strategies and track data toward meeting our goals. They also serve to hold teams accountable.

Team Mtg.	Days/Time	Purpose	Attendees
Administrative Team Mtg.	Mon., Wed. & Fri.- 6:30 AM	Reflection, information, feedback and support. Welcome & Celebrations, Instructional Zone, Support Plan Zone, Nuts & Bolts, Calendars check-in and Other	Principal, Math and Literacy APs, Student Services AP and House Admin.
Team Leader Mtg.	1 <sup>st</sup> Monday of the month	Coordinate and discuss grade level team agendas and needs	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> grades team leaders, Diplomas Now STF
BLT	Tues.-7:00 AM	The primary function of a Building Leadership Team is to promote and facilitate the collaborative decision making process as it relates to academic achievement.  The BLT will oversee: <ul style="list-style-type: none"> <li>• C-SIP (Academic Achievement Plan), USTI Urban School Turnaround Initiative, and Indistar plan</li> <li>• A school-wide professional development plan</li> <li>• The school's budget.</li> <li>• The BLT will oversee participation in the master schedule development and delivery of program.</li> <li>• The BLT will establish a means for sub-committees to function and participate.</li> <li>• The BLT will create a process that involves families, community members and students as appropriate to the decision-making process.</li> </ul>	Principal, Math & Literacy APs, Grade Level Team Leaders, ELL & SPED Team Leaders, Reps. Sci, S.S., Electives, ELL /SPED IA, Asst. Secretary, Head Counselor and School Partnership Lead-Katrina
7 <sup>th</sup> Grade Team 6 <sup>th</sup> Grade Team 8 <sup>th</sup> Grade Team	Wed. -7:00 AM	Ensuring that all team members are aware of and are implementing policies and procedures in the following areas: <ul style="list-style-type: none"> <li>• Safety</li> <li>• Expectations for Student Behavior – The Big Five</li> <li>• EWI -An interdisciplinary teacher team meeting to coordinate, create, and monitor interventions for</li> </ul>	EWI-Grade Level Teachers, Katrina, STF, CIS, and City Year

		<p>students who are exhibiting early warning indicators.</p> <ul style="list-style-type: none"> <li>• Activity Coordination</li> <li>• Student Climate</li> <li>• Calendar Issues for the Team and the School</li> <li>• Coordination with applicable committees</li> <li>• Align with Content Based Team on related issues</li> <li>• Cross-curricular alignment within the team</li> </ul>	
Diplomas Now Team	Wed- 8:30 AM	Coordinate monitor effectiveness of our school wide partnership initiatives focused on the ABCs	DT- Katrina, STF, CIS, and City Year, Walter, CLC director
CPT/PLC –Content Based Team	Wed-2:30 PM and daily prep time	<ul style="list-style-type: none"> <li>• Implementing the school’s C-SIP Plan at the departmental level.</li> <li>• Creation of systems for the alignment of teaching strategies and curriculum with the GLEs, including the development of, and use of, assessment tools to continually measure student progress towards meeting these academic goals.</li> <li>• Coordinating school curricular issues with their fellow subject-matter specialists, specifically as they relate to reading, writing, math, disproportionality and cultural competency.</li> <li>• Discussing and supporting the implementation of best practices for learning and teaching.</li> </ul>	Grade Level Content Based Teams
7 <sup>th</sup> Grade Team/EWI 6 <sup>th</sup> Grade Team/EWI 8 <sup>th</sup> Grade Team/EWI	Wed.- 7:00 AM Thurs.- 7:00 AM – alternate 2:30 PM EWI (Early Warning Indicator) Occur on the 2 <sup>nd</sup> /4 <sup>th</sup> weeks instead of GLT Mtg.	An interdisciplinary teacher meeting to coordinate, create, and monitor interventions for students who are exhibiting early warning indicators.	EWI-Grade Level Teachers, Katrina, STF, CIS, and City Year

8 <sup>th</sup> Grade Team/ EWI Student Learning Support Team	Thurs. 9:30 AM	An interdisciplinary Support team meeting to coordinate referrals, decide interventions and case managers , and monitor interventions for students who are exhibiting early warning indicators.	SBHC providers, school nurse and counselors, care coordinator, tree house, Diplomas Now Team leaders, school psychologist, house administrator, CLC director, drug and alcohol prevention specialist, and Bridgestart Case manager
FEAT-Family Engagement Action Team	1 <sup>st</sup> Friday of the month	Coordinate, plan, and monitor our family engagement plan	Family Engagement Coordinator, Admin., interdisciplinary staff and parents
Partnership Supervisors Mtg.	1x per quarter	Check-in, monitor goals and effectiveness and nuts and bolts	SBHC supervisor, Diplomas Now Supervisors, CLC and BridgeStart
Safety Team Mtg.	2nd Tuesday of the month	Coordinate monitor effectiveness of our safety plan	SBHC staff, Student Service AP, Teachers and IAs

**ATTACHMENT 5: ENGLISH LANGUAGE LEARNER PROGRAM**  
**AKI KUROSE ONLY**

**A. Description of ELL Program**

**1.** At Aki Kurose MS, ELL students are intentionally placed into classes based on their linguistic and academic needs. We use a variety of data (MSP, MAP, WELPA, Inside placement test) to help us determine the best placement. Beginning and intermediate ELL students are placed into self-contained ELL classes that are proficiency-based. This allows the teachers to address the specific language needs of the students, focus on academic language development and accelerate students' growth in language and literacy. More advanced students, who may not need intensive language support, are placed into general education classes and may receive extra language support from instructional assistants.

**2.** All our teachers use standards –based instruction and assessment as well as daily exit tickets based on WA state standards. Our goal is to make sure that every student is able to do grade level work and has access to grade level curriculum. Our ELL teachers provide extra scaffolds and supports to make sure low-English proficiency students are successful. Students have access to high interest leveled libraries to support their reading instruction. We also offer remedial Math classes to our ELL students who are below grade level in math. Teachers who are endorsed in both Math and ELL provide targeted and specialized support in those classes. As an integral part of the ELL program, instructional assistants in Science, Social Studies and Math support ELL students. Finally, all of our teachers use a variety of instructional strategies that support academic language development in addition to content development. Well-scaffolded lessons with opportunities for meaningful interaction allow ELL students to be successful at the challenging content they are learning.

**3.** I have participated at Aki math studio days focused serving ELL students. Also I have attended ELL Readers/Writers Workshop, by Columbia Teachers College. The past few years during our summer Seattle Public Schools Leadership Institutes, I have taken part in training for best practices of ELL “look fors” in the classroom and specific cultural competency information to support our ELL students and families. On October 31, 2012, I participated in the professional development training focused the English Language Standards and Scale Up 100-200 series with my staff. We have such a diverse school population that it is vital that I create a school that has ELL instruction as a fully integrated component of the school culture and curriculum:

- Weekly lesson plan review and provide feedback
- Weekly learning walks
- Participation in content based collaborative group
- Analyze ELL data school wide and content, and grade level
- Meet with the Middle School ELL consulting teacher quarterly
- Attend ELL Team meeting as needed
- Provide classroom libraries leveled books
- Gain knowledge about our ELL students

**4.** All four of our ELL teachers and four instructional assistants have been trained in the Scale Up series. We know to maximize our students' learning; we had all of our staff trained in using the English Language Development Standards and the Scale Up 100/200 on October 31, 2012. Our ELL teachers collaborate with grade and content level teachers; this allows all teachers to have access to ELL best practices from their colleagues.

5. As a school all of our staff is expected to ground their weekly lesson plan submittals with High Leverage Teaching Moves and scaffolds. This is beneficial to all of our students by having clear teaching points, A & B partnership discourse, spiral reviews, chunking, graphic organizers, prompts, anchor charts to support learning and explicit vocabulary instruction. Teachers make sure that they are providing guided practice, small group instruction, manipulatives, intentional instructional groupings and frequent monitoring of student learning. Also teachers use the mini lesson strategy, where they do a skill based introduction with a connection and allow students to take part in active engagement to practice the skill. ELL students thrive when there is short teacher talk and then they are asked to discuss with a partner and then practice the skill. School wide, it's important to teach vocabulary in context by pre-teaching the important vocabulary in the lesson.

## **B. Other Supports for ELLs**

1. Small group “push-in” tutoring provided by University Tutors for Seattle Schools (UTSS). UTSS will provide four tutors who will tutor three times per week for the entire school day for 30 weeks, providing in-school extended learning time. UTSS brings many years of experience in connecting university students to schools. Tutors are college students with strong academic skills ready to provide personalized help to students with placement prioritized in our ELL math classrooms where we have significant numbers of students not yet at standard. Unlike City Year, which provides Tier 2 support to a targeted focus list of students near meeting standard, UTSS tutors are specifically trained in math and are able to work with a more flexible group of Level 1 students and ELL students that do not have City Year support. We will begin our partnership with UTSS at the start of 2<sup>nd</sup> semester, 2012. We are aware of successful partnerships between UTSS and Denny (4 years) and Washington Middle School. Denny has had the biggest math gains in the District and Principal Jeff Clark attributes part of their success to their partnerships with UTSS. The Urban School Turnaround Initiative currently funds UTSS but since this funding ends after one year, additional funds will be needed to sustain the program beyond this year. Please see student outcomes in Attachment 8E English Language Acquisition Work Plan Summary. Small group and individual “push-in” tutoring provided by University of Washington’s Pipeline Program. The University of Washington Pipeline tutors work in diverse schools as mentors and tutors for students twice per week during the 100-minute literacy blocks, providing in-school targeted learning time. The tutors are college students with strong academic skills, providing personalized help to students. The Pipeline tutors are able to work with students who are not reached by our City Year partnership, which gives even more of our students a mentor and tutor to improve their academic and personal success. Students need more out-of-school time/expanded and learning opportunities with content-specific teachers to review and re-learn standards prior to the MSP. Spring Break camps for four days each, for 4 hours per day will target focus- list students and those who missed standard on the last Reading MSP. Data from classroom-based assessments and OSPI Benchmark Reading Assessments will be used to determine specific strands and concepts to be focused on prior to the MSP. Interim assessment data, MSP scores, and grades will be used to recruit students for summer school and to ensure they are given extra time to close learning gaps over the summer.

2. We help families to support their child by conducting home visits; holding bilingual academic family nights; sending home books and math materials; teaching our parents what community centers, libraries, and CBOs offer to support learning; and providing SOURCE training in multiple languages.

## **ATTACHMENT 6: COLLEGE AND CAREER READINESS PLAN** **INNOVATION ONLY**

### **PLAN OVERVIEW**

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#### **1. Delivering a College Readiness Program to All Students:**

During the 2011-2012 school year, Aki collaborated with College Success Foundation to pilot college readiness for all our 8<sup>th</sup> graders. In addition an Advisory Committee, facilitated by our counseling department, met during the year to plan for a new advisory period for all grades, to be implemented in the 2012-2013 school year. We have begun that implementation and this year, all students participate in small Advisory classes which meet for two hours at least five times over the course of the school year on district early release days. In addition, our counseling staff works with all our students once a month in the computer lab on web-based software, ConnectEDU, which allows students and their families the opportunity to access information and planning tools for career and college readiness. Our plan for next year is to continue with our current model of extended Advisory meetings on early release days combined with monthly career and college preparedness lessons. We are able to facilitate these classroom lessons school wide by working in conjunction with our social studies department. Utilizing the first week, plus the second Monday of each month, the counseling department is able to provide direct instruction to 98% of students in our building. The 6<sup>th</sup> grade classes are on Monday and Tuesday. 7<sup>th</sup> grade classes are on Wednesday and Thursday and 8<sup>th</sup> grade classes are on Friday and the following Monday. Classes are 50 minutes long. We are able to tier our lessons according to grade level needs and areas of focus. While the counselors are facilitating the large group work, the classroom teacher is able to pull students aside for small group planning and individual progress monitoring.

#### **2. Curriculum and Implementation Model:**

The main focus of our college and career curriculum centers on the use of ConnectEDU software. With this software we are able to develop curriculum that provides our community comprehensive college bound skill building exercises including increasing vocabulary and “college knowledge”, understanding and computing basic college financial planning and explore academic prerequisites. Because we facilitate our lessons on computers, students are required to use software and technology in a professional work setting which enables us to provide basic computer skills training which is concurrent with necessary pre-vocational needs. We also utilize lesson frameworks from Navigation 101 and apply these to personal academic goal setting, progress monitoring and small group counseling. We are able to provide 2 counselors for each of the large class room settings, which is essential in supporting the range of computer knowledge and savvy of our students. Our small group is always 1 teacher to 5 to 10 students.

#### **3. Ensuring Relevancy of College and Career Readiness for our Students and Families**

We tier our college and career lessons depending on grade level as outlined by our ConnectEDU and Navigation 101 curriculum. We have found that it is both relevant and developmentally appropriate to the students in our community for us to address college and career in broad terms under the more encompassing aspects of lifestyle and socialization. For example although our main focus is on academic success and career interests, we take specific time to focus on student life on campus, collegiate social organizations, athletics and dormitory living. For our career component we take time to focus on salary levels, cost of living in our region, hours of employment. Currently we do not have any school wide field trips to local colleges or businesses, however, we are working to make connections to local college admissions offices

and local business human resource departments so that we will be able to provide campus and office visits during the 2013-2014 school year.

#### **4. Student-Led Conference Night**

Aki is in its 3<sup>rd</sup> year of running student-led conferences. They are held in November and April (after 1<sup>st</sup> and 3<sup>rd</sup> quarters). Student-led conferences provide a unique engagement opportunity for students to lead their families or care-givers through their daily schedule and as they do so discuss their academic standing as well as share academic and behavioral goals. Teachers are present to help facilitate the conferencing however the onus for the content falls on the student. In this way the student is also offered a unique opportunity to take ownership in their academic/behavioral progress. Prior to conferences, all students create a discussion plan that consists of: 3 points of discussion, goals for each subject area, what I am most proud of. Students also share data around MSP and MAP growth goals and a standards-based portfolio with evidence of their learning. To outreach to parents, we mail home postcards and make school-wide telephone robocalls, students write personal invitations, and bilingual instructional assistants call and invite all ELL students in their home language. We also plan to have our Family Engagement Coordinator help with outreach to families. At our most recent student-led conference night we had approximately 33% of our family population attend. This was an increase from 22% attendance in the spring of 2012. We plan to administer a parent-survey for feedback at the end of conferences. The Aki staff value these conferences and are committed to continuing to increase the percentage of parents who participate.

#### **CASE MANAGEMENT**

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Because a number of our students come to school with a variety of challenges, we have been able to set up a system to provide multi-tier case management across the academic, social-emotional and behavioral spectrums.

Tier 1 is our largest population that is defined by grade level. In response to this we are able to assign one counselor to each grade level. Our school counselors stay with their class each year ascending from 6<sup>th</sup> grade to 8<sup>th</sup> grade with their students, enabling them to not only better know students and families but also allowing them to provide a continuity of care that otherwise would take significant time to establish. In this capacity counselors are also able to build knowledge of all grade level specificities and can therefore provide immediate support and interventions to grade level staff regardless of current grade level assignment. Our counselors have the opportunity to build lasting social relationships with students as they meet the class in August of 6<sup>th</sup> grade and stay with the class until June of 8<sup>th</sup> grade.

Tier 2 support is more refined and happens at the class room level. As part of our classroom lessons, social studies teachers are able to work with small groups of students in a small-group counseling model. As teachers pull groups of 5–10 students they facilitate academic progress monitoring and goal setting. Students are asked to identify one area of academic success and one area where there is room for improvement. They follow this by setting a goal in both areas that is achievable within the time between the next sessions. Because we are using the ConnectEDU software the counseling department is able to monitor progress and participation throughout the college/career lessons. Similarly, because our college and career vocabulary lists and definitions are done electronically the counselors are able to monitor progress and participation by accessing student accounts.

Tier 3 would be applicable to students identified as displaying behaviors or academic progress that hinder growth. Students in need of Tier 3 support concerning college and career readiness will be assigned to their grade level counselors for additional meeting times either individually or in small groups, depending on specific needs.

1. **Identifying Focus Students:** There are four avenues for identification whereby students may be recommended for further college and career case management. For this population, the smallest in the school, it is necessary to identify students early and provide interventions and monitoring quickly and consistently. The first is during our 6<sup>th</sup> grade orientation Jump Start program. This program identifies “At Risk” behaviors from 5<sup>th</sup> grade including, attendance, disciplinary action and academic performance in both class room settings and on state standardized tests. The second avenue for identification is through our school wide Student Support Referral Process. This process is started by classroom teachers and moves from single classroom intervention strategies to multi-classroom intervention strategies to support staff intervention strategies. The third method of identification is through our district level Student Risk Report, which is generated quarterly following grading periods. Through this model of identification we believe we can support the needs of all our students.
2. **Case managers and key services:** Each school counselor will act as global case manager for his or her assigned grade level. Each social studies teacher will act as case manager concerning monthly academic goal setting and progress monitoring in the small group setting. As needs become the grade level counselor will provide identified, further refined case management. When necessary, students may be directed to additional supports and services through our school wide Students of Concern and Student Intervention Team process.
3. **Progress Monitoring:** We have designed College and Career goal areas that will help us get our students ready to not only enter high school, but also ready for college and career. With this end goal, we are able to design assessments and benchmarks that are logical pre-requisites for success. Also, using the data we receive from the Healthy Youth Survey, school based needs assessments, anecdotal reporting, state and local academic assessments, and paring these with research indicators for college/career success, we are able to customize a curriculum that fits the direct needs of our student population that is both data driven and locally appropriate.

### **COMMUNITY PARTNERS**

We are not currently working with a community partner in our college and career work. Our model is run by our Counseling Department in partnership with classroom social studies teachers.

<b>College Readiness Goals</b>	<b>2011-2012 Baseline</b>
100% of our eligible students will be registered for the College Bound Scholarship by February 15, 2013	98% of 8 <sup>th</sup> graders registered
98% of 8 <sup>th</sup> graders will complete a high school transition plan by May 15, 2013	Not done last year
45% attendance for spring 2013 Student-Led Conferences (our long term goal is to continue to increase our attendance until we are at 90% or higher)	33% attendance in Fall 2012 Student-Led Conferences

**ATTACHMENT 7: SCHOOL-BASED HEALTH CENTER (SBHC) PLAN**  
**AKI KUROSE AND MADISON ONLY**

**A. Collaborative Planning**

Aki Kurose middle School and our Group Health SBHC partners have effective systems and strategies set-up to strive to meet the academic, socio-emotional and medical needs of our students.

**1. Communication**

- (a) Registration Packets for parents with detailed information regarding clinic services are sent home in first day packets; Presentations at school staff meetings and in classrooms; Individual meetings with teachers and building staff; Stall news; Resource table at school events; At weekly Student Learning Support Team meetings (see description at the end of question 2d below).
- (b) By the GH SBHC administrators and providers to students, parents, teachers and building staff; RCW's are included in the registration information for parents regarding confidential services; GH SBHC providers attend school staff meetings for communication and to answer and policy or procedural questions regarding referrals, confidentiality, etc.; Information in Staff Handbook for guidance; at quarterly meetings between the GH SBHC Supervisors and the Aki principal.

**2. Collaborative Planning**

- (a) Health promotional events are coordinated in collaboration with building staff and publicized by email, flyers or other printed material and word of mouth; discussed at weekly Student Learning Support Team meetings.
- (b) SBHC staff and school staff collaboratively plan student outreach on topics ranging from healthy eating portions during lunchtime to healthy lifestyle choices. We also do an annual Family Fitness night with partnering with the Seahawks, Sea gals and Seattle Sounders.
- (c) As invited, GH SBHC provider staff attends trainings and CE opportunities that relate to their role in supporting the academic success of individual students. For example, GH SBHC staff participated in professional development with the Aki staff on cultural competency and language lessons and how to contribute to the School Continuous School Improvement Plan and data share out from our school audit from the BERC group and Center for Educational Effectiveness.
- (d) We hold weekly (every Thursday) Student Learning Support Team meetings to discuss student referrals. Teachers fill out a referral form for students of concern and give it to the grade level counselors, who bring it to the Thursday meeting to discuss and act on, including analyzing student data and identifying the best counselor/support service match for each student referred. The team also follows up on existing caseloads to monitor and update referrals as needed. Attending these weekly meetings are: SBHC providers, school nurse and counselors, care coordinator, Tree House staff, Diplomas Now Team leaders, school psychologist, house administrator, CLC director, drug and alcohol prevention specialist, and Bridgestart Case manager. The GH SBHC Administrative Analyst and manager meets with the school leadership at a minimum quarterly, but as needed for building coordination and to address any emerging areas of concern.

### **3. Role of SBHC**

- (a) SBHC is a key part of the Student Learning Support Team meetings as previously described; GH SBHC providers, with student/parent consent, coordinate services with the school and other internal and external providers to support the individual student's academic success.
- (b) GH SBHC providers communicate with the students' parents/guardians, GH SBHC providers provide information/education for parents at school events.
- (c) SBHC administrative analyst is a member of the building safety committee and GHC donates supplies for emergencies. In addition, the SBHC medical provider is available for emergency care for students and school staff during her scheduled workdays.

### **4. Intersections between work of the SBHC and school nurse**

The GHC SBHC admin provides School Nurse with a list of students that are enrolled in the SBHC. The school nurse utilizes the SDQ to identify students that are in need of health/mental health services and refers to the SBHC. Communication between SBHC providers and the school nurse is constant and occurs daily on a moment-to-moment basis. The school nurse refers students daily to the SBHC providers. The school nurse and the SBHC manage immunizations compliance jointly for each student. Medication management for registered students is organized by the SBHC in collaboration with the school nurse.

### **5. Promoting Student Health**

Collaboratively the SBHC staff and school nurse promote and advertise health information including nutrition facts, stress relief, and healthy relationships throughout the building. At family events they partner to share resources with families.

## **B. Targeted Referral and Follow-up Process**

- 1. All student referral from school staff go through the Student Learning Support Team that meets weekly. The team reviews the referral, along with relevant student data, and the team identifies the best provider to meet the student's needs. The GH SBHC mental health provider is available 40 hours per week and eligibility for services is without barriers, so they are a critical option for services. GH SBHC is the only medical provider in the building and works collaboratively with the school nurse so all medical referrals come to the SBHC and the school nurse. School staff differentiates mental health referrals depending on whether or not the student has a current mental health provider.
- 2. After staff makes referrals to the Student Learning Support Team, counselors report back to staff on next steps at grade level team meetings. Frequently, school staff also follows up in person with the GH SBHC providers; with consent from the student and/or the parents, the GH SBHC providers are able to share information.
- 3. GH SBHC staff brings names of students of concern to the weekly Student Support Learning Team meetings and can refer students for academic support. In addition, SBHC staff frequently communicates directly as needs arise with school counselors to share

referrals of those students on their caseload in need of academic support.

4. All referrals, for academic and other kinds of support, are discussed and case managed at the weekly Student Learning Support Team meetings. In addition, school staff can follow-up in person with the GH SBHC providers and with consent from the student and/or the parents, the GH SBHC providers are able to share information.
5. With consent from the student's parent, GH SBHC providers utilize information from the Source to support academic success. Students also regularly share data from the Source with their SBHC provider. The SBHC utilizes academic data on a daily basis to define and adjust treatment plans, define targets and establish goals related to academic success for the student.

### **C. Data Sharing and Joint Targets**

1. With consent from the student's parent, GH SBHC providers utilize information from the Source to support academic success. Students also regularly share data from the Source with their SBHC provider. The SBHC utilizes academic data on a daily basis to define and adjust treatment plans, define targets and establish goals related to academic success for the student, In compliance with HIPAA SBHC providers obtain student and or parent consent to work with and talk with school staff regarding the student's academic needs and progress. As requested, the GH SBHC provides aggregate information regarding the number of students seen for services at the SBHC.
2. GH SBHC staff addresses the social, emotional and medical needs of students identified as at risk and in need of additional support. In addition, they are able to monitor the academic progress of their student caseload through the source and through conversations with school staff and student's families. As a member of the Student Learning Support Team, the SBHC staff is at the table to help identify the best support service match for each student. They are also a critical partner in our Attendance Work Plan and Passing Core Courses Work Plan as they help to monitor the attendance and grades for students on their caseload.

### **D. Logistics**

SBHC: Lisa McDonald, Clinic Coordinator & Program Manager; Sara Maupin, Supervisor

AKMS: Erlinda Bautista, School Nurse; Darryl James, Head Counselor; Mia Williams, Principal

## ATTACHMENT 8A: MATH WORK PLAN SUMMARY

### Area of Concentration A: Math

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
• % of Students advancing from Level 2 to Level 3 or higher on the math state test.	6 <sup>th</sup> & 7 <sup>th</sup> Math MSP Level 2 students	75	75/741 = 10%	44	59%	52	69%
• Students advancing from Level 1 to Level 2 or higher on the math state test.	6 <sup>th</sup> & 7 <sup>th</sup> Math MSP Non-ELL Level 1 students	129	129/741 = 17%	54	42%	65	50%
• Students advancing from Level 1 to Level 2 or higher on the math state test.	6 <sup>th</sup> & 7 <sup>th</sup> Math MSP ELL Level 1 students	55	55/741 = 7%	18	33%	25	45%

#### I. FOCUS STUDENTS

We analyzed our data and decided to first focus on our 6<sup>th</sup> and 7<sup>th</sup> grade math Level 1 and Level 2 students to maximize the amount of time these students will be receiving extra support. Sixth grade students in particular will benefit from having three years of math intervention in addition to their standards-based math class. Most of these L1 and L2 students that we are focusing on are our Black and Latino students and our students with IEPs – the subgroups that represented our achievement gap in our data analysis. Because we also saw a large gap between our ELL students and non-ELL students (with a significant number of Math Level 1 ELL students, particularly in the 6<sup>th</sup> grade), we are also focusing specifically on 6<sup>th</sup> and 7<sup>th</sup> grade Level 1 ELL students. Our goal is to get all students to meet or exceed standard by the 8<sup>th</sup> grade.

#### II. STRATEGIES

- **Develop and administer common standards-based interim assessments that measure student progress toward mastery of all grade-level math standards.**
  - Interim assessments are given every 6-8 weeks (4 total across the year) to re-assess previously taught standards to see if students retain material, to identify areas for re-teaching and to see if re-teaching efforts were successful. Since they are common to all grade-level classes in each content area, they ensure rigor across all classrooms that are providing Tier 1

instruction. This provides useful and frequent feedback needed for teachers to focus and improve their teaching. After each interim assessment, release time is given to each team for the Math Assistant Principal to lead teachers through data analysis of student misconceptions (whole class, small group and individual student), and develop actions plans for re-teaching specific standards.

- **Collaboration between grade-level teacher teams.**
  - Teachers collaborate in grade level teams between 4-7 hours weekly to develop lessons and assessments, review student work and exit tickets, create spiral review of previously-taught standards, and debrief lessons. In addition, teachers have created a cloud-based math department Dropbox where teachers share all resources (lessons, assignments, homework, entry tasks, assessments, and more) and student data is transparent. Collaboration ensures rigor across classrooms in each grade-level and sharing of best practices from teachers with diverse skills, experience and content knowledge.
- **Provide an extra math period for all students not yet meeting standard.**
  - Our students not at standard need support to develop their foundational skills in addition to receiving standards-based grade level instruction. Students need more time during the school day for math with smaller class sizes designed to meet their individual needs and skill gaps. Using one of three curriculums (Saxon, I CAN Learn, or Math Whizz), students are provided extended in-school learning time through a second daily math class (49 minutes) for two semesters. Several data points including three-years of MSP and MAP Number Sense scores are used to determine cutoff for placement in each math enrichment class, along with teacher recommendations. (see the Data Sample, Attachment #4 for an example template of our math enrichment placement criteria). Title 1 funds currently help pay for additional FTE to allow math teachers to teach both standards-based and enrichment classes.
- **Extended year math learning opportunities after school and during break camps.**
  - We will also provide additional out-of-school time/expanded learning opportunities for students not yet at standard with content-specific teachers to review and re-learn standards prior to the MSP. Spring Break camps for four days each for 4 hours per day will target focus list students and those who missed standard on the last Math MSP. Data from Interim Assessments will be used to determine specific strands and concepts to be focused on prior to the MSP.
  - **After school:** Levy focus students are specifically recruited and invited to participate in 2 hours of additional socio-emotional and academic support (45 minutes and 75 minutes respectively) with City Year volunteers. This time is an extension of the work by classroom teachers in collaboration with City Year corps members supporting their classrooms. This is aimed at additional practice of common core math standards. The session materials are informed by the interim assessments, quizzes and daily checks for understanding administered by Aki math teachers in each classroom, consistent across grade levels.
- **Small group “push-in” tutoring provided by University Tutors for Seattle Schools (UTSS).**
  - UTSS will provide four tutors who will tutor three times per week for the entire school day for 30 weeks, providing in-school extended learning time. UTSS brings many years of experience in connecting university students to schools. Tutors are college students with strong academic skills ready to provide personalized help to students with placement prioritized in our ELL math classrooms where we have significant numbers of students not yet at standard. We will begin our partnership with UTSS at the

start of 2<sup>nd</sup> semester. The Urban School Turnaround Initiative currently funds UTSS but additional funds will be needed to sustain the program beyond this year because this funding ends after one year.

- **Family outreach by Family Engagement Coordinator, Math Assistant Principal, Bilingual Instructional Assistants and City Year corps members.**
  - We will host two family math engagement nights per year. These events will help provide families with information on what their student should know within each subject and at each grade level. They also provide families with information regarding the academic skills and habits their student should develop to succeed in school. We will use our Family Engagement Coordinator and City Year corps members to invite families and promote the events at school. Together with the Family Engagement Coordinator, the bilingual instructional assistants can also reach out to families where English is not the primary language spoken at home. They provide assistance through phone calls in their home language and translating flyers and other materials.

### III. KEY PEOPLE

- **Aki Math Teachers** – Experience in standards-based instruction and math intervention including two National Board Certified teachers and a Seattle Public Schools Career Ladder Teacher.
- **Math Assistant Principal** – National Board Certified in middle-level mathematics with 8 years of urban school experience to lead data-driven collaboration, coordinate curriculum and interim assessments, and track progress monitoring.
- **Academic Support Substitute Teacher** – Dedicated building substitute with experience working in middle school and as a math intervention teacher. Helps to facilitate collaborative planning by providing coverage for teachers to observe other classrooms and participate in learning communities. Also facilitates release time for new teachers to meet with mentors teachers. Serves as coordinator for our math enrichment programs by providing technical support, new teacher mentoring, and organization and distribution of materials. Coordinates materials during school-wide MSP and MAP testing. Provides continuity and stability through knowledge of the students, staff and culture of the school. Occasionally provides coverage for language arts teachers as well.
- **Youth Development Director, Seattle Parks** – Please see description under partnerships.
- **City Year Staff and corps members** – Please see description under partnerships.
- **University Tutors for Seattle Schools (UTSS)** – Please see description under partnerships.
- **Family Engagement Coordinator** – Recruiting students and contacting families to participate in after-school programs, evening math and literacy engagement nights and Break Camps. Works with ELL teachers and bilingual instructional assistants to help coordinate outreach to ELL families. Works in partnership with Community Partners (particularly the GH SBHC, Seattle Parks and Diploma’s Now Partnership) to help coordinate outreach to families for school events. Works with the grade level counselors and teachers to support outreach to families to attend Student led conferences in the fall and spring. Will facilitate the Family Engagement Action Team meetings.

#### IV. PARTNERSHIPS AND COLLABORATIVE EFFORTS

**Diplomas Now (DN)** is a collaborative partnership with City Year (CY), Communities in Schools (CIS) and Johns Hopkins University (JHU). DN has a proven approach to helping schools ensure that students graduate ready for college and career. It is a fully integrated approach to improving a school's attendance, behavior and course work goals (referred to as the ABCs) by providing students with the right support and the right time. As part of the DN partnership, CY provides 18 corps members who work directly with a caseload of students; JHU provides a fulltime Early Warning Indicator Coordinator who provides support around data; and CIS provides a Success Coordinator who provides targeted social/emotional support. We are in our third year as a Diplomas Now Partnership and we have made remarkable progress in our goals (See Attendance Work Plan Summary). We pay less than 10% of the actual cost for this partnership—all other costs are leveraged.

**City Year** is a “Near-peer” mentoring, tutoring, and emotional support program for identified students. Corps members are between the ages of 17 – 24 and therefore uniquely able to provide near peer relationships with students. Corps members provide frequent differentiated tutoring in standards-based and enrichment math classes. City Year corps members also help with attendance and working to get students to school so they can benefit from our targeted instruction and support. We are in our third year as a Diplomas Now Partnership school. City Year Corps Members are making a remarkable positive difference for our students—academically, with attendance, and socially/emotionally.

**Seattle Parks and Recreation** – Aki Kurose will partner with Seattle Parks and Recreation to operate a Community Learning Center which includes a full time staff person to run after-school academic programs, enrichment activities, and academic break camps. In addition, Parks will work collaboratively with school personnel on school attendance initiatives and family engagement. Parks has a long history and documented success, as shown in their RFQ, in working with students struggling academically, social-emotionally, and behaviorally through development and implementation of school based after-school interventions. They have a well developed understanding of analyzing and utilizing student data to inform interventions in a strategic way and track data to monitor student progress. In addition, Parks is highly effective in supporting students of color, low income families, English Language Learners, and students with special needs which meets the demographic needs of Aki students. For more than six years, Parks has provided intentional academic interventions in an outcome based environment that align with the demographics of students identified in this plan. Based on evidence of previous results Parks is uniquely qualified to reach, serve, and retain our target student population and also has a strong track record of aligning and integrating with a school to ensure seamless supports to students and families that get results.

**University Tutors for Seattle Schools (UTSS)** provides college-enrolled tutors who provide “push-in” tutoring to students identified by our math Assistant Principal. Unlike City Year, which provides Tier 2 support to a targeted focus list of students near meeting standard, UTSS tutors are specifically trained in math and are able to work with a more flexible group of Level 1 students and ELL students that do not have City Year support. Our math Assistant Principal makes sure that the tutoring is focused on areas of need identified by the most recent data. We will be working with UTSS for the first time; however we are aware of successful partnerships between UTSS and Denny (4 years) and Washington Middle School. Denny has had the biggest math gains in the District and Principal Jeff Clark attributes part of their success to their partnerships with UTSS. UTSS is currently funded by the Urban School Turnaround Initiative but since this funding ends after one year, additional funds will be needed to sustain the program beyond this year.

**ATTACHMENT 8B: READING WORK PLAN SUMMARY**

**Area of Concentration B: Reading**

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
• % of Students advancing from Level 2 to Level 3 or higher on the reading state test.	6 <sup>th</sup> & 7 <sup>th</sup> Reading MSP Level 2 students	150	150/741 = 20%	54	36%	68	45%
• Students advancing from Level 1 to Level 2 or higher on the reading state test.	6 <sup>th</sup> & 7 <sup>th</sup> Reading MSP Non-ELL Level 1 students	45	45/741 = 6%	18	40%	23	50%
• Students advancing from Level 1 to Level 2 or higher on the reading state test.	6 <sup>th</sup> & 7 <sup>th</sup> Reading MSP ELL Level 1 students	32	32/741 = 4%	16	50%	20	63%

**I. FOCUS STUDENTS**

Our biggest focus group is 6<sup>th</sup> and 7<sup>th</sup> grade students scoring in the Level 2 on the Reading MSP. While it is not represented on the work plan chart, we are also focusing on low Level 3 students as well (up to 10 points above standard). African American students make up the majority of our Level 2 focus students across the three grade levels, followed by students identified as having limited English, and then Hispanic students. We are also focusing on growing both ELL and non-ELL Level 1 6<sup>th</sup> and 7<sup>th</sup> grade students. This is a smaller number of students who critically need support to build their reading skills. We are choosing to focus all our levy interventions on 6<sup>th</sup> and 7<sup>th</sup> grade with the goal of getting all students to meet or exceed standard by 8<sup>th</sup> grade.

**II. STRATEGIES**

• **Administer common benchmark assessments that measure mastery of reading standards**

Three times a year, students are given the OSPI Reading Benchmark Assessment to measure their mastery of reading standards. The data is gathered and analyzed by grade level, teachers' class groupings, and strands. Led by the literacy assistant principal with active participation by teachers, a cycle of inquiry is done through an action plan, wherein data is isolated, a theory of action is put into place, strategies are decided upon to teach or re-teach, lessons taught that target students' weaknesses, and assessments built to measure progress, with more re-teaching if necessary. Common interim assessments and partaking in a cycle of inquiry has been shown to be successful in raising student achievement

due to the intentionality of looking at where students are and prescribing strategies to move them forward with analysis and planning taking place individually and as a team.

- **Collaboration between grade-level teacher teams**

At Aki Kurose, teachers have weekly common planning and collaboration time (2-5 hours, depending on the team) to debrief lessons, develop lesson plans and assessments, review student work and exit tickets, and more. The English/Language Arts Department also takes part in planning and collaboration time (3-4 times a month). To ensure that individual, team, and department foci are at the forefront of teaching and learning, there are frequent observations and feedback with teachers (at least once weekly) by the literacy assistant principal, staff developer, and mentor teacher. Teachers also have the opportunity to visit other classrooms and schools. We are also renewing efforts to connect the English/Language Arts and Social Studies departments for cross-curricular collaboration in literacy skills and strategies. These collaborative efforts are funded in part by the Urban School Turnaround Initiative (in the 2012-13 school year only) and Title I funds.

- **Provide intervention classes or intervention strategies within the literacy workshop model.**

Students are placed in a grade-level Readers and Writers Workshop 100-minute block or one of two intervention classes (Read 180 and Systems 44) with elements of the workshop infused strategically. Students in the Readers and Writers Workshop learn and practice reading and writing skills and strategies. The Read 180 program has been shown to accelerate students two grade levels during a school year, and the Systems 44 program foundationally supports students with phonics and basic reading skills. Title 1 and the Urban School Turnaround Grant (in the 2012-13 school year only) and Title I funds currently help pay for a percentage of the FTE for literacy teachers whom have classes smaller than the average classroom in the district. Also, the intervention programs were purchased through the Urban School Turnaround Grant.

- **Extended-year reading opportunities after school and during break camps.**

Students need more out-of-school time/expanded and learning opportunities with content-specific teachers to review and re-learn standards prior to the MSP. Spring Break camps for four days each, for 4 hours per day will target focus students and those who missed standard on the last Reading MSP. Data from classroom-based assessments and OSPI Benchmark Reading Assessments will be used to determine specific strands and concepts to be focused on prior to the MSP.

- **Small group and individual “push-in” tutoring provided by University of Washington’s Pipeline Program and City Year.**

The University of Washington Pipeline tutors work in diverse schools as mentors and tutors for students twice per week during the 100-minute literacy blocks, providing in-school targeted learning time. The tutors are college students with strong academic skills, providing personalized help to students. The Pipeline tutors are able to work with students who are not reached by our City Year partnership, which gives even more of our students a mentor and tutor to improve their academic and personal success. The City Year Corps members work with students four days a week throughout the day in literacy and math classes, including after-school programs, as well. While in literacy classes and in the after-school programs, they use the students’ data to support them by gauging fluency, asking thinking questions, and using the teachers’ lesson plans and individualized targets to reinforce skills or strategies students are learning. The City Year members also attend some team meetings and literacy professional development to build upon their knowledge in order to support students in a more targeted approach.

- **Family outreach by Family Engagement Coordinator, Literacy Assistant Principal, Bilingual Instructional Assistants, and City Year corps members.**

We have two family literacy and social studies engagement nights per year wherein the literacy assistant principal, family engagement coordinator, bilingual instructional assistants, and City Year Corps Members work in tandem to involve families in their students' academic lives. These events help provide families with information about what their students should know within each subject and at each grade level, along with providing a sense of community where adults support students to excel at every level. They also provide family with information regarding the academic skills and habits their student should develop to succeed in school. The Bilingual Instructional Assistants support literacy endeavors in a variety of ways: record messages in the families' home languages, make personal phone calls to invite families to school for events and conferences, translating flyers, tracks students progress and needs and adjust support accordingly, and attend grade level team meetings and some literacy professional development.

### III. KEY PEOPLE

- **Aki Literacy Teachers** – Experience with Teachers College Readers and Writers Workshop literacy approach, including one National Board Certified and two Seattle Public Schools Career Ladder teachers (staff developer and demonstration teacher).
- **Literacy Assistant Principal** – Experience in the balanced literacy approach with underachieving students of color, holds two upper-level degrees (a Master in Teaching and a Master of Arts in Education and Policy Studies), and experience in using data collaborate with teachers, plan curriculum and assessments, and progress monitor.
- **University Pipeline Tutors** – Many years experience in connecting college students to K-12 students; tutors are college students with strong academic skills.
- **City Year Staff and corps members, Academic Support Substitute Teacher, Family Engagement Coordinator, Academic Support Substitute Teacher, Youth Development Director, Seattle Parks** – see Key People in Attachment 8A, Math Work Plan for descriptions.

### IV. PARTNERSHIPS & COLLABORATIVE EFFORTS

- **University of Washington Pipeline Program**— Provide college-enrolled tutors who provide tutoring and mentoring to students identified by individual teachers. Unlike City Year, which provides Tier 2 support to a targeted focus list of students near meeting standard, Pipeline tutors are able to work with a more flexible group of Level 1 students and ELL students that do not have City Year support. Although this is a new partnership, the Pipeline program is a well-respected program that has a track record for providing high-quality, college-educated tutors. This partnership requires no additional funding.
- **Diplomas Now, Seattle Parks** – see Attachment 8A, Math Work Plan for descriptions.

## ATTACHMENT 8C: PASSING COURSES WORK PLAN SUMMARY

### Area of Concentration C: Passing Classes

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
Students passing all core courses each semester	All students	741	100%	674	91%	689	93%

#### I. FOCUS STUDENTS

On average, 91% of our students passed all of their core courses, but there were no particular subgroups that stood out among students failing courses. As we strive to be a standards-based system, we need to provide all of our students with the right supports and tools to master standards, so we are focusing on all of our students. With our standards based approach, we aim to not only increase the number of students passing core classes, but increase the GPA of all our students.

#### II. STRATEGIES

- a. **City Year Student Case Manager/ Support Team Mentor:** Role includes: minimum weekly check-ins with each student; tracks Attendance, Behavior, and Coursework for a caseload of students. Provides in-classroom tutoring support; recruits students to attend extended day and extended year programs; communicates with families and provides outreach to attend family events at school; tracks all student data including helping students complete their “Success Scorecard” weekly. City Year is part of the Diplomas Now partnership. Aki pays less than 10% of total cost for the DN partnership – the rest is leveraged from DN funding.
- b. **Student Learning Support Team** – This team meets weekly (every Thursday) to communicate about students of concern, process student referrals, progress monitor student data (including grades) and make course corrections to student caseloads and services. See Attachment 7, SBHC Plan, question #2d for a list of all school and community partners who regularly attend this meeting.
- c. **Early Warning Indicators Team** – An interdisciplinary teacher meeting to coordinate, create, and monitor interventions for students who are exhibiting early warning indicator that happens bi-monthly in grade level team meetings. Students are recruited and assigned to after school content homework club or Run A.K.I. (Achievement, Knowledge and Innovation) standards-based homework center with City Year.

#### III. KEY PEOPLE

- a. **Diplomas Now, City Year Staff/Corps Members, Student Learning Support Team, Seattle Parks** – See Attachment 8A: Math Work Plan Summary

#### IV. PARTNERSHIPS & COLLABORATIVE EFFORTS – City Year, Diplomas Now, Seattle Parks, SBHC, UTSS, UW Pipeline Program, Please see descriptions, roles and rationale in Attachments 3, 7, 8A and 9.

**ATTACHMENT 8D: ATTENDANCE WORK PLAN SUMMARY**

**Area of Concentration D: Attendance**

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	% of Levy Focus Students Meet Target
Increase % of students absent fewer than 5 days per first semester, excused or unexcused	All African American/ African/ Latino	374	374/741=50%	262	262/374=70%	299	80%
Increase % of students absent fewer than 5 days per first semester, excused or unexcused	All African American/ African/ Latino	374	374/741=50%	201	201/374=54%	239	64%

**I. FOCUS STUDENTS**

During our Analysis of our attendance data we found a strong relationship between low attendance, disciplinary actions (defined as short- or long-term suspensions and exclusions) and not passing the MSP. The data is most extreme and troubling for our Black and Latino students, so those are focus students for attendance.

**II. STRATEGIES (a, b, c and d included for each strategy)**

**Classroom Teacher Responsibilities** – The instructional staff will be responsible for taking attendance within the first 10 minutes, tracking and addressing tardies with in-class interventions, calling families when students are late/absent and acknowledging and praising student attendance, both good and improved.

**School wide initiative lead by our Diplomas Now Partnership and Aki Support Staff** – Using Data Warehouse weekly attendance data, the Aki Attendance Wall is updated weekly and is displayed in the front corridor as “Peace Cranes Take Flight” – offers visual support for homerooms attendance. Home rooms with the top weekly attendance average for the week will receive a giant ribbon on their door highlighting this achievement. Classrooms who consecutively win the top weekly attendance will receive goodie rewards up to the sixth consecutive week when the classroom will receive a special recognition of their achievement. We have two Attendance/Behavior rallies a year to get student pumped up about the “Big %” and being on time and in class. Students who have demonstrated stellar attendance and behavior will be recognized during these assemblies. The attendance window is staffed daily to focus on students who are tardy. The student checks in and is escorted to class and the escort discusses why they were tardy and how they can get to school on time. Each student receives a phone call home when tardy. We keep a list of high flyers (students with excessive tardies or absences) and escalate our intervention based on individual students. We

use parent calls, parent meetings, mailings home and home visits for tardies and absences. Students are also give lunch detention, after school and Saturday school to make up time missed from being late. These strategies were selected based on feedback from students, staff and administration around building a successful school culture. We entered the “Get Schooled” Attendance Challenge and implemented many changes to support our goal of increasing the attendance at Aki. With these new systems we were able to move our attendance from 83% at the beginning of the 2011-12 school year to 94% by the end. We have continued these supports into the 2012-13 year and have maintained our attendance goals Aki pays 10% of the total DN cost – the rest is leveraged from DN. Champion’s Case management strategy also supports attendance (see Attachment 8C, Passage of core courses for description)

**Big 5 Academy** – While we continue to work on our school wide efforts to reinforce positive behavior and reduce suspensions, this semester we are piloting an alternative to suspension program in an effort to reduce suspensions and increase attendance and academic support for our students with disciplinary actions.. Research says that the most effective in-school suspension programs address both academic and behavioral needs, especially since suspended students frequently have..\_Our\_Big 5 Academy will be an in house program to which a student may be assigned for a short period of time in lieu of out-of-school suspension (OSS). It is designed to counteract many of the negative effects of suspension. Instructional time can continue without interruption and targeted academic and social/emotional help can be provided as needed. In addition to getting support with their regular classroom work, students will use the *Ripple Effects* computer based program that provides individualized guidance that zeroes in on the particular risk and protective factors that affect student behavior, motivation, learning and connectedness to school., In one study of 3800+ students using Ripple Effects in ISS, referrals to ISS declined an average of 28% from fall to spring, a time when such referrals normally increase. The Big 5 Academy will be staffed full time with a certified teacher who has a track record for working with this population. The Ripple Effects software will be funded by High School Graduation Initiative Grant.

### III. KEY PEOPLE

**Attendance Secretary** – Responsible for school wide daily attendance. Classroom Staff – Responsible for taking accurate attendance, tracking and addressing attendance issues with students in class. EWI Coordinator –“Champions” Case Management strategy - All support staff are assigned students to case manage.

**Big 5 Academy Academic Intervention Specialist** – We were fortunate to hire Devin Branson for second semester, he has taught in Watts for four years and he has began his administrative credentials program. Devin will lead the Big 5 Academy, tracks student data, builds relationships with students, collaborates with teachers in regards to student work and progress, observes students in classes and provides incentives for students making good choices and not returning to the Big 5 Academy. We hired this position in January with funding from the Urban Turnaround grant.

**Family Engagement Coordinator** – see Key People in Attachment 8A, Math Work Plan for descriptions.

### IV. PARTNERSHIPS & COLLABORATIVE EFFORTS: Diplomas Now (City Year Corps members, EWI Coordinator, CIS) City Year Corps Members – Responsible for attendance window, escorting of late students and calls home; DN EWI Coordinator. Responsible for analyzing data around attendance i.e. trends of tardies at particular times in the day, providing data to appropriate parties and reviewing data with school instructional and support staff to determine appropriate interventions for struggling students. Communities in Schools – Responsible for the up kept of the Attendance Wall and supporting prizes for the weekly winners.

**Please see description of the Diplomas Now Partnership Attachment 8A, Math Work Plan Summary.**

**ATTACHMENT 8E: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY**

**Area of Concentration E: English Language Acquisition**

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of Total School (6-8)	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students	Target (%)
Students advancing from Level 1 to Level 2 or higher on the math state test.	6 <sup>th</sup> & 7 <sup>th</sup> Math MSP ELL Level 1 students	55	55/741 = 7%	18	33%	30	55%
Students advancing from Level 1 to Level 2 or higher on the reading state test.	6 <sup>th</sup> & 7 <sup>th</sup> Reading MSP ELL Level 1	32	32/741 = 4%	16	50%	25	78%
English language learners making gains on state English proficiency test	Scoring at a Level 1 or 2 on annual Washington English Language Proficiency Assessment or Placement Exam	20	20/741=3%	126	16%	10	50%

**I. FOCUS STUDENTS**

We have chosen to focus on our ELL population because they represent a subgroup of students whose progress consistently lags behind the other subgroups of concern. These students also represent students in other subgroups who underperform, such as African American and Hispanic students. By focusing on ELL students, we will simultaneously increase proficiency levels in several other subgroups.

**II. STRATEGIES**

We do know that students are more likely to exit the ELL program as a result of having school wide efforts such as the following: Intentional and structured, research-based curriculum and instruction in vocabulary, fluency, comprehension, and writing; a language rich environment; culturally relevant classrooms with well-trained and well-prepared teachers; extended time to talk, listen, and write; inclusive learning experiences in English; extended, purposeful learning time; A positive and collaborative relationship with family; and excellent attendance.

**Collaboration between grade-level teacher teams** – The ELL teachers meet twice a week for two hours during common planning time with the District ELL coach and literacy assistant principal to debrief lessons, develop lesson plans and assessments, review student work and exit tickets, to align the district adopted curriculum with standards-based curriculum and elements of the researched-based Readers and Writers workshop. This team also meets with the English/Language Arts Department to take part in planning and collaboration time (3-4 times a month). The ELL team also: is observed by our Teacher’s College literacy staff developer and given feedback regarding best practice of ELL and Workshop strategies. The ELL team also routinely has the opportunity to observe other highly effective classrooms, at Aki and at other schools. These collaborative efforts are funded in part by Title 1 Funds and the Urban School Turn-around Grant (2012-13 only).

**Extended in and out of School Learning Time to support ELL students:** Please see math and reading work plans for more information on small group “push-in” tutoring provided by University Tutors for Seattle Schools (UTSS) and University of Washington’s Pipeline Program; our extended day math and reading program; and our extended year math and reading break camps.

- III. **KEY PEOPLE – Family Engagement Coordinator**, Please see Attachment 8A, Math and Reading Work Plans for additional key people and their roles.
- IV. **PARTNERSHIPS & COLLABORATIVE EFFORTS – UTSS; UW Pipeline Program; Seattle Parks** – Please see Math and Reading Work Plans for a description of partnership roles.
- V. **LEVERAGED FUNDS** - Title 1 Funds and the Urban School Turn-around Grant (2012-13 school year only) support collaborative PD opportunities for our ELL teacher team. Seattle Schools ELL coaches provided training to our entire staff in October of 2012 on ELL strategies across the curriculum. District ELL coaches continue to support our implementation of this training.

## ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

### A. LEADERSHIP, PLANNING, AND IMPLEMENTATION

1. Levy Development Process: Our RFI decision making process involved a continuation of the rigorous work we have been doing this year as a Turnaround School. Our Levy planning work was guided by our: 2012-2013 Turnaround Goals; District data to identify strengths; and risk factors of our students, District curricular mandates and school board policies and State and Common Core Standards. Staff is continually involved in planning our next steps in creating yearly curricular planning and weekly lesson plans from all teachers, looking at student data and plan for monitoring progress in August retreats and at timely intervals during the year, meeting in professional learning communities (Bi-weekly Teaching and Learning meetings, weekly grade level meetings, content meetings, Building Leadership Team (BLT) meetings, PLCs and support staff meetings), and meeting with our community partners daily, weekly and monthly to align their support with our work.
2. Community Partners: We have asked current and prospective community partners (Diplomas Now Partnership, Group Health SBHC, Seattle Parks, University Tutors, UW Pipeline Program) to look our Turnaround Plan and S.M.A.R.T. goals and strategies, and tell us how they would provide support. Community partner directly tied to a “Levy Kid” are asked to be part of any results discussion. These key partners, including the GH SBHC, are part of a number of our regularly scheduled planning and progress monitoring meetings (See Aki MS Meeting Schedule, Data Sample XX in Attachment #4).
3. Key People: (See Key People and Community Partners section in Attachment 8A, Math Work Plan for description of roles)
  - **Aki Kurose Administrative Team:** Principal, Assistant Principal, Math Assistant Principal, Literacy Assistant Principal and House Administrator
  - **School Staff:** Intervention Specialist and Instructional Assistant, Academic Support Substitute Teacher, Family Engagement Coordinator
  - **Community Partners:** Diplomas Now, Early Warning Indicator (EWI) Facilitator; Seattle Parks, Youth Development Director; City Year, Program Manager; University Tutors for Seattle Schools (UTSS); Group Health, Director (see Attachment 7, SBHC)
4. Systems in Place to Evaluate Effectiveness of Implemented Strategies: We have a number of systems in place to routinely monitor our interventions and make course corrections with engagement from all Aki stakeholders (see Aki MS Meeting, Data Sample XX in Attachment #4). These include: Administrative meetings 3X/week; Team Leader Meetings 1X/Month; BLT meeting 1X/Month; Grade level EWI meetings 1X/week; DN ABC monitoring meetings 1X/week; Student Support Learning Team meeting 1X/week; and the Family Engagement Action Team 1X/Month. For the monitoring of the Math and Reading instructional strategies, please see the Intentional Instructional Collaboration & Monitoring of Achievement Table in Section B. Tracking for Results below.
5. Challenges: Aki faces 2 key challenges as we implement our strategies.
  - 1) Maintaining funding streams to support our work
  - 2) Lost capacity at start of year due to high teacher turnover. The challenges of maintaining funding streams will be met with transparency in allocation of resources and making sure that staff and community partners are fully involved in decision making, planning, implementation and review of gap closing strategies. We believe that starting the school year with many new teachers and new to the building teachers can be mitigated by having clearly articulated classroom expectations, common curricula and assessments, weekly collaborative meetings, and by using our veteran teachers, on-staff teacher developer and math and

literacy coaches to mentor and model effective teaching strategies and good classroom management routines.

## **B. TRACKING TO RESULTS**

1. A specific example of how we use data to create and monitor an intervention for students is how we use data to support our math students not meeting standards. Several data points including three-years of MSP and MAP Number Sense scores are used to determine cutoff for placement in an extra math class, along with teacher recommendations (see the Data Sample, Attachment # 4 to see an example template of our math enrichment placement criteria). Targeted students are placed in small math enrichment class designed to meet their individual needs and skill gaps. Using one of three curriculums (Saxon, I CAN Learn, or Math Whizz), students are provided extended in-school learning time through a second daily math class (49 minutes) for two semesters. Interim assessments are given every 6-8 weeks (4 total across the year) to re-assess previously taught standards to see if students retain material, to identify areas for re-teaching and to see if re-teaching efforts were successful. Since they are common to all grade-level classes in each content area, they ensure rigor across all classrooms that are providing Tier 1 instruction. This provides useful and frequent feedback needed for teachers to focus and improve their teaching. After each interim assessment, release time is given to each team for the Math Assistant Principal to lead teachers through data analysis of student misconceptions (whole class, small group and individual student), and develop actions plans for re-teaching specific standards.
2. We have provided professional development for our staff so that they know how to interpret data in ways that influence lesson planning and interventions used for individual students. Every August our staff analyzes MSP results, three times per year we analyze MAP results, monthly we analyze on-demand writing samples and end of unit assessments, weekly we analyze problems of the week and literacy journals, daily we analyze exit tickets. On all of these levels data is reviewed at the individual level. Also see the ***Intentional Instructional Collaboration & Monitoring of Achievement Table*** which describes Aki's cycle for tracking results, instructional collaboration and monitoring of achievement.
3. EWI grade level meetings, formative assessments and weekly collaborative meetings (see Aki Meeting Schedule in the Data Samples) provide us with ongoing determination of whether focus students are on course (see table below).
4. Our school and community partners are an integral part of our effective data driven systems to determine eligibility, referral, placement and monitoring of case management for students. The Secondary Risk Report, provided by Seattle Public School District, identifies four times a year students that are at medium and high risk of early warning indicators in attendance, behavior and course performance. In the summer and early fall Aki makes as many referrals as possible to initiate relationships and services for our students as the school year begins. Once classes have started we additionally depend on our systems of intervention, namely our Early Warning Indicator (EWI) Meetings, weekly content and grade level collaboration time and the Student Learning Support Team to review formative data and teacher recommendations in order to assign students to case managers and adjust interventions.
5. Please see answer to question #4 in Leadership, Planning and Implementation section.

## Intentional Instructional Collaboration & Monitoring of Achievement Table

Math Work	Literacy Work
<p><b>Data-Driven Instruction</b></p> <ol style="list-style-type: none"> <li>Beginning with the standards and assessments as the roadmap for defining rigor.</li> <li>Create standards-based, cumulative interim assessments every 6-8 weeks (4 total) that assess new and old standards.</li> <li>Create a yearlong plan around those standards to be taught.</li> <li>Protect time through a yearlong calendar based around assessment, data analysis, AND intentional time for re-teaching standards immediately after assessment.</li> </ol> <p><b>Collaboration, instruction, and sharing best practices</b></p> <ol style="list-style-type: none"> <li>Weekly collaboration between 4-7 hours (depending on the team) to debrief lessons, develop lesson plans and assessments, review student work and exit tickets</li> <li>Creation of an Aki math Dropbox where teachers share all resources and teacher data is transparent—lesson plans, homework, Do Nows, exit tickets, assessments, student trackers and more.</li> <li>Spiral review throughout the year through Do Now and homework.</li> <li>Biweekly 20-minute observation and 20-minute feedback to teachers.</li> <li>Teacher visits to other classrooms &amp; schools.</li> <li>Demonstration teaching in classrooms.</li> </ol> <p><b>Ongoing Progress Monitoring</b></p> <ol style="list-style-type: none"> <li>Interim Assessments</li> <li>Daily exit tickets</li> <li>Standards-based quizzes</li> <li>MAP</li> </ol> <p><b>Data Walls in Classrooms</b></p> <ol style="list-style-type: none"> <li>Tracking standards mastery for students (individually and by class)</li> <li>Exit Ticket tracking</li> <li>MAP movers</li> <li>Millionaire data walls</li> </ol> <p><b>City Year (CY) Integration</b></p> <ol style="list-style-type: none"> <li>CY participates in Wednesday PLC time.</li> <li>CY access to Dropbox and yearlong plans.</li> <li>CY use of exit tickets for immediate follow up with students.</li> <li>Data used to inform after-school support for students (standards mastery, not homework)</li> </ol>	<p><b>Data-Driven Instruction</b></p> <ol style="list-style-type: none"> <li>Standards-based roadmap to define rigor of instruction and assessments.</li> <li>Create a yearlong plan around those standards to be taught.</li> <li>Protect time through a yearlong calendar based around assessment, data analysis, and timely and intentional re-teaching of standards after assessments.</li> <li>Cycle of inquiry process guides reflection &amp; next steps</li> </ol> <p><b>Collaboration, instruction, and sharing best practices</b></p> <ol style="list-style-type: none"> <li>Weekly common planning and collaboration time (2-5 hours, depending on the team) to debrief lessons; develop lesson plans and assessments, review student work and exit tickets, and more.</li> <li>English/Language Arts Department planning and collaboration time (3-4 times a month)</li> <li>Frequent observations and feedback with teachers (at least once weekly).</li> <li>Teachers visit other classrooms and schools.</li> <li>Demonstration teaching in classrooms.</li> <li>Cross-curricular collaboration between English/Language Arts &amp; Social Studies team.</li> <li>Literacy skills and strategies emphasis in Social Studies instruction and assessment.</li> <li>Researched-based consultants from Teachers College for site-developed professional development.</li> </ol> <p><b>Ongoing Progress Monitoring</b></p> <ol style="list-style-type: none"> <li>Classroom-based interim assessments</li> <li>Classroom-based daily assessments (e.g. exit tickets, journal entries, stop and jots)</li> <li>Standards-based state benchmark assessments (3 times yearly: Fall, Winter, Spring)—voluntary pilot program</li> <li>Daily conferring with students in Reading/LA Classrooms</li> <li>MAP (2-3 times a year)</li> <li>Reading levels (Balanced Literacy leveling A-Z)</li> </ol> <p><b>Data Walls</b></p> <ol style="list-style-type: none"> <li>Millionaire data walls</li> <li>Data walls in class (e.g. MAP data, reading levels, number of books read, Lexile levels)</li> </ol> <p><b>City Year (CY) Integration</b></p> <ol style="list-style-type: none"> <li>CY access lesson plans, assessments, and year-long plans.</li> <li>CY use of exit tickets for immediate follow with students.</li> <li>CY supports students in practicing reading skills and strategies.</li> <li>CY participates in Wednesday PLC time and curriculum and school culture-related activities</li> <li>Data used to inform after-school support for students (standards mastery, not homework).</li> </ol>

**ATTACHMENT 10: ANNOTATED BUDGET**

Annotated Budget will be attached separately.

**Instructions for Completing Annotated Budget:**

**STEP 1) Enter school name in cell C2.**

**STEP 2) Enter base pay line-item budget expenditures in Table 1: Base Budget - Personnel and Table 2: Base Budget - Non-Personnel** below. Insert information in columns B, C, D, E, and F. High base personnel AND non-personnel budgets combined should not exceed 75% of the high range value listed in cell C4. Low range personnel AND non-personnel budgets combined should be close to 75% of the low range value listed in cell C5. **The high-range budget should tie directly to the proposed strategies outlined in your Work Plan Summaries (Attachment 8).**

**NOTE:** If you are leveraging non-Levy funds to help implement your Levy strategies, please include these line-item expenditures in Tables 1 and 2. Please insert "Leveraged" in column B, "Leveraged through [insert name of grant or funding source]" in column C, and a brief description of the item, funding source, and amount in column F. Do **NOT** enter the amount of leveraged funds in the *Low Range Budget* or *High Range Budget* columns, as these are for Levy dollars only.

**STEP 3) Briefly describe in narrative form how you anticipate spending performance pay in Table 3: Performance Pay** for both the high and low range budgets. Schools have significant flexibility in spending performance pay, however, funds should be reinvested in Levy-related work. The high and low range performance pay budget totals will auto populate based on expenditures entered into Tables 1 and 2.

**STEP 4) Review Table 4: Budget Totals to confirm that 1) the high budget grand total does not exceed the value in cell C4 and 2) the low budget grand total is approximately equal to the value in cell C5.** Adjust expenditures in Tables 1 and 2 to increase or decrease grand total amounts shown in Table 4.

**Important Notes:**

A) **IMPORTANT:** There are five different budget templates. Please complete the appropriate template.

1. **Innovation Only:** Aki Kurose, Eckstein, Madison, and Whitman
2. **Innovation and Tier 1 Linkage (only one will be awarded):** Aki Kurose, Eckstein, Madison, and Whitman
3. **Tier 1 Linkage:** Aki Kurose, Eckstein, Madison, and Whitman
4. **Tier 2 Linkage:** Broadview-Thomson
5. **Tier 3 Linkage:** Jane Addams, Catherine Blaine, Interagency School, Orca, Pinehurst, Salmon Bay, Seattle World School, and TOPS

B) The budget references two key terms: "**base pay**" and "**performance pay**." Schools are awarded 75% of their annual investment up front as base pay. Schools will itemize expenditures in Table 1 and Table 2 equal to their anticipated base pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon Seattle Public Schools' release of state assessment scores in the subsequent fall.

C) The High Range Budget (C4) and Low Range Budget (C5) reflect school year 2013-2014 Levy investment amounts. These cells are locked.

D) Personnel expenditures in Table 1: Base Pay - Personnel must reflect salary and benefits. Please use your expected actual position cost, not an average position cost.

E) Any outside agency that you chose to fund with Levy dollars cannot supplant the work done by a position identified in the Collective Bargaining Agreement. Please contact District Human Resources Representative Terry Meisenburg ([tjmeisenburg@seattleschools.org](mailto:tjmeisenburg@seattleschools.org), 206.252.0294) with questions.

F) See the "Commitment Items" tab for a list of Seattle Public Schools' budgeting codes. Please consult your budget analyst with questions.

G) The budget template automatically applies the school year 2013-2014 indirect rate of 4.49% to expenditures in Table 1 and Table 2. Budgets will be adjusted if needed when the official 2013-2014 rate is published.

H) Table 4: Budget Totals will automatically populate based on inputs entered in Tables 1 and 2.

I) Please email [Kathryn.Aisenberg@seattle.gov](mailto:Kathryn.Aisenberg@seattle.gov) to request a template with additional rows.

**Attachment 10: Middle School Innovation Budget - For schools applying for Levy INNOVATION investments ONLY**

<b>School Name:</b>	Aki Kurose Middle School
<b>Total Award Amounts</b>	
<b>High Range Budget:</b>	\$475,000 (Maximum)
<b>Low Range Budget:</b>	\$300,000 (Approximate)

Applicable schools : Aki Kurose, Eckstein, Madison, and Whitman

**Table 1: BASE PAY - PERSONNEL**

Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If</i>
1	Academic Intervention Specialist-	\$53,708	\$89,514	Low-0.6 FTE; High-1.0
2	Dedicated Building Sub-teacher	\$51,486	\$85,810	Low 0.0 FTE; High 1.0 FTE
3	Family Engagement Coordinator-classif.		\$59,726	Low- 0.0 FTE; High 1.0 FTE
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
	Indirect (4.49%)	\$4,723	\$10,554	
<b>TOTAL Base Budget - Personnel:</b>		<b>\$109,917</b>	<b>\$245,604</b>	

**Table 2: BASE BUDGET - NON-PERSONNEL**

Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
1	Seattle Parks Partnership	\$60,000	\$55,000	
2	Diplomas Now partnership contribution	\$50,000	\$50,000	
3	Intervention Materials	\$138	\$892	
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
	Indirect (4.49%)	\$4,945	\$4,755	
<b>TOTAL Base Budget - Non-Personnel:</b>		<b>\$115,083</b>	<b>\$110,647</b>	
<b>TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)</b>		<b>\$225,000</b>	<b>\$356,250</b>	

Should be approximately **\$225,000** May not exceed **\$356,250**

**Table 3: PERFORMANCE PAY (25% of award)**

Description of Performance Pay Expenditures <i>(Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)</i>	Low Range Budget	High Range Budget
High Range Budget: We would spend our performance pay for \$40,000 more on our partnership with Seattle Parks; 0.4 FTE Building Sub + 0.4 FTE Family Engagement Coordinator + 1.0 FTE Instructional Assistant + \$12,000 for Intervention Resources (Total =\$118,654) Low Range Budget: We would spend our performance pay for 0.4 FTE Intervention Specialist + 0.8 FTE Instructional Assistant + \$400 for Intervention Resources (Total =\$74,960)	\$75,000	\$118,750

**Table 4: Budget Totals**

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$109,917	\$245,604
BASE BUDGET - NON-PERSONNEL	\$115,083	\$110,647
PERFORMANCE PAY	\$75,000	\$118,750
<b>GRAND TOTAL</b>	<b>\$300,001</b>	<b>\$475,000</b>

\*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.

Attachment 10: Middle School Innovation Budget - For schools applying for Levy INNOVATION and TIER 1 LINKAGE investments

School Name:	AKI Kurose	Applicable schools:	AKI Kurose, Eckstein, Madison, and Whitman
High Range Budget:	\$475,000 (Maximum)		
Low Range Budget:	\$225,000 (Approximate)		

Table 1: BASE PAY - PERSONNEL

Commitment Items	PERSONNEL (List position titles and briefly describe roles)	Low Range Budget (Salary + Benefits)	High Range Budget (Salary + Benefits)	Description of Expense (Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 6: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If
1	24400607 Big 5 Academy Academic Intervention Specialist	\$53,708	\$89,514	HRB - 1.0 FTE; LRB - .6 FTE - Academic Intervention Specialist will lead the Big 5 Academy, tracks student data, builds relationships with students, collaborates with teachers in regards to student work and progress, observes students in classes and provides incentives for students making good choices and not returning to the Big 5 Academy. MS teacher to allow targeted students to be re-taught social emotional expectations, problem solving and study skills while maintaining academic progress through planned interventions and completing assigned course work. Please see Attachment 8D the
2	2043 Academic Support Dedicated Building Sub Teacher	\$17,162	\$85,810	HRB - 1.0 FTE; LRB - .2 Academic Support Dedicated Building substitute with experience working in middle school and as a math intervention teacher. Helps to facilitate collaborative planning by providing coverage for teachers to observe other classrooms and participate in learning communities. Also facilitates release time for new teachers to meet with mentors teachers. Serves as coordinator for our math enrichment programs by providing technical support, new teacher mentoring, and organization and distribution of materials. Coordinates materials during school-wide MSP and MAP testing. Provides continuity and stability through knowledge of the students, staff and culture of the school. Occasionally provides coverage for language arts teachers as well. Please see Attachment
3	39606369 Family Engagement Coordinator (classified)	\$0	\$59,726	HRB - 1.0 FTE; LRB - 0 Recruiting students and contacting families to participate in after-school programs, evening math and literacy engagement nights and Break Camps. Works with ELL teachers and bilingual IAs to help coordinate outreach to ELL families. Works in partnership with Community Partners (particularly the GH SBHC, Seattle Parks and Diploma's Now Partnership) to help coordinate outreach to families for school events. Works with the grade level counselors and teachers to support outreach to families to attend Student led conferences in the fall and spring. Will facilitate the Family Engagement Action Team meetings. Please see
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Indirect (4.49%)		\$3,182	\$10,554	
<b>TOTAL Base Budget - Personnel:</b>		<b>\$74,052</b>	<b>\$245,604</b>	

Table 2: BASE BUDGET - NON-PERSONNEL

Commitment Items	NON-PERSONNEL (List other services, personal service contract charges, and supplies)	Low Range Budget	High Range Budget	Description of Expense (Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and
1	CBO Seattle Parks Partnership	\$40,000	\$55,000	AKI Kurose will partner with Seattle Parks and Recreation to operate a Community Learning Center which includes a full time staff person to run after-school academic programs, enrichment activities, and academic break camps. In addition, Parks will work collaboratively with school personnel on school attendance initiatives and family engagement. Seattle Parks Partnership leverages \$20,000.
2	CBO Diplomas Now Partnership Contribution	\$50,000	\$50,000	DN is a collaborative partnership with City Year (CY), Communities in Schools (CIS) and Johns Hopkins University (JHU). DN has a proven approach to helping schools ensure that students graduate ready for college and career. It is a fully integrated approach to improving a school's attendance, behavior and course work goals (referred to as the ABCs) by providing students with the right support and the right time. As part of the DN partnership, CY provides 18 corps members who work directly with a caseload of students; JHU provides a full-time Early Warning Indicator Coordinator who provides support around data; and CIS provides a Success Coordinator who provides targeted social/emotional support. We are in our third year as a Diplomas Now Partnership and we have made remarkable progress in our goals (See Attendance Work Plan Summary). We pay less than 10% of the actual cost for this partnership - all other costs are leveraged
3	CBO Intervention Materials	\$0	\$892	Software licenses, headsets, training and materials to help students learn the skills needed to do standards based curriculum (e.g., Read 180, System 44, Saxon, I can Learn, Math Whiz and low level/high interest home language books). The software licenses will be leveraged with Title I funds. Please see attachment 8A
4	CBO University Tutors for Seattle Public Schools	\$0	\$0	UTSS will provide four tutors who will tutor three times per week for the entire school day for 30 weeks, providing in-school extended learning time with placement prioritized in our ELL math classrooms where we have significant numbers of students not yet at standard. We will begin our partnership with UTSS at the start of 2nd semester. The Urban School Turnaround Initiative currently funds UTSS and Title I funds will be used to fund 4 tutors next year. We will use levy performance pay to add additional tutors second semester.
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Indirect (4.49%)		\$4,041	\$4,755	
<b>TOTAL Base Budget - Non-Personnel:</b>		<b>\$94,041</b>	<b>\$110,647</b>	
<b>TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET</b>		<b>\$168,093</b>	<b>\$356,250</b>	
		<i>Should be approximately \$168,750</i>	<i>May not exceed \$356,250</i>	

Table 3: PERFORMANCE PAY (25% of award)

Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	Low Range Budget	High Range Budget
HRB: Seattle Parks Partnership - \$45,000; Intervention Materials - \$20,000; Break Camps Extra Teacher Time - \$14,750; University Tutors (add additional tutors to those funded by Title I) - \$39,000; LRB: Seattle Parks - \$56,031; <Enter narrative HERE>	\$56,031	\$118,750

Table 4: Budget Totals

	Low Range Budget	High Range Budget
BASE BUDGET - PERSONNEL	\$74,052	\$245,604
BASE BUDGET - NON-PERSONNEL	\$94,041	\$110,647
PERFORMANCE PAY	\$56,031	\$118,750
<b>GRAND TOTAL</b>	<b>\$224,124</b>	<b>\$475,000</b>

\*Low Range Budget Grand Total should be close to value in C3. High Range Budget Total should not exceed value in C4.



**Attachment 10: Middle School Innovation Budget - For schools applying for Levy TIER 2 LINKAGE investments**

School Name:

Total Award Amounts:

High Range Budget:

Low Range Budget:

Applicable school: Broadview-Thomson

**Table 1: BASE PAY - PERSONNEL**

Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense
				<i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If</i>
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Indirect (4.49%)		\$0	\$0	
<b>TOTAL Base Budget - Personnel:</b>		<b>\$0</b>	<b>\$0</b>	

**Table 2: BASE BUDGET - NON-PERSONNEL**

Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense
				<i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
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Indirect (4.49%)		\$0	\$0	
<b>TOTAL Base Budget - Non-Personnel:</b>		<b>\$0</b>	<b>\$0</b>	
<b>TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)</b>		<b>\$0</b>	<b>\$0</b>	

*Should be approximately \$75,000      May not exceed \$112,500*

**Table 3: PERFORMANCE PAY (25% of award)**

Description of Performance Pay Expenditures <i>(Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)</i>	Low Range Budget	High Range Budget
<Enter narrative HERE>	\$0	\$0

**Table 4: Budget Totals**

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$0	\$0
BASE BUDGET - NON-PERSONNEL	\$0	\$0
PERFORMANCE PAY	\$0	\$0
<b>GRAND TOTAL</b>	<b>\$0</b>	<b>\$0</b>

*\*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.*

**Attachment 10: Middle School Innovation Budget - For schools applying for Levy TIER 3 LINKAGE investments**

School Name:	<<Enter School Name>>
	<b>Total Award Amounts</b>
High Range Budget:	<b>\$50,000 (Maximum)</b>
Low Range Budget:	<b>\$25,000 (Approximate)</b>

*Applicable schools: Jane Addams, Catherine Blaine, Interagency School, Orca, Pinehurst, Salmon Bay, Seattle World School, and TOPS*

**Table 1: BASE PAY - PERSONNEL**

Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If</i>
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	<i>Indirect (4.49%)</i>	\$0	\$0	
<b>TOTAL Base Budget - Personnel:</b>		<b>\$0</b>	<b>\$0</b>	

**Table 2: BASE BUDGET - NON-PERSONNEL**

Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
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	<i>Indirect (4.49%)</i>	\$0	\$0	
<b>TOTAL Base Budget - Non-Personnel:</b>		<b>\$0</b>	<b>\$0</b>	
<b>TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)</b>		<b>\$0</b>	<b>\$0</b>	

*Should be approximately \$18,750      May not exceed \$37,500*

**Table 3: PERFORMANCE PAY (25% of award)**

Description of Performance Pay Expenditures <i>(Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)</i>	Low Range Budget	High Range Budget
<Enter narrative HERE>	\$0	\$0

**Table 4: Budget Totals**

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$0	\$0
BASE BUDGET - NON-PERSONNEL	\$0	\$0
PERFORMANCE PAY	\$0	\$0
<b>GRAND TOTAL</b>	<b>\$0</b>	<b>\$0</b>

*\*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.*

**SAMPLE**

**Attachment 10: Middle School Innovation Budget - For schools applying for Levy TIER 1 LINKAGE investments**

School Name:	ABC Middle School
	<b>Total Award Amounts</b>
High Range Budget:	<b>\$225,000 (Maximum)</b>
Low Range Budget:	<b>\$175,000 (Approximate)</b>

Applicable schools : Aki Kurose, Eckstein, Madison, Whitman

**Table 1: BASE PAY - PERSONNEL**

Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.</i>
1	23201205 Middle School Math Teacher	\$60,000	\$79,074	High end: Hire a 1.0 FTE to provide math intervention classes to Levy focus students. Low end: Hire 0.75 FTE to provide math intervention to Levy focus students for 3 periods per day.
	Indirect (4.49%)	\$2,694	\$3,550	
<b>TOTAL Base Budget - Personnel:</b>		<b>\$62,694</b>	<b>\$82,624</b>	

**Table 2: BASE BUDGET - NON-PERSONNEL**

Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
1	5900 Online Membership for Math Intervention (Program XYZ)	\$8,000	\$8,000	Purchase 80 licenses of online Program XYZ for math intervention program. Same number of licenses will be purchased if awarded high or low budget.
2	5610 Textual Materials for Reading & Math Intervention	\$2,915	\$1,300	Textual Materials to support extended in-school and out-of school intervention. Low range = 2 class sets of math intervention text books. High range = 1 class set.
3	7120 Seattle CBO XYZ - Extended Learning Opportunities (ELO) programming costs for enrichment	\$10,500	\$14,000	Low range will purchase \$700/class/qr (15 classes) to support expanded learning opportunities for students in extended day through the OST program. High range will be used to expand offerings to a total of 20 classes for winter qtr: \$700/class/qr (10 more classes)
4	Leveraged Leveraged through Seattle CBO XYZ	\$0	\$0	CBO will leverage an additional \$20,000 from United Way grant to support ELO programming. Leveraged funds will pay for an additional 30 students afterschool slots (see row above).
5	7120 Seattle CBO QRS	\$31,000	\$31,000	Pay for one 0.5 FTE case manager who will track 50 identified Latino students, offering specific case management to 35, as well as providing an after-school cultural academic and social support program. Only fund if awarded high range.
6	7120 Apple Smart Tutors	\$14,063	\$28,125	Provide between four (low range) and six (high range) designated tutors working 10 hours per week from October - June. Target of tutors would be math and science classrooms in Regular Ed. program.
	Indirect (4.49%)	\$2,985	\$3,701	
<b>TOTAL Base Budget - Non-Personnel:</b>		<b>\$69,462</b>	<b>\$86,126</b>	
<b>TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)</b>		<b>\$132,156</b>	<b>\$168,750</b>	

Should be approximately **\$131,250** May not exceed **\$168,750**

**Table 3: PERFORMANCE PAY (25% of award)**

Description of Performance Pay Expenditures <i>(Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)</i>	Low Range Budget	High Range Budget
We will use the low range Performance Pay to 1) pay for classified and certified extra time for home visits during August 2014 and 2) to pay for summer PD for teachers in standards-based grading, reading and writing instruction, science and math instruction, and ELL methodology. If we receive the high range award, we will spend the additional \$12,587 on math enrichment activities for 6th and 7th graders in the following fall semester.	<b>\$44,052</b>	<b>\$56,250</b>

**Table 4: Budget Totals**

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$62,694	\$82,624
BASE BUDGET - NON-PERSONNEL	\$69,462	\$86,126
PERFORMANCE PAY	\$44,052	\$56,250
<b>GRAND TOTAL</b>	<b>\$176,208</b>	<b>\$225,000</b>

\*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.

**Commitmen Account name**

0310	District Salaries (DT)
0510	District Printing (DT)
0590	District Supplies/Equipt (DT)
0591	ProfDev District Printing DT
0592	ProfDev Dist Suppl/Equip DT
0702	Transportation District Services (DT)
0704	Maintenance (DT)
0710	District Services (DT)
0720	Not assigned- do not use
0791	ProfDev-Distric Services DT
1310	Credit Transfer-District Salaries
1510	Credit Transfer-District Printing
1590	Credit Transfer-Supplies/Equip
1591	ProfDev-District Printing CR
1592	ProfDev-District Suppl/Equip CR
1702	Transportation District Services (CT)
1704	Maintenance (CT)
1710	Credit Transfer-District Services
1720	Not assigned - Do not use
1791	ProfDev-District Services CR
1910	Credit Transfer-Gen Obligation Capacity
1920	CT-U.C.
2011	Time Respons. Incentive
2023	Athletic Stipend
2031	Negotiated Extra Days-Position
2032	Negotiated Extra Days-General
2041	Vacant Position - Certificated
2042	Sick Leave Subs-Certificated
2043	Workshop Subs - Certificated
2062	Extra time- Certificated
2063	Extra-time Home Instruction
2072	Supplemental Compensation
2082	Sick Leave Cash Out
2083	Annual Leave Cash Out
2091	Contingency Reserve
2092	Salary Adj Reserve
2093	ProfDev Workshop Subs - Cert
2094	ProfDev Extra Time - Cert
2095	ProfDev-Supplemental Comp
2098	Fee Pd Kindergarten-Current Yr Reserve
2099	Fee Pd Kindergarten-Next Yr Reserve
20210507	Instructional Spec Stipend

20210524	Curriculum Consult Stipend
20210525	Head Teacher Stipend
20210526	House Administrator Stipend
20210527	Inst Supt/Res Teacher Stipend
20210528	Type II DL Coordinator Stipend
20210529	School to Work Specialist Stipend
20210530	Spec Ed Consulting Teacher Stipend
20210531	Star Consultant Stipend
20210535	Assessment Testing Support Specialist
20210536	Student Support Service Consultant
20210537	Dean of Students Stipend
20210540	Family Services Coordinator
20210541	Children Services Coordinator
20210542	Teacher Service/Teacher Resource
20210546	Professional Develop Sch Coach-Stipend
20210549	Instructional Svcs School Coach
20210550	Reading First Coach Stipend
20210551	School Based Professional Dev Coach
20210552	Early Childhood Literacy Specialist
20210553	Advanced Learning Consulting Teacher
20210554	Equity & Race Relations Specialist
20210599	Stipend Pool
20210600	Activity Coordinator Stipend
20220420	Intramural Elem
20220421	Intramural SEC
20220500	Department Head I Stipend
20220501	Department Head II Stipend
20220502	Department Head III Stipend
20220503	Department Head IV Stipend
20220504	Elementary Curriculum Stipend
20220505	Elementary Instruction Stipend
20220506	Elem Choral Music Stipend
20220508	Instructional Liaison Stipend
20220509	PIPE Coordinator I Stipend
20220510	PIPE Coordinator II Stipend
20220511	Subj Matt Spec I Stipend
20220512	Subj Matt Spec II Stipend
20220513	Subj Matt Spec III Stipend
20220514	Subj Matt Spec IV Stipend
20220515	Team Leader I Stipend
20220516	Team Leader II Stipend
20220517	Team Leader III Stipend
20220518	Team Leader IV Stipend

20220520	Head Counselor Stipend
20220521	Services Consultant I
20220522	Services Consultant II
20220523	Services Consultant III
20220543	Building Leadership Team
20220546	Professional Development Coach Stipend
20220547	Educational Tech Leader I (Elementary Level)
20220548	Educational Tech Leader II (Secondary Level)
20220555	Chemical Hygiene Officer I
20220556	Chemical Hygiene Officer II
20220557	Chemical Hygiene Officer III
20220599	Stipend Pool
20220601	Annual Stipend
20220602	Debate Stipend
20220603	Elem Recreational Stipend
20220604	Elem Sch/Home/Comm Stipend
20220605	Newspaper Stipend
20220606	Safety Patrol Stipend
20220607	Senior Class Advisor Stipend
20220608	Stockroom Stipend
20220609	Band Stipend
20220610	Choral Stipend
20220611	Drama Stipend
20220612	Orchestra Stipend
20220613	Bldg Coordinator Athletic Stip
20592060	Traffic Education Instructor
20592700	Evening School Instructor
20592800	Hourly-Certificated
20592801	Hourly - Summer School Teacher
21101033	Superintendent
21201006	Deputy Superintendent
21300004	Administrative Special Assign
21301004	Athletic Programs Specialist
21301007	Chief Academic Officer
21301010	Chief Information Officer
21301012	Director, Curriculum, Instruction & Assessment
21301020	Exec Director, Teach/Learning
21301024	Director, Community Learning
21301025	Director-School Support Svcs
21301026	Director- Instruction & Prof Devel
21301027	Lead Director of Instruction
21301028	Director, Visual and Performing Arts
21301045	Director, Highly Capable Services

21301047 Director of Instructional Services  
21301048 Director-Standards & Assessment  
21301049 Director, Curriculum and Instruction  
21301050 Coord., Middle Sch Special Proj  
21301055 Coordinator, Prog & Staff Develop & Compliance  
21301172 Program Administrator, School Transformation  
21301177 Secondary Education Director  
21301178 Education Director, Elementary  
21301300 Coordinator-Assessments  
21301301 Coordinator-Spec Ed Pgm Svcs  
21301302 Director-Education Support Svcs  
21301303 Prog Mgr-Lang and Culture  
21301305 Director, School Intervention  
21301450 Director-Technical Assistance  
21301451 Director-School Enhancement  
21301706 Prog Mgr-Interagency  
21301708 Coordinator, Leadership Development  
21301715 Coordinator II, Leadership Development  
21301720 Mgr, Student Mental Health Initiatives  
21301722 Prog Mgr-Inquiry Based Science  
21301723 Prog Mgr-Technical Assistance  
21301724 Manager-Counseling Services  
21301725 Manager-Student Health Svcs  
21301726 Director-Early Childhood  
21301727 Coordinator-Athletics  
21301775 Program Consultant  
21301779 Program Mgr, Evening & Summer HS Program  
21301780 Highly Capable Program Manager  
21301801 Program Manager, Dept of Tech Assistance  
21301803 Program Manager, Reading Program  
21301811 Program Manager I  
21301813 Program Manager,K-12 Science  
21301814 Program Manager, Mathematics  
21301820 Coord-Special Ed Services  
21301821 Program Manager, Special Proj  
21301822 Physical Ed Program Manager  
21301828 Manager-Spec Ed Svcs  
21301829 Supervisor-Spec Ed Svcs  
21301831 Interim Special Assignment, Central Office  
21301840 Coord - Teacher Dev  
21301900 Supervisor, Advanced Lrng Prog Services  
21301903 Supervisor-Media Services  
21301905 Supervisor, Title I/LAP Prog Services

21301915	Prog Manager-Traffic Ed
22101754	Principal I-Elementary
22101833	Interim Special Assignment, Central Office
22201058	Asst Principal-Elementary
22301747	Middle Sch. Principal, Spec. Assignment
22301748	High School Principal, Spec. Assignment
22301755	Principal-Middle School
22301756	Principal-High School
22401057	Assistant Principal, Alternative School
22401059	Asst Principal-Middle School
22401060	Asst Principal-High School
22401061	Asst Principal-Planning
22500001	Administrator-Spec Assignment
22501050	Coord., Middle Sch Special Proj
22501170	Director-Elementary Education
22501171	Director-Secondary Education
22501770	Program Assistant
22501780	Highly Capable Program Manager
22501795	Principal I-Alternative School
22501796	Principal II-Alt School
22501800	Program Manager-Head Start
22501805	Prog Coord-Secondary BOC
22501806	Program Consultant
22501807	Assistant Program Manager
22501808	Senior Program Consultant
22501809	Program Manager II
22501812	Sr. Program Consult-Homeschool
22501985	Manager-Tech & Prof Education
23101180	Teacher-Kindergarten
23101185	Teacher-Comp Ed, Kindergarten
23101190	Teacher-Elementary
23101195	Comp Ed Teacher-Elementary
23101705	Teacher Instrumental Music
23201205	Teacher-Middle School
23201206	Teacher-Comp Ed, Middle School
23201209	Teacher-Residence
23201210	Teacher-High School
23201211	Teacher-Comp Ed, High School
23201215	Teacher-Alter. Middle School
23201230	Teacher-Vocational Ed
23301173	Tchr BE-ESL Classroom, Elem
23301174	Tchr GE-BOC, Elementary
23301175	Tchr BS-ESL Classroom Secondary

23301176	Tchr GS-BOC, Secondary
23301200	Teacher-Science/Resource
23301240	Teacher-Special Education
23301246	Tchr XT-Autism
23301247	Teacher-Classroom Specialist
23301248	Tchr XB-Behavior Disab, Self-Contained
23301249	Tchr XG-Generalist, Resource Room
23301250	Tchr XH-Hearing Impaired
23301251	Tchr XL-Deaf/Blind
23301252	Tchr XM-Mentally Handicapped
23301253	Tchr XO-Orthopedically Handicapped
23301254	Tchr XP-Adaptive Physical Ed
23301255	Tchr XS-Severe/Profound
23301256	Tchr XV-Visually Impaired
23301257	Tchr XX-Hospital Instruction
23301258	Tchr XE-Early Childhood
23301275	Early Childhood Literacy Specialist
23301682	Exchange Teacher
23301707	Lab Driver Trainer
23301719	Designated Bldg Sub
23301721	Long Term Substitute
23301835	Teacher-Sub on Contract
24000151	International Education Coach
24001037	Advanced Learning Consulting Teacher
24001038	Assesment Testing Support Spec
24001201	Teacher-Science/Resource
24001259	Consultant
24001260	Program Specialist
24001261	Children Services Coordinator
24001262	Family Services Coordinator
24001276	Early Chilhood Literacy Specialist
24001430	Curriculum Consultant
24001435	Curriculum Consultant-Science
24001438	Dean of Students
24001689	Head Teacher
24001700	House Administrator
24001701	Instruct. Res. Supp. Tchr - Science
24001702	Instruct Support Resource Tchr
24001703	Mathematical Instruc Resrc Support Teacher
24001704	Instructional Specialist
24001760	Professional Development School Coach
24001761	High School Specialist
24001762	Equity & Race Relations Specialist

24001765	School-Based Prof Devel Sch Coach
24001785	Reading First Coach
24001802	School to Work Specialist
24001817	Instructional Svcs School Coach
24001818	Instr Svcs Sch Coach-Sub, SAEOP, Parapro
24001819	Instructional Svcs Binigual Sch Coach
24001823	Small Learning Comm Proj Coordinator
24001824	Instructional Svcs School Music Coach
24001825	Sp Ed, Compliance Consulting Teacher
24001826	Student Support Svc-Const Tch
24001827	Spec Ed Consulting Teacher
24001834	Star Consultant
24101710	Librarian-Elementary
24101712	Librarian-Middle School
24101713	Librarian-High School
24201418	Counselor-Elementary
24201420	Counselor-High School
24201421	Counselor-Special Education
24201422	Counselor-Middle School
24201425	Mental Health Program Case Manager
24201804	School to Work Counselor
24201981	Vocational Counselor
24301735	Occupational Therapist
24401423	Social Worker
24401815	Social Worker
24501164	Audiologist Special Ed
24501832	Specialist Comm Disorder
24601790	Psychologist
24701730	Nurse
24801745	Physical Therapist
25101036	Activity Coordinator
26101677	Employee Assoc Representative
3032	Extra Days (or Hours)
3041	Vacant Position - Classified
3042	Sick Leave Subs
3043	Workshop Subs - Classified
3062	Overtime - Classified
3072	Supplemental Compensation
3073	Supplemental Comp-Clothing Allowance
3092	Salary Adj Reserve - Classified
3093	ProfDev Workshop Subs - Classified
3094	ProfDev Overtime - Class
3099	Enrollment Contingency

30529312	Carpenter - hourly
30529331	Glazier - hourly
30529352	Building Laborer - hourly
30529362	Plumber - Hourly
30529373	Painter - hourly
30529382	Electrician - hourly
30529402	Steamfitter-Hourly
30529422	Sheet Metal Worker - Hourly
30529431	Roofer-Hourly
30529460	Hourly Auto Machinist
30529461	Hourly Machinist
30529510	Brick Mason - Hourly
30529530	Electronic Technician - hourly
30539409	Truck Driver-Hourly
30547195	Alarm Monitor-Hourly
30547349	Field Security Monitor-Hourly
30549084	Custodian-Apprentice
30549085	Custodian-Hourly w/Benefits
30549086	Custodian-Hourly w/o Benefits
30549087	Custodian-Substitute
30549300	Gardener - Hourly
30549301	Gardener - Hourly w/o Benefits
30549302	Gardener - Apprentice
30549465	Extra Warehouse Worker - Hourly
30549520	Lunchroom Assistant
30549521	Satellite Mgr Bulk/Floating
30549522	Lunchroom Assistant
30549523	Prepack Satellite Manager
30549524	Central Kitchen Operations Manager
30549525	Central Kitchen Coordinator
30549526	Catering/Dining Coordinator Over 500
30549527	Catering/Dining Coordinator Under 500
30549528	Central Kitchen Lead
30549571	Lunchroom Assistant Manager
30549572	Lunchroom Manager
30549573	Lunchroom Sr Control Manager
30549574	Lunchroom Assistant Manager
30549575	Bulk Satellite Manager Over 300
30549576	Secondary Manager Under 500
30549577	Elementary III Manager
30549578	Elementary II Manager
30549579	Float Manger
30597350	Hourly

30597351	Hourly Coaches - Classified
30597352	Hourly Tutors - Classified
30597353	Hourly - Summer School I A
30597354	Hourly-School Board Member
30597356	Playground/lunch Supv - Hourly
30597357	Parent Vol Coordinator - Hourly
30597358	Office Helper - Hourly
30597359	Theme Reader - Hourly
30597360	Hourly - Peak Load Only
30597361	Hourly - Management (Non-FTE)
30597362	Sound Partners Tutor
30597363	Bus Asst I for Headstart - Hourly
30597370	Hourly-Athletic Police Officer
30597371	Hourly-Athletic Line Painter
30597372	Hourly-Athletic Helper - Adults
30597373	Hourly-Athletic Coordinator
30597500	Hourly - STW Enrollee - SPS H.S. Student
30597501	Hourly - STW Enrollee - College Student
30597502	Hourly - STW Enrollee - Acadmy Intern
30597794	Hourly-Athletic SPS Student
30597795	College Student
30597796	Students
30597797	Team Read Tutors
30597798	IT Student
30597799	College Tech S.P.S.
31110000	Office Clerical - Prior years
31130000	Professional - Prior years
31150000	Technical - Prior years
31160000	Director/Supervisor - Prior years
39009000	Employee Assoc Representative
39009001	Employee Assoc Representative
39100009	Parapro Unassigned - 201/7
39100010	Parapro Unassigned-201
39100011	Parapro Unassigned-220
39106002	Student and Family Advocate
39106141	Physical Education Attendant
39106153	Counseling Support Advocate
39106155	Broadcast Program Spt Asst
39106174	Bus Assistant I Head Start
39106175	Bus Supv I Spec Education
39106189	Career Center Specialist
39106201	Pre-School Instructor
39106213	Career Ladder Asst - 201/7

39106216	Child Development Associate
39106291	Community Aide
39106292	Community Resource Liaison-260
39106293	Community Resource Liaison-220
39106298	Computer Lab Monitor
39106299	Computer Lab Assistant
39106310	Correct Ed Associate
39106322	Distar Assistant
39106330	Drug/Alcohol Awareness Spec
39106331	Drug/Alcohol Interv Res Spec
39106334	Intervention Sch Bus Driver
39106375	Family Educator I
39106376	Family Educator II
39106377	Family Services Provider
39106378	Family Services Provider - 260
39106379	Family Support Worker 260
39106380	Family Support Worker
39106381	Family Supp Wkr Prog Training Specialist
39106389	Language Immersion Instructional Assistant
39106390	FSW Program Training Specialist - 223 Day
39106410	Gear-Up Project Services Spec.
39106450	Home Visitor/Recruitor
39106495	Health Assistant I
39106497	Health Assistant II
39106505	Head Start Assistant
39106507	Headstart Instructor - 201/7
39106508	Homeschool Recruiter/Liaison
39106510	Home School Coordinator
39106526	Lead Truancy Prevention Assistant
39106527	Family Partnerships Specialist
39106528	Lead Truancy Prevention Assistant
39106529	Instructional Asst - 260/7
39106530	Instructional Asst - 201/7
39106531	Bilingual Instr Asst/IB-201/7
39106532	Bilingual Instr Asst/IBS-201/7
39106534	Intervention Specialist-260
39106535	Interpreter for the Deaf-201/7
39106536	Intervention Specialist-204
39106537	Intervention Associate
39106551	Intervention Specialist - 223
39106555	MSSP Intervention Specialist
39106570	Life Skills Specialist
39106577	Head Start Kitchen Supt Asst

39106631 Mentor & Mediation Specialist  
39106645 School Nursing Assistant/LPN  
39106653 Occupat/Physical Therapy Assoc  
39106654 Occupation/Phys Therapist201/7  
39106671 Outreach/Intake Spec - 204  
39106675 Parent Ed Lab Assoc  
39106676 Parent Ed Lab Coordinator  
39106682 Parent Employment Liaison/Head Start  
39106751 Re-Entry/Intervention Spec  
39106752 Retention/Retrieval Specialist  
39106764 School Project Assistant  
39106788 Safety & Emergency Communications Specialist  
39106801 Truancy Prevention Assistant  
39106810 Speech/Language Therapy Asst.  
39106811 Speech/Language Therapy Asst I  
39106850 Dupl CI - Do Not Use  
39106860 Special Ed Asst/ISE - 201/7  
39106861 Special Ed Asst/ISG - 201/7  
39106862 Special Ed Asst/ISS - 201/7  
39106863 Special Ed Asst/ISB - 201/7  
39106864 Special Ed Asst/ISW - 201/7  
39106880 School Relations Assistant  
39106881 Student and Family Advocate  
39106910 Compensatory Ed Assistant  
39106911 TT Minor Facilitator  
39106915 Volunteer/Parent/Tutor Coordinator  
39106916 Transitional Prog Specialist  
39106917 Multicultural Tutor  
39106940 Violence Prevention Specialist  
39106946 Visual Arts Assistant  
39106955 Youth Services Assistant  
39209310 Supervisor III-Carpenters  
39209370 Supervisor III-Painter  
39209380 Supervisor III-Electrician  
39209440 Machinist  
39209441 Machinist  
39209450 Supervisor II/Mechanic  
39209451 Auto Machinist  
39209460 Hourly Auto Machinist  
39209461 Hourly Machinist  
39209471 Drapery Helper  
39209481 Musical Instrument Repair  
39209529 Chief Electronics Technician

39209600	Supvr III Carpenter
39209601	Carpenter
39209602	Asbestos Worker
39209603	Glazier
39209604	Carpet Layer
39209605	Building Laborer
39209606	Supvr III Plumber
39209607	Plumber
39209608	Supervisor III-Painter
39209609	Painter
39209610	Supvr III Electrician
39209611	Electrician
39209612	Rigger
39209613	Steamfitter
39209614	Supervisor III-Sheet Metal
39209615	Sheet Metal Worker
39209616	Roofer
39209618	Brick Mason
39209619	Chief Electronic Technician
39209620	Electronic Tech
39400006	SAEOP-Unassigned-201
39400007	SAEOP-Unassigned-220
39400008	SAEOP Unassigned-260
39400012	Mgmt Staff Unassigned-260
39400129	Fiscal Stkrm Clerk-Elem School
39406009	Accounting Specialist III
39406014	Accts Payable Acctg Specialist
39406016	Accounting Specialist I
39406017	Accounting Specialist II
39406030	Adaptive Computer Specialist
39406035	Senior Admin Assist to the Board
39406040	Administrative Assistant
39406041	Administrative Assistant-223
39406056	Admin Secretary-Elementary 201
39406057	Admin Secretary-Elementary
39406058	Admin Secretary-Alternative Elementary
39406059	Admin Secretary-M.S. 220
39406060	Admin Secretary-Alt Secnd-220
39406061	Admin Secretary-Middle School
39406062	Admin Secretary/Alternatv-260
39406063	Admin Secretary-High School
39406064	Admin Secretary-H S 220
39406066	Admin Elem Sec-Spec Assign

39406081 Accounting Specialist II (220)  
39406082 Capital Projects Accounting Specialist  
39406085 Nutrition Serv Inventory Spec  
39406113 Asst Secretary-High School-260  
39406115 Asst Secretary-High School 220  
39406116 Asst Secretary-MS-260  
39406117 Asst Secretary MS-220  
39406118 Asst Secretary-Alternative School  
39406148 Attendance Specialist  
39406149 Attendance Specialist MS-220  
39406150 Attendance Spec II-MS-201  
39406151 Attendance Specialist-High Sch  
39406162 Budget Specialist  
39406214 Cash Office Coordinator  
39406215 Cataloging Specialist  
39406276 Claims Assistant  
39406280 Clerical Supervisor  
39406306 Computerized Records Spec  
39406313 Curriculum Project Coordinator  
39406318 Data Registrar Assistant I-220  
39406319 HS Data Registration Specialist  
39406320 Data Registration Asst-260  
39406321 Data Registration Asst I-201  
39406323 Data Entry Coordinator  
39406326 High School Data Registration Spec-260  
39406328 Nutrition Services Technician  
39406332 Elementary School Assistant  
39406337 Employee Benefits Specialist  
39406340 Educational TV Assoc Producer  
39406342 Elementary School Asst 260  
39406350 Enrollee Services Specialist  
39406359 Exective Assistant to the Board  
39406363 Office Specialist I-220  
39406491 Counseling Secretary  
39406492 Counseling Secretary  
39406493 Counseling Secretary - 220  
39406500 Head Start Nutrition Coord  
39406509 Telecommunications Specialist  
39406511 Help Desk Assistant II  
39406552 Inventory Asset Identifier  
39406554 Lead Substitute Dispatcher  
39406557 Lead Substitute Svc Coordinator  
39406564 Library Assistant-201

39406565 Library Assistant-260  
39406566 Library Assistant II  
39406569 SPF-SIG Coordinator  
39406573 Home School Recruiter/Liaison  
39406652 High School Fiscal Specialist 220  
39406655 Office Assistant 220  
39406656 Office Assistant  
39406657 Fiscal Stkrm Clerk M S - 260  
39406658 Fiscal Stkrm Clerk-Middle Schl  
39406659 Fiscal Stkrm Clerk-High School  
39406660 Office Specialist I-260  
39406661 Office Specialist II-220  
39406662 Office Specialist III-260  
39406664 Office Specialist I-201  
39406665 Office Specialist II-260  
39406666 Office Specialist II-201  
39406667 Office Specialist III-220  
39406668 Office Specialist III - 201  
39406678 Truancy Petition Asst  
39406680 Parent School Specialist  
39406681 Parent School Specialist-260  
39406693 Payroll Technician  
39406710 Lead Personnel Specialist  
39406711 Personnel Specialist  
39406720 Professional Learning Center Prog Spec  
39406735 Purchasing Services Specialist  
39406750 Radio Station Assistant  
39406757 Receptionist/Switchboard Opr  
39406758 Risk Managment Specialist  
39406763 Sr Administrative Asst-223  
39406767 Senior Accounting Technician  
39406768 Senior Administrative Asst-260  
39406770 Senior Benefits Specialist  
39406772 Senior Admin Asst-204  
39406789 Safety & Emergency Communications Specialist  
39406790 Science Materials Center Asst  
39406791 Science Materials Center Assistant-260  
39406795 Secretary I-260  
39406796 Secretary I-201  
39406797 Secretary I-220  
39406802 Summer Semester Support Coordinator  
39406804 Secretary II-260  
39406805 Secretary II-220

39406806 Secretary II-201  
39406818 SPICE Pgm Advocate Site Coord  
39406826 Team READ Project Lead  
39406841 Staff Assistant  
39406849 Student Assign Facilitator-223  
39406850 Student Assgmt Facilitator-260  
39406851 Homeschooling Program Spec  
39406852 Homeschooling Prog Specialist-201  
39406853 Sp/Blg Ed Stud Svc Faciltr 223  
39406854 Sp/Blg Ed Stud Svc Faciltr 260  
39406865 Safety and Security Services Coordinator  
39406866 Safety and Security Services Coordinator  
39406870 Systems Support Trainer I  
39406873 Systems Training & Support II  
39406886 Substitute Dispatcher  
39406887 Substitute Dispatcher - 220  
39406921 Telecommunications Analyst I  
39406922 Training Specialist  
39406923 Transportation Specialist-223  
39406925 Transportation Specialist-260  
39406929 Workers Comp Specialist  
39406930 Work Based Learning Spec-201  
39406931 Work Based Learning Spec-220  
39406933 Work Management Analyst  
39406935 Transport Wrk Control Opr-204  
39406936 Transport Wrk Control Opr-223  
39406937 Transport Wrk Control Opr-260  
39406944 Vocational Assessmt Specialist  
39408060 Distribution Coordinator  
39409469 Warehouse Expeditor  
39506619 Mail Clerk I  
39506620 Mail Clerk II  
39506621 Lead Mail Clerk  
39509407 Supervisor II Truck Drivers  
39509408 Truck Driver  
39600103 Fam & Comm Engage Liaison S Pac Comm  
39600105 Athletic Trainer  
39600127 Fam & Comm Engage Liaison African Amer  
39606003 Cost Support Analyst  
39606004 Bilingual Family Center Coordinator  
39606005 Sr Cost Technician  
39606006 AP Systems Supervisor  
39606045 Administrative Dietician

39606065	Civil Rights Analyst
39606069	Staff Accountant II
39606070	Analyst III
39606071	Applications System Analyst
39606072	Archivist/Records Mgmt Officer
39606073	Assistant Archivist
39606074	Sr Applications System Analyst
39606075	Applications Sys Administrator
39606076	Application Systems Analyst I
39606077	Applications System Analyst II
39606078	Cost Analyst
39606079	Head Start Health Analyst
39606080	ASB Fund Analyst
39606086	Assistant Buyer
39606119	Construction Project Engineer
39606142	Athletic Program Liaison
39606143	Athletic Program Liaison
39606157	Student Services Facilitator
39606159	Budget Analyst I
39606160	Budget Analyst II
39606166	Senior Buyer
39606167	Accounting Analyst II
39606168	Accounting Analyst III
39606169	Accounting Supervisor II
39606170	Accounting Analyst I
39606205	Capital Project Accountant
39606206	Capital Projects Management Analyst
39606208	Coordinator, Family & Community Engagement
39606217	Capital Projects Community Liaison
39606220	Payroll Systems Specialist
39606275	Claims Adjudicator
39606278	Class & Comp Analyst II
39606281	STEPS Chronic Disease Prevention Coord
39606285	Communications Specialist
39606286	Marketing Specialist
39606287	Communications Specialist
39606289	Coord, Community Learning Ctrs
39606304	Head Start Fiscal Coordinator
39606305	Construction Proj Spec-Entry L
39606307	Construction Proj Specialist
39606308	Demographic Analyst
39606309	Coord-Copier/Printing Services
39606311	Resource Spec Multi-Arts

39606314 Head Start Fiscal Supp Analyst  
39606325 Database Administrator I  
39606335 Employee Assistance Counselor  
39606336 Employee Assistance Specialist  
39606341 Educational TV Director/Editor  
39606343 Constructin Records Coordinator  
39606345 Instructional Broadcast Center Manager  
39606347 GIS Anaylyst I  
39606348 GIS Anaylyst II  
39606351 Student Information Systems Analyst  
39606352 Evaluation Systems Analyst  
39606353 Executive Administrative Asst. II  
39606354 Executive Admin. Asst. I  
39606355 Executive Admin. Asst. II  
39606360 Admin Asst to the Board  
39606365 Safe School Mental Health Coordinator  
39606366 Safe School Professional Dev Coordinator  
39606368 Out of School Time Prog Liaison  
39606369 Family Partnerships Coordinator  
39606370 Facility Planner  
39606371 Head Start Supv Enrollment, Fam & Comm Svcs  
39606372 Enroll. Stud Data Supp Analyst  
39606373 Enrollment & Planning Analyst  
39606374 Lead Facility Planner  
39606382 Area Supervisor, Head Start  
39606383 Child Care Liaison  
39606385 Area Supervisor, Head Start  
39606386 Financial Analyst  
39606388 Grants Support Analyst  
39606400 Coordinator-Gear Up Project  
39606494 HR Support Analyst  
39606501 Help Desk/Trainer IV  
39606502 Help Desk/Trainer III  
39606503 Help Desk/Trainer II  
39606504 Help Desk/Trainer I  
39606506 Student Systems School Coach  
39606512 Human Resources Analyst I  
39606513 HR PSoft Functional Analyst  
39606514 Human Resources Analyst  
39606515 Human Resources Specialist  
39606516 Facilities Specialist  
39606517 Instrument Repair Specialist  
39606519 Human Resources Administrative Analyst

39606522 Injury Management & Prevention Admin  
39606523 Lead, HR Analyst, Specialized Assignment  
39606524 HR Analyst, Specialized Assignment  
39606525 Community Lrng, Trng and Outreach Specialist  
39606538 System Control Accountant  
39606539 Labor Relations Specialist  
39606540 Enrollment Svc Ctr Coordinator  
39606541 Lead Student Asst Specialist  
39606543 Legal Assistant  
39606544 Loss Control Specialist  
39606545 Enrollment Support Analyst  
39606546 Legal Assistant  
39606558 Safety Education Project Coordinator  
39606559 Environ Hlth /Safety/Drinking Water Prog Coord  
39606560 Family & Community Partnerships Analyst  
39606571 Logistics Support Analyst  
39606572 Logistics Proj Administrator  
39606630 Management Analyst  
39606633 Capital Project Accountant  
39606634 Middle Sch Suppt Prog Liaison  
39606635 Musical Instr RepairApprentice  
39606636 Support Program Liaison-M S  
39606646 Network Administrator  
39606648 Network Analyst III  
39606672 Outreach/Intake - 260  
39606673 Payroll Audit Specialist  
39606674 Relocation Planning Assistant  
39606677 Truancy Petition Supervisor  
39606679 Truancy Petition Specialist  
39606694 Volunteer Services Coordinator  
39606695 Kindergarten Transition Coordinator  
39606702 Lead Resrch, Eval and Assessmt Analyst  
39606703 Lead Evaluation System Analyst  
39606712 Payroll Systems Analyst  
39606715 PIC Coordinator  
39606727 Programmer/Analyst II  
39606730 Coord of Fiscal Compliance  
39606731 Program Evaluator  
39606732 Programmer/Analyst SIS  
39606734 Program Consultant/Health  
39606736 Programmer Analyst IV  
39606738 Lead, Classification & Compensation  
39606739 Senior Facility Planner

39606740 Program Placement Coordinator  
39606741 Lead, HRIS  
39606742 Media Relations Specialist  
39606755 Relocation Planner  
39606756 Head Start Early Literacy Specialist  
39606759 Risk Management and Loss control Specialist  
39606761 Resource Conservation Spec  
39606762 Samoan Int Svc Coordinator  
39606766 Acct Sys Control Supervisor  
39606771 Senior Budget Analyst  
39606773 Senior Claims Adjudicator  
39606774 Sr Grants Svs Analyst  
39606775 Sr. Finance Database Sys Anlys  
39606776 Senior Financial Sys Analyst  
39606777 Senior Human Resource Analyst  
39606779 Financial Systems Administrator  
39606781 Financial Reporting Accountant  
39606782 Senior Tech Support Specialist  
39606783 Sr. Transportation Analyst  
39606787 Senior Budget Analyst I  
39606792 Senior Help Desk Trainer  
39606793 Steps Nutrition Education Coordinator  
39606800 Building Leadership Coordinator  
39606808 SISO Analyst I  
39606816 Student Data Support Analyst  
39606820 Financial Analyst, Grant  
39606825 PAC IS Student Svcs Coord  
39606827 Team Read Project Coordinator  
39606828 Investigator  
39606830 Small Works/HUDS Coordinator  
39606839 Grants Accountant I  
39606840 Grant Accountant II  
39606842 Staff Accountant I  
39606843 Staff Development Specialist  
39606845 Student Assignment Analyst  
39606847 Student Information Coord  
39606865 Safety and Security Services Coordinator  
39606871 Inventory Control Specialist  
39606883 Senior Data Reporting Analyst  
39606884 Science Refurbishment Ctr Supv  
39606885 Science Refurbishment Ctr Supv  
39606888 Team Read Project Developer  
39606889 Team Read Recruitment & Training Coord

39606892	Network Analyst II
39606905	Research Analyst, SISO
39606919	Telecommunications Analyst II
39606924	Transportation Analyst
39606926	VAX System Administrator
39606928	Work Order Analyst
39606932	Community Spec
39606945	Writer/Publications Specialist
39606947	School to Work Program Analyst
39608060	Distribution Coordinator
39706067	Security Response Specialist
39706068	Security Dispatch/Alrm Monitor
39706384	School Security Specialist
39706498	Grounds Supervisor
39706637	Musical Instrument Repair Tech
39706765	Security Investigator
39706769	Senior Alarm Technician
39709005	Building Caretaker
39709075	Sports Complex Groundskeeper
39709076	Sports Complex Groundskeeper
39709077	Equipment Operator
39709078	Gardener
39709079	Landscape Foreman
39709080	Grounds General Foreman
39709081	Inspector & Liaison Specialist
39709089	Sports Complex Assistant
39709101	Custodial Engineer L
39709102	Custodial Engineer K
39709103	Custodial Engineer J
39709104	Custodial Engineer I
39709105	Custodial Engineer H
39709107	Custodial Operations Specialist
39709110	Head Assistant J
39709114	Mechanical Coordinator L
39709115	Mechanical Coordinator J
39709116	Maintenance Specialist
39709117	Materials/Training Specialist
39709118	Mechanical Coord Trainee
39709120	Assistant Engineer I
39709125	Resource Conservation Specialist
39709131	License Assistant I Mobile AA
39709132	License Assistant I
39709133	License Assistant H

39709141	Assistant Custodian G-Shift 1
39709142	Assistant Custodian G-Shift 2
39709166	Supt Serv Leadperson I
39709167	Supt Serv Technician H
39709395	Off Machine Repair Technician
39709410	Dispatcher
39709466	Warehouse Worker
39709467	Warehouse Worker - Freezer
39709520	Assistant Under 3.5 hrs/day
39709521	Bulk Satellite Manager Under 300
39709522	Assistant Over 3.5 hrs/day
39709574	Lunchroom Assistant Manager
39709575	Bulk Satellite Manager Over 300
39709576	Secondary Manager Under 500
39709577	Elementary III Manager
39709578	Elementary II Manager
39709579	Float Manger
39800106	Senior Transportation Analyst
39800176	Sr. Transportation Analyst
39806165	Buyer
39806176	Business Analyst I
39806177	Business Analyst II
39806178	Business Analyst III
39806179	Business Systems Administrator
39806180	Business Systems Analyst II
39806181	Business Systems Analyst I
39806182	Business Systems Analyst III
39806183	System Support Analyst I
39806184	System Support Analyst II
39806185	System Support Analyst III
39806300	Computer Operator II
39806301	Computer Operator III
39806303	Computer Operator I
39806312	Fiscal Analyst
39806317	Programmer Analyst I
39806324	Data Network Technician
39806329	DP Equipment Operator
39806356	Information Serv Business Analyst I
39806357	Information Serv Business Analyst II
39806358	Information Serv Business Analyst III
39806387	Fiscal & Student Data Tech
39806496	Graphics Specialist
39806499	Computer Support Analyst I

39806520	Instructional Materials Spec
39806521	Network Admin. Project Lead
39806533	Internet Programmer
39806547	Computer Support Analyst I
39806548	Network Analyst I
39806549	Lead Data Control Specialist
39806550	Lead Duplicating Specialist
39806647	Network Analyst I
39806650	Tech Svcs HR/Payroll Application Support Analyst
39806701	Lead Application Systems Analyst
39806724	Programmer III
39806725	Programmer I
39806726	Programmer II
39806736	Programmer Analyst IV
39806760	Waste Mgnt & Recycling Spec
39806778	Senior Payroll Specialist
39806780	Senior Program Evaluator
39806785	Assessment System Analyst
39806786	Value Added System Analyst
39806798	Senior Transportation Analyst
39806815	Specialist Shop Softwares
39806890	Technical Support Analyst III
39806891	Technical Support Analyst I
39806900	Unix System Administrator
39806902	Sr Telecommunications Analyst
39806903	Telecommunications Analyst IV
39806904	Telecommunications Analyst III
39806907	Technical Support Analyst
39806908	Sr Technical Support Analyst
39806912	Tool Crib Storekeeper
39806920	Technical Support Specialist
39806950	Webmaster I
39809470	Drafter
39900003	Administrative Spec Assignment
39906090	Professional Development Operations Supr
39906169	Accounting Supervisor II
39906362	Supervising Analyst, Capital Projects
39906542	Operations Coordinator
39906553	Food Services Quality Control Supervisor
39906649	Nutrition Services Pers Supv
39906701	Lead Application Systems Analyst
39906702	Lead Application Systems Analyst
39906703	Lead Evaluation System Analyst

39906784 Supervisor, Grant Financial Services  
39906794 Senior Supervising Accountant  
39906803 Bilingual Work-Based Learning Supervisor  
39906830 Small Works/HUBS/TAP Manager  
39906877 Educ TV Station Supervisor  
39906909 Technical Supp Administrator  
39906927 Violence Prevention Supervisor  
39908001 Assistant Budget Manager  
39908002 Assistant Grant Financial Manager  
39908003 International Education Prog Administrator  
39908004 Assistant Director, Nutrition Services  
39908006 Assistant Director, Human Resources  
39908007 Dir, Equity/Race Rel/Sch and Comm Support  
39908008 Purchasing Manager  
39908010 Chief Academic Officer  
39908012 Assistant Chief Academic Officer  
39908013 Project Lead, School Closure and Consolidation  
39908050 Area Custodial Supervisor  
39908051 Manager-Assessment Value Added Project  
39908052 Manager, Environmental Quality  
39908053 Value Added Manager  
39908054 Senior Custodial Area Supervisor  
39908055 Asst to the Superintendent  
39908056 Manager, Fac Planning & School Closure  
39908057 Assistant to the Chief Academic Officer  
39908059 Parent Involvement Administrator  
39908061 Asst Supervisor-Warehouse  
39908062 Manager-Transportation  
39908068 Director, Equity & Race Relations  
39908070 Chief Financial Officer  
39908071 Director of Technology Services  
39908072 Information Systems Manager  
39908073 Director of Student Services  
39908074 Director of Instructional Services  
39908075 Coordinator of Spec Proj, Financial Svcs  
39908100 Coordinator-Customer Service  
39908110 Staff Attorney  
39908111 Senior Assistant General Counsel  
39908112 Assistant General Counsel  
39908113 Assistant General Counsel II (Specialized)  
39908120 Work Based Learning Prog Supv  
39908122 Chief Finance/Operations Officer  
39908123 Manager, Ed Tech Research, Eval & Assess

39908125 Manager, School Support  
39908126 Assistant Mgr, HR Spec Assignment  
39908130 Construction Project Supvr  
39908134 Database Administrator II  
39908135 Database Administrator III  
39908136 Contracts Manager  
39908140 Employee Relations Coordinator  
39908141 Enrollment Plan/Tech Suppt Mgr  
39908142 Supervisor, Health Education  
39908148 Labor Relations Negotiator  
39908150 Legislative Relations Manager  
39908151 Manager, HR, Specialized Assignment  
39908153 Community Learning Partnership Supvr  
39908155 Family Partnership Supervisor  
39908181 Fiscal Operations Coordinator  
39908200 Conslt Dir-Strategic Planning  
39908202 Information Systems Coordinator  
39908203 Manager, Student Services  
39908204 Director of School Services  
39908205 Director, Highly Capable Services  
39908206 Dir of Fiscal Integrity Implementation  
39908207 Manager, Fiscal Compliance L&T  
39908208 Technical Implementation & Support Manager  
39908210 Coord-Education Tech System  
39908211 Program Coordinator, Student Intervent  
39908212 Conslt Dir-Facilities & Const  
39908213 Customer Service Supervisor  
39908214 Director-Employee Relations & Compliance  
39908215 Director-Information Services  
39908217 Director-Labor Relations  
39908218 Conslt Dir-Student Support  
39908219 Director-Nutrition Services  
39908220 DP Production Supervisor  
39908221 Teaching and Learning Proj Coord  
39908222 Database Administrator  
39908225 Operation Coord., Headstart  
39908228 Information Serv Project Mgr V  
39908229 Information Serv Mgr V  
39908230 Environmental Coordinator  
39908231 Prog Mgr, School Services Initiatives  
39908236 Director-Leg/Cong/Fnd Rel  
39908237 Conslt Dir-Human Resources  
39908238 Gates Foundation Sch Transf Gt Coord

39908239 General Counsel  
39908240 Equipment Repair Supervisor  
39908241 Food Service Supervisor  
39908242 Manager-Comp & Benefits  
39908243 Home/School Community Rel Mgr  
39908244 IT Program Manager  
39908245 HR PSoft Systems Manager  
39908246 Manager-Sr Info Svcs Project  
39908247 Manager-Info Services Project  
39908248 Information Svcs Proj Mgr II  
39908249 Information Svcs Proj Mgr I  
39908250 Information Svcs Mgr IV  
39908251 Information Svcs Mgr III  
39908252 Information Svcs Mgr II  
39908253 Information Svcs Mgr I  
39908254 Information Svcs Supv III  
39908255 Information Svcs Supv II  
39908256 Information Svcs Supv I  
39908257 Manager, HR Planning and Project Management  
39908258 Communications Manager  
39908259 Enrollment & Planning Manager  
39908261 Manager-Accounting Services  
39908262 Manager-AA/WNBE  
39908263 Construction Mngr, Fac Dev/Con  
39908264 Business Systems Manager  
39908265 Manager-Budget  
39908266 Manager-Capital Const Program  
39908267 Manager-Computer Operations  
39908268 Technology Levy Program Manager  
39908269 Manager-Customer Support  
39908270 Manager-Employment Services  
39908272 Manager-Payroll Services  
39908273 Manager-Property Management  
39908274 Dir-Fac, Dev, Construction, Planning & Enrollmt  
39908275 Manager, School-to-Work  
39908276 Manager-Risk & Loss Prevention  
39908277 Manager-Security  
39908278 Enrollment Services Manager  
39908279 Manager-Maint/Cust/Grounds  
39908280 Program Mngr - Student Support  
39908281 Director-Logistics  
39908282 Pgm Mgr-Visual/Performing Arts  
39908284 Budget Manager I

39908285 Director of Public Affairs  
39908286 Prog Mgr, Prevention & Intervention Svcs  
39908287 Payroll Supervisor  
39908288 Purchasing Manager  
39908289 Radio Station Supervisor  
39908290 Purchasing Services Supervisor  
39908291 Health and Wellness Programs Manager  
39908292 Internal Auditor  
39908300 Supvr, Family Supt Worker Pgm Svc  
39908500 Manager-Special Ed Services  
39908510 Coordinator of Loss Cntrl Prg  
39908515 Coordinator of Safety Program  
39908517 Manager, Professional Development  
39908520 Supervisor, Classification & Compensation  
39908521 Enrollment and Planning Supervisor  
39908522 BEX II Construction Manager  
39908525 Manager, Facilities Planning  
39908530 Sr. Mgr., Capital Levy Project  
39908531 Manager, Facilities Services  
39908532 Manager, Facilities/CAP Proj Business Svcs  
39908573 Special Assist to the Chief Operating Officer  
39908575 SPICE Program Supervisor  
39908576 Coordinator-Special Education Operations  
39908577 Student Services Operations Coordinator  
39908578 Manager,Custodial Services and Grounds  
39908579 Senior Budget Analyst II  
39908580 At-Risk Program Supervisor  
39908581 Custodial Services Manager  
39908582 Materials Mgr-Contrac/Purch/Warehse/Mail Svcs  
39908583 Employee Asst Supervisor  
39908584 Manager-Funding Procurement  
39908585 Supervisor-Fixed Asset Acctg  
39908586 Supervisor-Intervention Pgms  
39908587 Supervisor-Leasing Operations  
39908588 Student Asgmt Hearing Coord  
39908589 Assistant Manager, Transportation  
39908590 Supervising Budget Analyst  
39908591 Supv Personnel/Fin/Stu Data Reporting  
39908592 Coord, Prof. Dev. & Spec. Proj  
39908593 Supvr, Family Support Wkr Svc  
39908595 Manager-Student Info Services  
39908596 Supervisor-Utilities & Commun  
39908597 Manager,Work/Mgmnt Systems

39908598	Systems & Programming Manager
39908599	Transportation Supervisor
4011	General Benefits Staff
4012	General Benefits Non-staff
4101	FICA Staff
4102	FICA Non-Staff
4201	Retirement Classified Staff
4202	Retirement Classified Non-staff
4211	Retirement Certificated Staff
4212	Retirement Certificated Non-staff
4301	Other Payroll/Insurance Costs-Staff
4302	Other Payroll/Insurance Costs-Non Staff
4401	Medical Benefits Staff
4402	Medical Benefits Non-staff
4501	Union Dues
4502	Union Dues
4601	Other Personnel & Insurance Costs-Staff
4602	Other Personnel and Insurance Costs-Non Staff
4701	Unemployment Staff
4702	Unemployment Non-staff
5020	ASB Transfers
5050	ASB Expenditures
5099	ProfDev-Supplies ALL
5100	Supplies
5101	Grants ROPE Expenditures
5110	Commercial Cataloging
5190	ProfDev Supplies
5200	Postage
5600	Family Suppt Provisions
5601	Textual Materials
5602	Library Materials
5603	Periodicals, Newspapers
5605	PC Software
5606	Minor Equipment Under \$5000
5691	ProfDev Textual Materials
5693	ProfDev Periodicals
5900	Other Supplies
5910	Lunchroom Supplies (pre-fy03, consumable supplies)
5920	Non-consumable Lunchroom Supplies
5930	Food
5950	Bus Fuel
5990	Supply Reserve
5991	Inventory Acct 1411 Adjustment

5992	Inventory Acct 1412 Adjustment
5993	Inventory Acct 1421 Adjustment
5994	Inventory Acct 1422 Adjustment
5995	Inventory Acct 1425 Adjustment
5997	Inventory Acct 1411-Other Adjustments
5998	ProfDev Food
7011	Registration and Membership Dues
7012	Field Trip Admissions
7013	Conference Costs
7020	Chartered Buses
7021	Transit Tokens/Passes
7022	Taxi and Small Bus Services
7030	Telephone/Messenger Svc
7031	Telephone Installation
7040	IKON Copier
7041	Commercial Printing
7050	Miscellaneous Expense
7091	ProfDev Commercial Printing
7099	ProfDev-Other Expenses, ALL
7120	Contractual Services
7140	Misc. Professional Services
7141	Couriers
7142	Newspaper Advertising
7143	Moving Costs
7150	Child Care
7170	Interfund Trsf - In
7171	Interfund Trsf - Out
7190	ProfDev Contractual Services
7200	Legal Consultant/Fees
7210	Electricity-Lights
7220	Electricity-Heat
7230	Gas-Heat
7240	Oil
7250	Garbage Disposal
7260	Water and Sewage
7270	Gas-Other than Heat
7300	Maintenance Contract
7320	Education Specification
7410	Equip and Material Rental
7440	Land and Building Rental
7450	Debt Service Interest
7460	Deb Service Principal
7480	Computer Software Rental

7490	Computer Hardware Rental
7491	ProfDev Rental
7510	Insurance Premiums
7560	Liability Judgements-Loss
7570	Property Loss
7580	Industrial Insurance Settlement
7605	Scholarships and Awards
7610	Governmental Services
7615	Superintendent's Contracts
7620	Surface Water Tax
7630	Court Costs
7640	Election Costs
7690	Data Processing Services
7710	License/Permit Fees
7711	Fines
7760	Charter Buses-Metro
7770	Moving Equipment
7900	Preliminary Investigation
7901	Property Negotiation
7902	Land Acquisition
7903	Arch/Engineering-Basic Svcs
7904	Arch/Engineering-Addit'l Svcs
7905	Arch/Engineering-Change Orders
7906	Arch/Engineering-Reimbursables
7907	Construction Management
7908	Constructability Review
7909	Construction Off-site Work
7910	Testing Materials
7911	Survey/Investig-Topo/Boundary
7912	Survey/Investig-Geo/Technical
7913	Survey/Investig-Haz Materials
7914	Soils Testing
7915	Roof Testing
7916	Building Commissioning
7917	Wash State Sales Tax
7918	Grant Indirect Charges
7919	Indirect Charge Special Project
7920	Preconstruction Services
7950	Bond Sale Expense
7951	Debt Service Late Charges
7952	Bonds Redeemed
7953	Interest on Bonds
7954	Bond Admin Charges

7990	Buyback charges _ Enhanced
7992	Enhanced Buyback Chargeback- Student Services
7993	Enhanced Buyback Chargeback- Instruct. Services
7994	Enhanced Buyback Chargeback- Prof Development
7995	I.S. Service Chargeback
8110	Local Travel
8111	Mileage Reimbursement
8120	Extended Travel
8191	ProfDev Local Travel
8192	ProfDev Extended Travel
9050	Interfund Transfer In
9100	Major Equipment - \$5000 or More
9101	Building Materials
9110	Enterprise Computer Software
9120	Computer Hardware over \$5000
9130	Furniture
9140	Audio Visual Equipment - \$5000 or More
9150	Interfund Transfer Out
9700	Improvement to Buildings
9710	Purchase of Build/Real Estate
9750	New Construction
9751	Remodel Construction
9752	Historic Renovation
9753	Hazardous Materials
9754	Daycare Construction
9755	Construction Contingencies
9756	Demolition
9760	Improvements to Building-Contract
9762	Electricity Conservation
9763	Heating, Ventilation, Air Conditioning