

ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name:	Concord International School
School address:	725 Concord St. Seattle, WA 98108

Principal's Contact Information:

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Signature:		Date:	

Additional Staff Member's Contact Information:

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Signature:		Date:	

ATTACHMENT 2: SCHOOL NARRATIVE – OPTIONAL

As the bell at Concord International School sounds and the halls fill, we hear Ismael chatting with Roda in Somali, Carlos speaking Spanish with his teacher, Ms. Barbara, and Kevin and Jimmy planning their recess game in English. At Concord we welcome and celebrate the rich cultural background of each and every child. Our goal is to have the strengths and talents of all students recognized and nurtured so they can build a foundation in elementary school that will carry them through their entire life.

At Concord we emphasize academic excellence, global perspectives, and world languages. In 2007, Concord introduced a Dual Language Immersion (Spanish) program to address the low achievement of Spanish speaking students, while providing an opportunity for native English speakers to develop cognitively and culturally through learning Spanish. The introduction of such a program, along with our international focus, has brought richness to our school.

Concord is located in the South Park Community, an historic area of Seattle that has been working class, but has changed more recently with incoming immigrants. Being on the outskirts of the city, the area is one of low rent and readily accessible social services. Because of this, Concord serves a high number of families in need.

Parents at Concord care about their child's progress. On average, attendance at Teacher-Parent conferences is 98%. From sign-in sheet records at our Math, Literacy, Science, and International Nights 45% of parents are present on average.

We also build bridges to our community through partnerships with the University of Washington School of Education, and Pipeline Project, Martinez Foundation, volunteer cadres through local churches, and mental health providers such as SeaMar, Consejo, and Sound Mental Health. Teacher interns and volunteer tutors support our teachers in our goal of getting every student to standard, and the mental health providers assist us in providing necessary support to individual students and families in crisis.

Concord also has a strong performing and visual arts program that helps create a well-rounded education for every student, as well as letting them enhance their literacy and math skills through drama, visual art, and music. Many students get the opportunity to shine by performing onstage, presenting their artwork in public places or performing their music for the public. Our goal is that through the arts, students will build habits of mind toward learning as well as develop activities they will pursue as lifelong endeavors.

Concord has a diverse population of 456 PreK through 5th grade students, of whom 61.6% are Hispanic, 11.5% Black, 11.7% White, 1.7% Pacific Islander, 9.8% Asian, and .5% American Indian. 79.9% percent of students qualify for free/reduced lunch and 28.5% are English Language Learners. Students enrolled in the dual-language program are engaged in learning both Spanish and English throughout the instructional day. In kindergarten and 1st grade students learn literacy in their native language then, beginning in 2nd grade they learn literacy in both languages. All students in the program learn math in Spanish and social studies and science in English.

In order to ensure that every child meets standard in all areas, staff at Concord examine reading, math, writing, and science data from a variety of sources including MAP, MSP, and classroom-based assessments. Classroom teachers and the interventionists then implement a number of supports in these areas. In addition to the core balanced literacy program, each student receives additional small group, targeted reading instruction. Teachers are working in professional learning communities to align their literacy instruction, across grade levels, to the Common Core State Standards. Even with this strong structure in place we are still find through our data analysis, that over 50% percent of our K-2 students are not demonstrating typical growth due to a lack of readiness skills. If we are to reach our goal of every student reading at standard by third grade, a critical benchmark for learning to read, specific areas needing instructional focus include phonemic awareness, phonics, the development of sight words, and comprehension strategies related to informational and narrative text.

Teachers also dedicate time over the summer to redesign many aspects of their instruction. Our ELL specialists dedicated a week to develop a strategic plan on how language and vocabulary support is provided to our English language learners. Our Kindergarten teachers provided an early Jump Start to incoming kindergarten students and worked during the week to align their instruction to the new standards.

Math support at Concord includes ongoing assessments that include exit tickets, grade level pre and post unit assessments to determine which students need re-teaching of specific math concepts, small group instruction within the math block, and math interventions by teachers in our after-school YMCA-Community Learning Center program.

Many teachers received professional development at math Summer Institutes in order to implement new instructional practices that target the new Common Core State Standards (CCSS). We recognize that more time is needed to unpack the new standards and for teachers to hone their instruction to grade level skills. A deeper level of understanding will ensure that every student meets standard. Concord staff agrees that laying a solid foundation in the early years will ensure success in later years.

Supporting our levy-funded initiatives will be our expanded out-of-school learning opportunities that target students who are not meeting standard. Using summative and formative assessment data, teachers recommend students for the after-school program run collaboratively with the YMCA-CLC. During YMCA-CLC time, students receive both reading and math support from both certificated teachers and Y employees, and Team Read tutors.

By setting high academic standards for every student providing the necessary instruction and interventions that will allow them to achieve these standards, and by working collectively with Concord parents and community partners, we will achieve our goal of ensuring that Ismael, Roda, Carlos, Kevin, and Jimmy are successful in school so they have the choices in career and life that their parents dreamed of when moving their families here to the Seattle and to South Park neighborhood.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Part I: Kindergarten Readiness Assessment Data

As Table 1 indicates, 41% of our students came to us without the readiness skills for success in reading, and 60% without the readiness skills in math in 2012. Upon further disaggregation, we found that amongst our Hispanic students only 53% meet Kindergarten readiness standards in reading and 32.5% met readiness standards in math. These Hispanic students, although low in the literacy domain, do enter Concord with strong language skills in their native language (85.0% met K readiness) and they have strong social-emotional skills (87.5% met K readiness). These two areas, which represent strong assets our students bring, need further exploration as we continue to refine our ELL program.

Table 1. 2011 and 2012 WaKIDS (GOLD) – Kindergarten

% students meeting age-level expectations	Social-Emotional	Cognitive	Literacy	Language	Math
Fall 2011	66%	35%	65%	47%	25%
Fall 2012	76%	37%	59%	79%	40%

Our spring 2013 reading MAP data show that 76% of our Kindergarten students were below the 50th percentile and 68% of these students scored below benchmark on the concepts of print, letter recognition, and letter sounds on the Teachers College Early Reading Assessment (TC). We conclude that foundational reading skills, defined by the CCSS as an understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, must be an instructional focus (CCSS: Introduction to Reading Standards).

On the spring 2013 math MAP data show 74% of our Kindergarten students scored below the 50th percentile. We need to support these students who are not entering ready for Kindergarten. In reviewing the strand data we noticed that students scored the lowest in number sense and problem solving which aligns with the low cognitive score in our WAKIDS readiness data.

Part II: English Language Acquisition Data

1. The language groups that make up our ELL population includes: Spanish, Somali, Cambodian, Vietnamese, Cantonese, Mien-Minh, Tigrinya, Amharic, and Tagalog.
2. 101 student made gains in English Language proficiency on the WELPA
The percent of students making gains on the WELPA= $101 \div 124 = 80\%$
3. Students spend an average of 5.3 years in the ELD program.
4. According to the 2012-2013 WELPA, 41 out of 73 grade 3-5 students have been in the program for four years or longer. Reasons for students remaining in the ELD program for four years or longer may be attributed to a lack of Kindergarten readiness

skills and lack of focused instruction in oral and academic language, instructional strategies that promote the use of language and having chronic absences (5 or more days).

- Our incoming Kindergarten students need time to acquire Kindergarten readiness skills as indicated by our WaKID data. 36% of our students didn't demonstrate cognitive skill readiness. They also need explicit instruction in oral language development and academic language. In addition they need instructional time that is not supplanting core content. Our 2012-2013 attendance data show that 39% of our ELLs had 5 or more absences. Our current grade K-3 students have the majority of school wide absences that demonstrates a need to educate our families about the correlation between attendance and academic performance.

Part III: Data Analysis

Math:

We did not meet our Annual Measurable Objectives for 2012-2013 in Math and only 60.2% of our students met standard on the MSP in math. Disaggregating the percentages of students that met math expectations on the MSP by grade level (Table 2) shows that only 42.3 % of our 5th graders met those expectations. As we have focused our efforts in recent years on improving instruction and implementing interventions in reading and writing, we have not implemented the interventions and strategies we know that our students need to increase their academic achievement in math.

Table 2. 2012-2013 Math MSP

	3 rd Grade		4 th Grade		5 th Grade	
	# Met	% Met	# Met	% Met	# Met	% Met
All Students	48	70.6 %	37	74 %	30	42.3 %

As can be seen below in Table 3, our 1st, 2nd and 4th grade students made the least amount of typical growth. Going deeper into the data we found that 1st, 2nd and 4th graders scoring in the 0-25th percentile for proficiency made the least amount of typical growth (Table 4).

Table 3. 2012-2013 Math MAP

	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Students Met Typical Growth	38%	13%	81%	37%	31%
Total number of students (N)	56	62	59	49	64

Table 4. 2012-2013 Math MAP with Percentile

Grade	Percentile	Made Typical Growth (%)	Did Not Make Typical Growth (%)	Total Number (N)
1	0-25	28	72	18
1	26-50	47	53	15
2	0-25	17	83	41
2	26-50	36	64	14
4	0-25	46	54	13
4	26-50	55	45	11

In addition, a significant percentage of our ELL students did not make typical growth on Math MAP compared to our Non-ELL students (Table 5). One of the possible explanations for fewer ELL students demonstrating typical growth is that math instruction is in Spanish for grades K-5 and the math MAP assessment is only offered in English.

Table 5. 2012-2013 Math MAP – ELL Students

	% Met Typical Growth
ELL Students	35%
NON-ELL Students	43%

While we are not limiting our levy focus in math to ELL students many of the students we will target in our math Work Plan are ELL students and we will make sure that the instruction delivered in these interventions integrates strategies that are effective for ELL students. In addition a priority this year is to develop common grade level benchmark assessments in Spanish and English that allow us to deeper understand our students mathematical knowledge.

Although it is alarming that so many of our students are not at grade level in math, we believe that the most effective approach we can implement to make sure our students meet grade level expectations in 3rd – 5th grade is to provide them the core instruction they need in grades K-2 that will allow them to access the learning in later grades. Therefore one of our focus areas in math is to improve instruction and assessment in grades K-2. For interventions, in order to target those that have the greatest learning needs, we will focus on 1st and 2nd students who scored below the 50th percentile and 4th grade students who scored below the 25th percentile on the previous years math MAP.

Regular analysis of our assessment data will guide our intervention strategies by helping us understand what specific concepts or skills our focus students need. One way we will do this is to examine how our students do within each math strand on the MAP. For example, Table 6 shows the mean score for 1st grade students within each specific strand.

Table 6. Spring 2013 Math MAP – 1st Grade Mean RIT Score by Strand

	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra
Mean RIT Score	174.8	174.3	177.9	170.6	171.1	173.6

Our math intervention will include specific strategies for teaching the skills and concepts connected with Measurement & Geometry and Statistics and Probability for our primary focus students. Our plan is to go deeper by using MAP strand scores and benchmark assessment for each of our focus students to design and continually improve math intervention strategies so that they best meet the specific learning needs of all of our students.

Reading:

Concord International School did not meet our AMO for 2012-2013 in reading. Of the 186 3rd – 5th graders assessed on the reading MSP in Spring 2013, 120, or 65%, made standard (65-Level 3 and 55-Level 4) and 88% of our students met standard on the MSP Writing (28-Level 3 and 14-Level 4). The grade level disaggregation is shown in Table 7.

Table 7. 2012-2013 MSP: Reading

	3rd Grade		4th Grade		5th Grade	
	# Met	% Met	# Met	% Met	# Met	% Met
All Students	51	77 %	37	76 %	32	46%

While 5th grade is not our focus for this levy, the number meeting standard is cause for concern so we are supporting these students at this level by providing explicit comprehension and vocabulary instruction and techniques on close reading of text, both in the core curriculum and through reading intervention support. These efforts will continue, and **for our incoming 4th graders, who are well below grade level, we will focus our levy dollars on expanded in-school and after-school interventions, as outlined in our work plan.** This decision is based on data from MAP (Table 8), which also indicated a need for specific instruction in reading informational text and vocabulary development. For this population of students we also examine end-of-year classroom-based assessments using the Teachers College Reading Assessment (Table 9). Only 33% were at standard.

Table 8. 2012-2013 MAP: Reading

	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
% Students Met Typical Growth	34.8%	31%	66.7%	60.5%	54%
Total number of students (N)	54	69	59	43	72

Table 9. 2012-2013 Teachers College Assessment*: Reading (English)

	Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
% Students at/above	32%	45%	33%	50%	21%
Total number of students (N)	44	47	75	74	63

*Independent level is the level at which a reader can read independently with 96% accuracy or better with solid understanding of what was read.

Our goal for younger readers is to get them to standard in reading by third grade, a critical benchmark in reading acquisition and in light of the new common core state standards that require students to be reading in grade level books, 80% of the time. **For this reason, we are making 1st and 2nd graders scoring below 25th percentile on Spring 12-13 MAP Reading a levy focus group.** The data also indicate that our 1st graders were low in vocabulary and word structure and 2nd graders in word skills and strategies. These areas of reading development will be a focus for our interventions.

Attendance:

Our 2012-2013 attendance data indicate that 15% of our student population was absent eight or more days and 17% of our student population was absent five to seven days. There is a negligible difference in attendance rates between 1st and 2nd semester, but our monthly data show that more students are absent in December, January, March and May. Students in Kindergarten, 1st and 2nd grade had more absences on average than students in 3rd and 4th grade. In addition our students in the special education program had about 8% greater number of absences compared to the general education population, while our ELL students had fewer absences than our general population of students.

We have found there are three main reasons for absences: chronic illness (i.e. asthma), circumstances at home that cause the student to not attend school (i.e. parent illness, lack of transportation) and international travel for extended periods of time. The culture of Concord International School has included providing students with academic learning activities to complete when they are absent, however, the loss of learning time cannot be replaced and often results in a lack of academic growth.

From our data review we are choosing to focus on the students in Kindergarten – 2nd grade. Students who are absent five days or more per semester will be identified and provided interventions from the Family Support Specialist (FSS). During the summer the

first group of students will be identified from the previous spring's data with the second group being identified in February from the 1st semester data. In addition the Attendance Secretary and FSS will track attendance weekly and analyze these data in relation to student academic achievement monthly.

English Language Acquisition:

Our belief that language acquisition support is best in the early grades led us to select K-3 L2 students for our levy focus. While 101 of 124 students taking the WELPA made gains in spring of 2013, our data also show that the largest percent of our ELL students are in L2 (Table 10), hence, our focus in moving L2's to L3. There is a need to provide focused oral and academic language support for students in grades K-3 so that our students leave for middle school with the requisite language skills. Finally our attendance data for ELL students support our focus on K-3 ELLs, as our students in grades K-3 have the greatest attendance problem (Table 11).

Table 10. Concord International School Percent of students performing at L1, L2 and L3

WELPA	Percent of students
Level 1	3%
Level 2	53%
Level 3	44%

Table 11. Current ELL students with absences of 5 or more during the 2012-2013 school year

Grade	Percent of absences
K	24/28 = 86%
1	18/30=60%
2	13/29=45%
3	15/36=49%
4	5/22=23%
5	3/15=20%

ATTACHMENT 4: DATA SAMPLE

Overview of Data Samples

Staff at Concord International track student progress in a number of ways to monitor student progress and determine if the interventions are leading to student achievement gains. One goal of our levy grant is to have the levy coordinator develop a common data template that will be used school-wide along with protocols for analyzing the data.

The data samples within this attachment include:

- Figure 1: Kindergarten: Reading Data Tracking Form
- Figure 2: Columbia Teachers College Reading Assessment Tracker
- Figure 3: YMCA-CLC Extended Day Program Data
- Figure 4: 1st Grade: Math Interventionist Fall Assessment Tracking Form
- Figure 5: Attendance Data: Grade Level Absences – month
- Figure 6: Attendance Data: Individual Absences – month
- Figure 7: ELL student data wall

Figure 1: Kindergarten: Reading Data Tracking Form

This is part of the Kindergarten data collection process that is used across the year to indicate growth in reading foundational skills (CCSS, 2012). This data informs which specific skill instruction each student will receive.

Kindergarten Foundational Reading Skills (CCSS, 2012)

Rm. 209	CAP name	lower name	sounds	Concepts of print	Initial sound	Phon. segmentation	Sight words	rhyme	Cvc words
September 2012									
	8	1	0	7/13				2/4	
	25	24	14	11/13				1/4	
	0	0	0	3/13	0			2/4	
	24	17	0	10/13				1/4	
	21	15	6	8//13	4/4			4/4	
	26	24	8	9/13				1/4	
	21	16	0	11/13				2/4	
	0	0	0	3/13	0				
	22	20	0	10/13				2/4	
	0	0	0	2/13	0			0/4	
	26	26	most	12/13	4/4			4/4	
	26	23	12	10/13	4/4			4/4	
	2	1	0	2/13	0			0/4	
	3	2	0	9/13				4/4	
	21		0	7/13				4/4	
	23	22	0	10/13	4/4			4/4	
	14	9	0	11/13	0			1/4	
	8	2	0	9/13					
Beginning									
Approaching									
Meeting									

Figure 2: Columbia Teachers College Reading Assessment Tracker – 2012 results
 This spreadsheet is used by Concord staff to track reading progress of their students based on Independent Reading levels

F&P Guided Reading Levels

Teacher Ms Hawkins
 Grade 2nd

Notes:

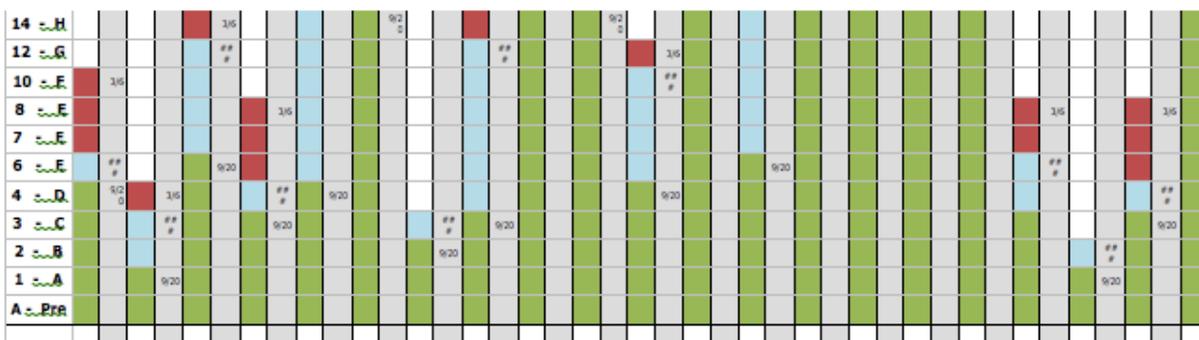
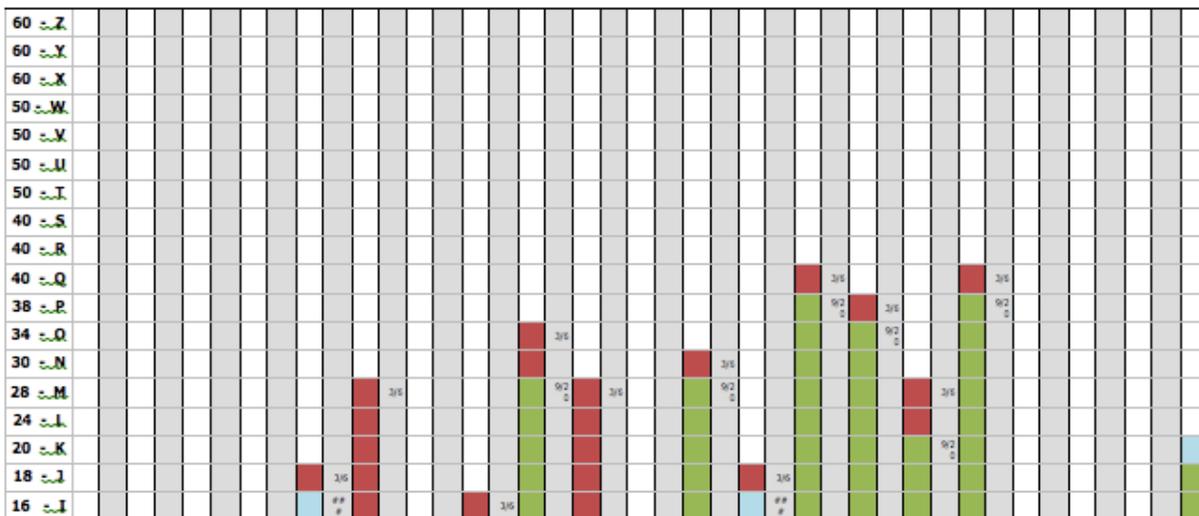


Figure 3: YMCA-CLC Extended Day Program Data

Example of Math and Reading data kept on 3rd grade students, with participation in CLC indicated.

#	3rd Grade Student Name	ELL	CLC	2011		Math MAP Growth +7	2012	
				Math/MAP Spring/191	Math/MAP Winter/198		Math/MAP Spring/203	Math MAP Growth +12
1			Y	163/191	190/198	27		49
2		Y		170/191	180/198	10	194/203	24
3		Y	Y	173/191	184/198	11	201/203	28
4		Y	Y	ND	ND	ND	202/203	ND
5		Y	Y	176/191		22		36
6		Y	Y	177/191	190/198	13	195/203	18
7			Y	177/191	191/198	12		27
8		Y	Y	179/191	188/198	9	200/203	21
9			Y	179/191	196/198	17		40
10		Y	Y	183/191	185/198	-2	188/203	5
11		Y	Y	189/191	196/198	7		23
12		Y	Y		193/198	0		12
13					190/198	-8		14
14			Y	ND	193/198	ND		*10
15				ND	193/198	ND		*14
16						5		20
17						7		22
18		Y	Y			-1		14
19						6		21
				Level 1	142-179.0			
				Level 2	178.2-191.3			
				Level 3	192.1-203.1			
				Level 4	203.8-			

Updated 1-08-2013



#	CLC	TR	2011		Reading Growth +5	2012	
			Reading/MAP Spring/190	Reading Winter/195		Reading Spring/199	Reading Growth+9
1	Y		ND	ND	ND	169/199	ND
2		Y	154/190	180/195	26	181/199	27
3	Y	Y	162/190	167/195	5	185/199	23
4	Y		165/190	172/195	7	184/199	19
5	Y	Y	167/190	178/195	11	196/199	29
6	Y	Y	169/190	175/195	6	194/199	25
7	Y	Y	169/190	180/195	11	195/199	26
8	Y		169/190	184/195	15	196/199	27
9	Y	Y	170/190	194/195	24	196/199	26
10	Y		174/190	180/195	6	197/199	23
11	Y		175/190	193/195	18	198/199	23
12	Y		177/190	192/195	15	186/199	9
13			181/190	189/195	8	199/199	18
14	Y		186/190		20		28
15			186/190	193/195	7	191/199	5
16			ND	194/195	ND	198/199	*4
17					4		13
18	Y				5		15
19					-5		-3
				Level 1	142.5-180		
				Level 2	181-189		
				Level 3	190-199.2		
				Level 4	199.8-		

Updated 1-08-2013

Figure 4: 1st Grade: Math Interventionist Fall Assessment Tracking Form

Our math interventionist administered a 9 question assessment for all 1st grade students to determine their proficiency on the 1st grade fall CCSS. This type of assessment will be administered a total of three times this year and used by the interventionist and teachers to inform instruction. Students in red were identified for intervention at the beginning of the year.

1	Teacher A - 1st grade	5+3	8+2	ten-3	8+10	10+3+5	5+5	5+6	ten-5	eleven-5	
2		3	3	x	4	x	4	x	3	x	
3		4	4	3	3	x	4	3	4	4	
4		x	2	x	4	x	4	x	3	x	
5		4	x	2	2	x	4	4	3	4	
6		x	3	x	x	x	x	x	x	x	
7		2	3	3	x	x	4	x	3	x	
8		2	x	3	x	x	4	x	3	x	
9		3	3	2	2	x	4	4	4	3	
0		4	4	4	4	4	4	4	4	4	
1		x	3	3	x	x	4	2	3	3	
2		3	3	3	x	2	4	3	3	x	
3		x	x	x	x	x	4	2	x	x	
4		4	2	2	4	1	4	3	3	4	
5		3	4	3	4	x	4	4	4	x	
6		3	3	3	x	x	4	x	x	x	
7		4	4	4	4	4	4	4	4	x	
8		x	x	x	x	x	4	x	x	x	
9		x	x	2	x	x	x	x	2	x	
0		3	3	x	3	3	4	3	3	x	
1		x	x	x	x	x	x	x	x	x	
2		3	4	2	x	2	2	2	3	x	
3		3	4	3	x	3	4	x	4	4	
4		3	3	3	3	x	4	2	4	3	
5		2	2	2	x	x	4	x	3	x	
6		53	57	47	37	19	82	40	63	29	
7	Total Score	2.21	2.38	1.96	1.54	0.79	3.42	1.67	2.63	1.21	
8											

Figure 5: Attendance Data: Grade Level Absences – month

Our Family Support Worker disaggregated and analyzed our attendance data for the 2012-13 school year. These data were used this summer to intervene with students as the school year began and to identify focus students. This type of data will be collected and analyzed monthly to ensure student attendance isn't hindering student achievement.

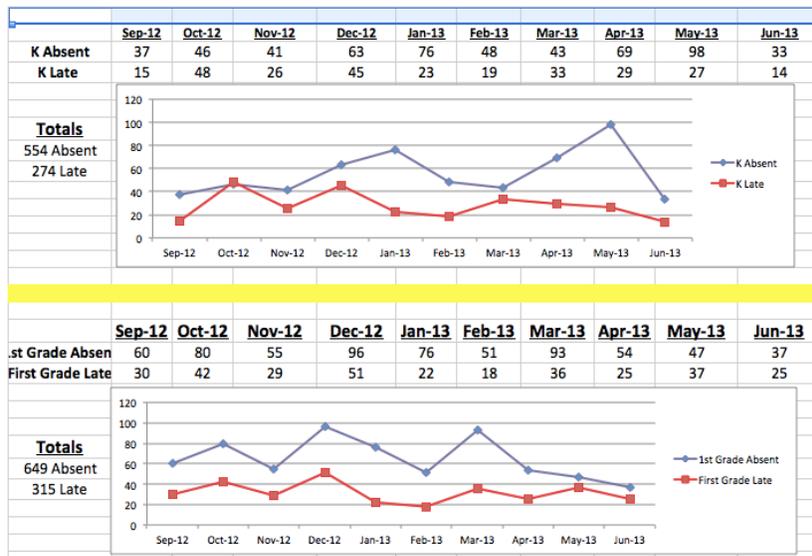


Figure 6: Attendance Data: Individual Absences – month

	Last Name	First Name	St ID	Grade	Sep-12		Oct-12		Nov-12		Dec-12		Jan-13		Feb-13		Mar-13		Apr-13		May-13		Jun-13		Totals		
					Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent	Late	Absent
76			7125990	2nd	1				1		3			1			2	2						1	8	3	
77			7256381	1st							3		1		1										5	0	
78			8031886	K	1						1						2						10		14	0	
79			8038446	1st		3			3				1	1		1						2			6	5	
80			8034986	K	3		2				2		3		6		1		2		4	1	2		25	1	
81			8036954	K		1	3	10	1	6	3	2	2	1	1	1	1	1				7			16	23	
82			8011449	K	4	2	1	3		2	1	4	1	2	3	1				2					20	6	
83			8001296	1st	1		1				3	2								1		3			9	2	
84			7101066	2nd	2	2	2	2			2	2	2	1	2	2	4	2	4		5	2	4		27	13	
85			7094220	3rd		1			4		2	1	1								1	2			9	3	
86			8001489	1st	1	1					1	2	2										1	1	6	3	
87			8010597	3rd							1					1		1	2		3				7	1	
88			7104763	2nd	2		1		2		1		1			1	1	1	1					1	10	1	
89			7205713	2nd				1	1	10			1		2		2				3		1	1	17	2	
90			8024548	K				1	1	1	1	1			1		1	5							7	4	
91			8017421	K	1	1			2					1					1	5				1	4	2	
92			7100217	1st	2	7	1	4	1	6	1	4	4	6	4	4	2	3				1				35	15
93			8036541	K			1		1		1	2			3	1	1		1	1					8	4	
94			7066681	3rd							1				2					2		3		1		9	0
95			8001236	1st	1	1					5		2				2					1		1		11	2
96			7226962	1st			2						3								1	2				8	0
97			8035855	K		1	1	1	1		1	5	6		1	1	1	5	1	2	2	1	2		18	14	
98			7127293	3rd	1	1			3		2		4		2	1	2	2	1	2		2	1	1		17	3
99			7204043	2nd		1	1	2	2	1		5	5		1	2	2	2	1	1	1	1	1	2		14	16
00			8037478	1st	4	1	3		1	1							5									15	2
			Totals			Can-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13										Totals		

Figure 7: ELL student data wall

This data wall was created by our ELD teachers to analyze and progress monitor of our ELL students. They use these data on an ongoing basis to create their instructional groups and align the CCSS language strategies to student needs.



ATTACHMENT 5: PreK – 3 ALIGNMENT AND COLLABORATION EFFORTS

1. Concord International School has three preschool programs located in the school. The preschools include: YMCA- full day session, Head Start - two half day sessions, Developmental Preschool - two half day sessions. We collaborate with our preschool programs to support incoming kindergarten students by:

During Preschool:

- Welcoming families that register their students for preschool at Concord and proactively providing them school and district information
- Reaching out and inviting our preschool families to attend school family events
- Administration attendance at preschool family events and providing a Q and A for parents

Winter before Kindergarten:

- Administration hosts Kindergarten Open House/Information Nights

Spring before Kindergarten:

- Teachers host welcome and information night for incoming families
- In June, invite students to attend Jump Start and make calls welcoming families to Concord and getting information on their program preference

Summer before Kindergarten:

- Current K teachers teach a 5 day session of Jump Start, assess their incoming students, and build relationships with families
- Administration hosts an information night for incoming Kindergarten students
- Preschool and K teachers exchange student information which contributes to planning for how to best support student needs

Fall and during the school year:

- Monthly sharing of student information to assist with identification of students requiring additional supports

Our plan for this year includes:

- Identifying and using a structure to share student information electronically at the end of the school year to contribute to the development of student academic plans that can be implemented at the onset of the next school year
- Obtaining permission to exchange IEP information prior to the onset of the school year

2. The collaboration that occurs between PreK and Kindergarten teachers at Concord includes:

End of the school year (June): A meeting is held between the preschool teachers of students with IEP's to review the IEP and begin the planning for student transition.

Before the school year begins (August): Sharing of student information for incoming preschool students.

September: Continued sharing of information that includes preschool, kindergarten teachers and special education teachers

Fall: All preschool, Kindergarten teachers and SPED teachers meet to discuss concerns about students and share information for current kindergarten students

Our collaboration between PreK and Kindergarten teachers involves monthly Friday afternoon meetings following an agenda that includes: sharing the progress of current and incoming Kindergarten students; building common understanding of WaKID GOLD and its scores to identify the specific kindergarten readiness skills in math, reading, and social skills necessary for

success in a public school; collaborating with the administrator in developing look fors aligned to the PreK and K readiness that the administrator will use in Walk-throughs; and sharing of effective instructional strategies and structures for our students. This year the Prek and K team will identify times at which they will observe one another's instruction in order to learn about best practices being used in the classrooms and ultimately contribute to common practices across classrooms and grade levels.

Teachers will review the WaKIDS assessment for current PreK and K students in order to prepare for the 2014-2015 K class and to identify the areas of needed professional development. PreK teachers are invited to and attend Concord professional development aligned to the school PD calendar. One area identified by K teachers is PD on inter-reader reliability on Wa KIDS.

3. This year, curriculum maps were exchanged between PreK and K teachers so they could gain an understanding of the themes and the time of year that skills are introduced. The next step will be to provide time for the PreK and K teachers to review the Fall WaKID gold data. This will be followed by sharing the data with the 1st grade teachers in order to expand the conversations so there is a clear understanding of the skills necessary for K and 1st grade readiness. It is also a goal for 1st grade teachers to visit the K classrooms in spring and K teachers to visit 1st grade classrooms in the winter quarter to gain an understanding of the grade level expectations and see firsthand how their last year K students are performing. We will move up a grade level each year until there is a solid PreK to 3rd grade alignment.

4. Currently, we follow cohorts of students across grade levels and identify instructional gaps as well as power standards (e.g. number sense). Evaluation of our Prek-3 alignment will include modifications to curriculum maps based on teacher sharing and collaboration, observation notes from peer and administrator observations and class visits. At the end of the second year of the grant, we will have the SPS Early Learning Manager complete an audit of our alignment efforts and provide input on next steps.

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW
(Applicable Schools Only)

A. Description of ELL Program

1. Concord has a dual language program that provides instruction in both English and Spanish and serves both language minority and majority students in the same classroom. Students receive instruction in English for half the day and Spanish for half the day. Students gain language proficiency through interactions with their native-speaking peers and also develop cooperative skills and cross-cultural understanding. The primary goals of the program are for all students to become linguistically proficient in English and Spanish and to excel academically.

The Dual Language program is currently serving 157 native Spanish speaking students of which 142 receive ELL services. Of the 16 ELL students (native Spanish and non-Spanish) not served in the Dual Language program, all receive ELL services via the 2nd instructional model, Aligned Sheltered Instruction. In this model ELD teachers and Bilingual IAs align their instruction with the content/curriculum objectives being taught in the classroom. This year, the ELD teachers created a Language Lab that applies Language Workshop instruction, with a focus on oral language (CCSS speaking/listening) through literacy. Our K and 1st grade ELD teachers and Bilingual IAs provide instruction during the classroom literacy block, implementing the classroom teacher's learning objectives, vocabulary and oral language focus. Our 2nd and 3rd grade ELD teachers provide students with the highest language needs 40 minutes of small group instruction, 4 days a week in a pullout model. Bilingual IAs provide support for students in flexible groups in the readers and writers workshop model. Our 4th and 5th grade ELD teachers provide students with 40 minutes of daily intensive language instruction, 4 days per week, using the Connect Interpret Apply (C.I.A.) approach which bridges the gap between the text and the reader. The use of literacy notebooks to document their thinking is also incorporated into this language rich environment working with ELL levels 1, 2, and 3.

Concord's AMAO1 improved from 66.1% of students making progress according to the WELPA in the spring of 2012 to 81.5% of ELLs making progress in the spring of 2013. MSP score results for ELLs at Concord surpassed both the district and state scores in reading and math. Of our 3rd grade Spanish speaking students who took the STAMP Spanish language proficiency assessment (reading, writing, listening, speaking), 80% performed at ratings Novice High and Intermediate level. The 5th grade Spanish speaking students (the first cohort of completing their K-5 Dual Language program at Concord) scored at 87% on the STAMP and 97% of this cohort earned high school Spanish credits contributing to their high school graduation and college readiness.

2. Collaboration, planning, and conferring between classroom teachers and the ELD teachers takes place once a week to share ELD and classroom goals, share materials and strategies and review student assessment scores. Oral language focusing on the development of academic language occurs every day in pull-out groups and in push in classroom support.

3. The principal has participated in the ELL Collaborative Teaching Model Summer Institute, System Instruction in Phonemic Awareness, Phonics and Sight Words training, district, state and California Bilingual and Dual Language conferences. The principal participates in weekly grade

level/ELD data team meetings to review teaching goals and student progress as demonstrated on the ELD oral language rubric, phonics assessment, TC Assessment. The principal meets once a month with ELD teachers to review progress towards the standards. The principal examines Fall and Spring data in order to guide staff allocation, develop program schedules, funding for interventions, materials and professional development. The principal will be meeting with the district ELD Coach, Literacy Interventionist, and ELD teachers to identify and offer PD to the classroom teachers in order to support the ELL students.

4. All of our Dual Language teachers have attended the district OSPI summer Dual Language institute. All of the IA's in 2011-12 attended PD in phonics and math, and in 2012-2014 attended literacy and training in the CCSS. Classroom and mainstream teachers visited Dual Language programs in the district and throughout the state to improve the program at Concord and to access best practices currently being implemented at other schools. Teachers have attended WABE and CABA conferences. This past summer, the assistant principal, principal, and an ELD teacher attended the Dual Language Conference in California.

5. Both classroom teachers and ELD specialists incorporate explicit content and language teaching points that focus on academic language development to support all students in accessing the CCSS. Differentiated instruction and assessments for ELL students, along with a focus on both conversational and academic language, rich and engaging discourse, and use of public records are integrated into the content areas in both ELD and mainstream classrooms. The following components are incorporated into the pull-out instruction occurring in the ELD Language Lab in order for ELL students to have access to content: CCSS curriculum topics and themes, theme-based reading and writing, vocabulary development, and sentence stems and academic language aligned to CCSS reading standards.

B. Other Supports for ELLs

1. Supplemental materials to support ELLs include sentence stems, leveled guided reading book sets and the use of text sets (books on the same topic at a variety of reading levels). Word walls with content vocabulary are displayed in the language lab. Differentiated, small group reading and oral language instruction is provided 30 minutes a day, 4 days per week during the school day. Newcomers are provided 30 min a day, 4 days per week after school with an ELD teacher. Summer school is taught by an ELD teacher and supported by bilingual IA's and is available for students in grades 2-4 in partnership with the University of Washington.

2. Home based activities include: students taking home books at their independent reading level, school sponsored literacy night, Benchmark ebook library in English and Spanish accessible at home and at the library, translations, Weekly Bulletin tips for parents, information nights (report cards, MSP, WELPA, transition to K and 6th grade the next grade) and summer learning.

ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT PLAN**A. Case Management Support**

Currently at the onset of the school year, students needing intensive case management are identified using attendance and academic data. In the fall, teachers will complete a short behavior screener identifying students for internalizing and externalizing behaviors. In addition, the list of homeless students and those with medical issues is reviewed. This information will be compiled and used to determine a list of approximately 30 focus students. These focus students will be case managed by our Family Support Specialist (FSS) and school counselor who will provide on-site services and connect students and families with resources in the community as needed. This group of students will be monitored for attendance, academics and behavior. This information will be shared with the attendance team weekly and Levy Partnership Committee monthly.

The school counselor will provide social skill teaching and small group interventions as determined through assessment and staff referrals. Students in need of additional medical or mental health services will be referred to Sound Mental Health, NAVOS, Seattle Indian Health Board, Consejo Mental Health Agency or SeaMar Community Health Center who have existing caseloads and a relationship with Concord. The FSS will ensure that students have clothing, transportation, and food and that resources are made available that will assist the family in ultimately being able to support their students. Additional support provided by the FSS may include assistance in making and meeting appointments, childcare planning, and transportation as needed to decrease the loss of student learning when students or family members attend a medical appointment or there are family emergencies. The resources and providers are all within the community, and therefore fulfill the culture and language needs of our families and support them during school breaks.

In addition staff and families can refer students of concern who are not progressing with classroom interventions to the Student Intervention Team (SIT) that consists of administrator, psychologist, nurse, special education teacher, classroom teacher and family. This SIT team will review student cases and refer students to additional interventions/resources or for evaluation for special education. Other families and students who have had recent trauma or need support can seek resources from the FSS or school counselor at any time or classroom teachers can seek their support as student issues arise.

B. School and Family Connection

Classroom teachers send information and feedback home weekly in the student Tuesday folders. In addition teachers are in communication with families regularly through email and phone calls. Each month administration will hold a family “coffee hour” where different support staff and community resource partners will be invited to share information with families. During that hour administration will share with families what is happening at school and answer any questions they have. All students receive a Seattle Public Schools Progress Report each trimester. After the first trimester administration in collaboration with math and literacy interventionist provides a morning and afternoon session on how to interpret student progress reports. We will hold two Parent-Teacher conferences, one in the fall and one in the spring. At these conferences teachers will share current MSP, MAP scores and progress reports, how to interpret them and strategies for how to help their students at home.

Different family nights are offered to engage families in what is happening at school and ways they can support their student at home. Each night has a different focus – literacy, math/science and multi-cultural/healthy eating. At each night families have the opportunity to learn different strategies and are provided materials so that they can support their student at home. On Literacy Night students were read stories, families were provided reading strategies and students chose books to take home. This is then followed by student book bags where students take books home at their level and families are able to better support them at home with what they learned at school. Besides these specific nights Concord is planning to offer language specific basic school information nights where families will have an opportunity to receive information on attendance, involvement in PTA, discipline strategies and study skill strategies they can use to support their student. Families will be invited by a robo-call or invitation in the weekly family newsletter. Interpreters will be provided.

C. Transition Support

Pre-School to Kindergarten Transition

There are currently about 64 Pre-K students enrolled in our YMCA and SPS Head Start programs at Concord, many of whom will attend kindergarten at Concord. Recruitment begins with the kindergarten tours in the winter for interested families.

In the spring, families are contacted by administration and provided information regarding the dual language and traditional English programs and summer Jump Start opportunity at an evening information night. At the “Spring Move Up” meeting, pre-school supervisors of all providers in the community, administration, Kindergarten teachers, Special Education teacher and the counselor meet to discuss incoming students and any extra support that is needed for students to be successful. Before the school ends, incoming students from YMCA and Headstart visit the Kindergarten classrooms for part of a day.

In early August, incoming registered Kindergarten families are provided with an orientation facilitated by administration, Kindergarten teachers and Family Support Specialist. During this orientation, district and school policies on attendance, homework, medical and discipline are reviewed. In late August, all K families are offered an opportunity to participate in the Jump Start program which is a five, half-day program that allows incoming K students learn classroom routines and structures and for K teachers to begin assessing student knowledge using WaKIDS assessment.

At the beginning of the year K students are provided a gradual start to school three days after 1st-5th graders begin. During those first three days, the Kindergartners’ are only in the classroom for half days. This gives classroom teachers an opportunity to conference with families and gather more information regarding their students.

After school begins in September, the FSS will follow-up with families of incoming students that request or are presenting a need for additional support and determine which students may need to be included as a focus students.

5th to 6th Grade Transition

Students and families are supported in transition to middle school in a variety of ways. The principal and staff members from Denny Middle School host an orientation meeting at Concord, where families can ask questions and get basic information regarding middle school during the spring enrollment period.

Several Denny teachers visit Concord in the spring to get a better understanding of the curriculum and instruction that the students receive and the classroom and building expectations. During this time, they are able to see and hear the students in an elementary school setting. They meet with the classroom and ELL teachers (during their PCP time) to access information about incoming students who may need additional support.

Currently the principal, nurse, and FSS go to Denny in the spring of each year and meet with their intervention team to share information on specific students who are receiving social-emotional and academic support.

This year, we are planning on sending our ‘youth ambassadors’ to spend the day shadowing a middle school student and meet with different teachers and staff to answer questions asked by their classmates. As representatives, they will bring information back and present it to their classmates. In addition, all current 5th graders are invited to attend a four-week summer transition program at Denny.

Next year our plans include asking our counselor to organize a school visit for all of our students as well as co-hosting a family information night on the Denny campus. Our counselor, together with administration, 5th grade teachers and YMCA-CLC program will create transition activities to support students.

D. Mental and Physical Health Referrals and Services

The physical and mental health needs of the focus students are a result of various factors that include trauma, abuse, housing conditions, and poverty. Our nurse provides basic care and follow-up such as treating minor injuries, administering medicine such as asthma inhalers and completes vision/hearing screening as necessary. Concord participates in Smile Partners for dental sealants for 2nd and 3rd graders that need it during the fall each year. Our students continue to need basic health care for minor medical issues, but our nurse has limited capabilities per school district policy and only being at school two days per week. For student needs that cannot be accommodated by the school families are referred to SeaMar Health Center which is located within close proximity to the school.

Currently we have Sound Mental Health who is at Concord one day per week and provides individual mental health services regularly to a few students. This fall Seattle Indian Health will begin providing individual mental health services one additional day per week. Other mental health agencies such as NAVOS and Consejo see a few students on a regular basis, but not a full caseload during the school day. Currently our nurse, Family Support Specialist, special education teachers and administration complete the majority of referrals. Next year we will have a school counselor that can also make referrals and provide general services along with offering small groups focused on different topics as needed such as grief, friendship, anger, etc.

ATTACHMENT 8A: MATH and/or SCIENCE WORK PLAN SUMMARY

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – 2012-13 SY				Projected Results – 2013-14 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
1 st – 2 nd grade students making annual typical growth on Math MAP	1 st and 2 nd graders below the 25 th percentile on spring 2013 math MAP	59	14%	12	20%	30	51%
3 rd - 5 th grade students making annual typical growth on math MAP	4 th graders below the 25 th percentile on Spring 2013 math MAP	13	3%	6	46%	8	61%

I. Focus Students

A. Based on our data analysis, we chose to focus on the 1st and 2nd graders who are below the 50th percentile in order for all students be on grade level before 3rd grade and 4th graders due to their below average typical growth and low scores.

B. Lack of understanding by parents regarding expectations schools have for their children, the importance of regular attendance, and lack of access to our educational system. Our 4th grade focus students had several years of substitute teachers in K, 1st, and 2nd grades.

II. Strategies

a. Strategies

- The math interventionist and teachers will provide small group, in-school extended learning opportunities (component 2) for focus students. These interventions based on student learning of the CCSS and progress will be regularly assessed. In addition all focus students will use the computer based Dreambox math intervention program.
- The math interventionist and teachers will provide expanded learning opportunities (component 3) through before-school, small group math intervention for 1st grade students, with weekly assessment of student learning.
- The math interventionist, YMCA-CLC & City Year after school staff will provide expanded learning opportunities (component 3) through, small group math intervention and/or homework help for 2nd and 4th grade students, with regular assessment.
- PK-5 teachers and math interventionist will collaborate in math PD focused on gaining proficiency and leveraging CCSS math practices during classroom instruction, creating aligned assessments and analyzing student data. (component 1)
- The FSS will provide direct support to families (component 4) on how to enhance math opportunities outside the school day, learn about the CCSS math standards and how to interpret students progress reports and test scores.

b. Briefly summarize the frequency and duration of the support.

- Focus students assessed weekly by the math interventionist and/or classroom teacher
- Focus students will receive extended in-school learning through intensive small groups a min of 30 minutes per day, 4 days per week (120 minutes)
- 1st grade focus students will receive expanded learning opportunities before school in small groups, 45 minutes per day, 2 days a week (90 minutes)
- 2nd and 4th grade focus student will receive expanded learning opportunities after school in small groups during the YMCA/CLC program and City Year program, 45 minutes per day, 2 days a week (90 minutes)
- 1st – 2nd and 4th grade focus students will spend at least 90 minutes on the Dreambox math intervention program per week
- PK-5 teachers will meet monthly for professional development

c. **Dreambox computer-based math program:** One effectiveness study on 2nd graders found a 12% increase on test scores after using the program for seven hours over a two-week period.

Common Assessments: By aligning our math assessments, we are more able to identify specific strands in reading where our focus students need additional support (Nine Characteristics of High Achieving Schools)

PD for Teachers: Research indicates that the effect of poor teacher quality tend to persist for years after a student has had such a teacher (Sanders and Rivers 1996)

III. Key People

- **Math Interventionist** will identify students, provide interventions, assess progress, collaborate with teachers and YMCA/CLC, provide math PD to classroom teachers, collaborate with FSS to provide resources and create systems to monitor student progress/use for Dreambox math intervention program
- **Certificated Teachers** will identify and provide interventions for focus students, collaborate with math interventionist and PK-5 teachers and work with levy coordinator to monitor progress of focus students
- **FSS** will collaborate with the math interventionist to provide direct support to families on how to enhance math opportunities within the home and outside the school day, learn about grade level standards and how to interpret students' progress reports and test scores.

IV. Partnerships and Collaborative Efforts

a. We will continue to partner with the YMCA-CLC after-school program to provide expanded learning opportunities for our 2nd and 4th grade focus students. Next year City Year corps members will support math in class through individual and small group tutoring of students as determined by their assessment scores, teachers and admin. Corps members will have 4-6 focus students who will set goals, receive interventions and regularly monitor their progress. Students will participate in after school HW club with integrated math concepts.

- b. YMCA-CLC develops academic proficiency and 21st Century learning skills that support the CCSS and classroom instruction and the staff collaborates with teachers and interventionists to provide high quality inclusion. City Year corps members are 17-24 and therefore uniquely able to provide near peer relationships with students. Members provide frequent differentiated tutoring, based on student needs and interests. To ensure effectiveness City Year systematically tracks test scores, participant surveys and attendance.
- c. Students who attend the YMCA-CLC program 5 days per week consistently demonstrate typical growth on the MAP math (see Attachment 4: Data Sample). The 21st Century CLC improves math proficiency by 45% (www.afterschoolalliance.org). Students who are participating in City Year programs at other SPS schools are showing significant academic gains.

V. Leveraged Funds

- a. Title 1, YMCA 21st Century Grant/OSPI Grant, AmeriCorps/City Year private funding
- b. Title 1: 0.5 math interventionist, certificated teacher support for 1st grade before school intervention funds. YUSA 21st Century and OSPI grant: our after school program which will support our 2nd and 4th graders after school intervention time. AmeriCorps/City Year leverage federal and private funding for 66% of their programming which will support our City Year program at Concord

ATTACHMENT 8B: READING and/or WRITING WORK PLAN SUMMARY

		Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
1 st -2 nd graders making annual typical growth on Reading MAP	1 st -2 nd graders scoring below 25 th percentile on Spring 2013 MAP Reading	69	17%	23	33%	35	50%
3 rd -5 th graders making annual typical growth on Reading MAP	Incoming 4 th graders below 25 th percentile on spring 2013 Reading MAP	41	10%	10	24%	30	73%

I. Focus Students

A. 1st-2nd Graders: These students are improving, however we must provide interventions if we are to get these students reading at grade level by 3rd grade. Incoming 4th graders below 25th percentile on previous years reading MAP: These students are well below grade level in reading and did not make typical growth.

B. Lack of rich literacy resources within the home has meant that many of these students have not had exposure to books and how reading 'works'. Many of these students have not developed the ability to hear the sounds of our language (phonemic awareness), a prerequisite skill for learning to read. Parents lack understanding about expectations around schools, including the importance of regular attendance, and lack access to our educational system.

II. Strategies

a. 1st-2nd Graders

- Common reading assessments to monitor word level work, comprehension, and vocabulary proficiency
- Explicit, small group instruction (#2: extended in-school learning time) in early reading skills by Reading Interventionist
- Before-school, small group reading intervention (#3: expanded learning opportunities) for 1st graders and Team Read after-school program for 2nd graders
- Parent Literacy Nights to educate parents on how to support their child in reading
- PD for teachers in effective, small-group reading instruction

Incoming 4th Graders

- Common reading assessments to monitor vocabulary and comprehension
- Explicit, small-group instruction (#2: extended in-school learning time) in reading skills by Reading Interventionist using the Fontas and Pinnell Leveled Literacy Intervention program (double dose)
- After-school, small-group reading intervention (#3: expanded learning opportunities) provided by certificated specialists and City Year corps members (triple dose)
- Parent Literacy Nights to educate parents on how to support their child in reading
- PD for teachers in effective, small-group reading instruction in vocabulary and comprehension

b. Briefly summarize the frequency and duration of the support.

- Assessments: Weekly (by Reading Interventionist) for 1st, and 2nd. Biweekly for 4th grade focus students

1st-2nd students

- Extended in-school learning in small groups for 1st and 2nd students, 30 minutes per day, 5 days per week (150 minutes)
- Expanded learning opportunities for 1st graders before school in small groups, 45 minutes per day, 2 days per week (90 minutes) and Team Read 2 days per week (60 minutes per session) for 2nd graders
- Reading in Benchmark eBooks 30 minutes per day, 3 days per week (90 minutes)

Incoming 4th grade students

- Extended in-school learning through small group intervention, 30 minutes per day, 5 days per week (150 minutes)
- Expanded learning opportunities after school in small groups, 45 minutes per day, 2 days a week (90 minutes)
- Independent reading in Benchmark eBooks, 30 minutes per day, 2 days per week (60 minutes)

c. Explain your rationale for selecting your strategies. Include any relevant evidence.

- Common Assessments: To identify specific strands in reading where our focus students need support (Driven by Data, 2010)
- Extended learning time and small groups (Richard Allington and the National Reading Panel)
- Parent Education: Parents who understand school expectations and are more able to discuss their child's progress with the teacher (Epstein and Sheldon, 2005)
- Professional Development for Teachers: Research indicates that the effect of poor teacher quality tend to persist for years after a student has had such a teacher (Sanders and Rivers 1996)

III. Key People

- Specialists and IAs to provide extended, in-school, small group instruction in early reading skills for 1st and 2nd graders, and comprehension and vocabulary instruction for 4th graders
- Reading Interventionist and 2 certificated teachers to provide before-school small group instruction for 1st-2nd graders
- Specialists to provide expanded, after-school small group instruction to 4th grade focus students
- IAs to monitor independent reading on Benchmark eBooks

IV. Partnerships and Collaborative Efforts

A. Team Read: Focus students from 2nd grade will receive one-on-one tutoring in reading fluency, vocabulary, and comprehension from trained high school tutors. The high school students are mentors and tutors who teach specific reading skills and allow our students more time in books to increase their reading fluency and stamina. Next year City Year corps members will support reading in class through individual and small group tutoring of students as determined by their assessment scores, teachers and admin. Corps members will have 4-6 focus students who will set goals, receive interventions and regularly monitor their progress. Students will participate in after school HW club with integrated reading concepts.

B. City Year corps members are 17-24 and therefore uniquely able to provide near peer relationships with students. Members provide frequent differentiated tutoring, based on student needs and interests. To ensure effectiveness City Year systematically tracks test scores, participant surveys and attendance.

C. Of our 41 students who regularly attended Team Read programming, 26 students increased 3 or more Guided Reading levels. Students who are participating in City Year programs at other SPS schools are showing significant academic gains.

V. Leveraged Funds

- a. Title 1, Bilingual funds, AmeriCorps/City Year private funding
- b. Title 1: Extra time for certificated teacher & school license for Benchmark eBooks for independent reading. Bilingual: Fund IAs to monitor eBook program after-school. AmeriCorps/City Year leverage federal and private funding for 66% of their programming which will support our City Year program at Concord.

ATTACHMENT 8C: ATTENDANCE WORK PLAN SUMMARY

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
Students absent fewer than 5 days per semester, excused or unexcused	K-2 students	211	52%	58	27%	108	51%

I. Focus Students

- a. We are choosing to focus on K-2 grade students because our attendance data indicates they have the most absences. The focus and support of students in the primary grades will support families in creating positive habits early on.
- b. Non-academic barriers include the parents' lack of understanding about what expectations schools have for their children, the importance of regular attendance, and lack of parent access to our educational system. Some of our families lack the resources to provide clothing, food and/or health services for their students.

II. Strategies

a. Strategies:

- During PK to K transition events and K orientation nights, attendance and school readiness will be emphasized and information provided by the FSS (component 1).
- Classrooms will participate in the 'Be Here, Get There' attendance program through the City of Seattle. The FSS will collaborate to promote the program, monitor and communicate class progress throughout the month and celebrate improvements made by each class (component 4).
- Families will be provided education including info about the district attendance policy, how attendance affects academics and ways to support attendance at home – creating morning and evening routines, etc. though two evening meeting per year. In addition the FSS will provide this type of information on a smaller scale at each school family night and through the Concord website and weekly Family Newsletter. (component 4)

- The FSS, administrator and classroom teacher will meet with families who are planning extended absences (five or more days) to review the district attendance policy, student academic data and create a plan to ensure the student is learning as many of the standards they are missing while absent. (component 2)
 - An attendance team will meet weekly to review student attendance data and monitor focus students. The team will include admin, attendance secretary, FSS, nurse and YMCA-CLC & City Year program managers. (component 4)
 - The attendance secretary will contact families of absent students daily. When students have more than two absences for the semester the FSS or admin will contact the family to regarding the reason for absence and find out if support is necessary. When students have five absences the FSS and/or admin will meet with the family to create an intervention plan. (component 4)
 - Focus students will be encouraged to attend before/after school programs as described in the math and reading work plans. Their attendance and participation will be monitored to study the correlation between participation and attendance. (component 3)
- b. Briefly summarize the frequency and duration of the support.
- Daily: The attendance secretary will call families of absent students and notify the FSS & counselor re. focus students
 - Weekly: The attendance team will meet to review attendance and monitor focus students
 - Monthly: Attendance data will be shared at the Levy Partnership Committee meeting
 - August/September: Meet with families that are identified with attendance issues from the previous spring
 - February: Meet with families that are identified with attendance issues for 1st semester
 - October & January: Concord will host two family meetings focused on attendance
- c. Family Engagement: Parents who hold high expectations and aspirations for their students has a strong effect on student learning – 0.80 effect size. In addition parental involvement in homework, communication with teachers, and student progress showed a moderate effect size on student achievement (Hattie 2009)

III. Key People

- **Family Support Specialist:** will monitor attendance of focus students, meet with families when they have two and five absences and provide support and create intervention plans for those students. The Family Support Specialist will organize the two attendance focused family nights and lead the ‘Be Here, Get There’ campaign. Specialist will lead In addition he/she will help Attendance Secretary and Levy Coordinator track attendance data.
- **Attendance secretary:** will monitor attendance on a daily basis and collaborate with Family Support Specialist regarding focus student absences. They will bring weekly attendance reports to the attendance meeting and collaborate with the Family Support Specialist and Levy Coordinator to ensure attendance data is accurately tracked. In addition the Attendance Secretary will work with administration to recognize students monthly for attendance.

- **Nurse:** will follow-up on medical absences with the students and families to ensure student health concerns are addressed and provide resources for support as needed. In addition the nurse will work with the special education program and 504 plan coordinator to ensure families of students with health concerns are provided the information and support necessary to ensure maximum attendance of the students.

IV. Partnerships and Collaborative Efforts

- a. The Seattle Indian Health Board is collaborating with the FSS to identify Native American families to provide families with resources/support. They are starting a ‘youth ambassador’ program for 10-15 5th grade students to provide an opportunity for leadership and mentor 3rd grade students. Students in this program have low academic achievement and attendance issues. Concord will host a mental health counselor one full day per week to see students on an individual basis as referred. City Year corps member will support the ‘Be Here, Get There’ program and have focus list of students.
- b. The Seattle Indian Health Board approached Concord this fall with these opportunities. Our Native American number is small but the families we have at Concord need a significant amount of support. We are also identifying students who are not properly marked in the district system, but are eligible for these resources. In addition the ambassador program and mental health services are open to all students. City Year corps members are trained in family engagement and act as a positive, caring adult. They will provide before school programming to encourage on time arrival.
- c. Last year the youth ambassador program was started with Cleveland and Nathan Hale High School and has shown positive results in attendance and academics of student ambassadors and students mentored. City Year has proven to be successful in their support at other SPS sites in regards to improving attendance.

V. Leveraged Funds

- a. Baseline funds, AmeriCorps/City Year private funding
- b. Baseline funds will be leverage to fund a 1.0 Attendance Secretary. Nurse will be funded centrally by the district for two days per week. AmeriCorps/City Year leverage federal and private funding for 66% of their programming which will support our City Year program at Concord

ATTACHMENT 8D: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

Area of Concentration D: English Language Acquisition

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
ELL students will make gains on state English proficiency test	1 st & 2 nd ELL students performing at L1 and L2 on the WELPA	52	13%	9	17%	26	50%

I. Focus Students

A. The majority of ELL Students entering Concord International School are at level 2 (intermediate proficiency). Currently the greatest number of ELL's at L2 are in 1st and 2nd grade with 28/31=90. % in 1st grade and 26/34=76.5% in 2nd grade that are performing at an intermediate level as determined by the spring 2013 WELPA. Our L1 students include: 1/31=3.2% in K, 1/34=2.9% in 1st grade, 1/43=5.9% in 3rd grade, 1/19=5.3% in 4th grade and 1/21=4.8% in 5th grade. These current 2nd and 3rd grade L1 and L2 students are our levy focus students because they have the highest language acquisition needs. When they acquire English Language proficiency they will have greater access to the instructional content presented in English and will be well on their way to become fluently bilingual.

B. The non-academic barriers include the parent's lack of understanding about what expectations schools have for their children, the importance of regular attendance, and lack of parent access to our educational system.

II. Strategies

A. ELD teachers provide and will provide supplemental academic supports through focused vocabulary and language instruction in small reading groups. They also provide vocabulary and oral language support in the homerooms. IAs provide vocabulary and language instruction in small, guided reading groups and in the classroom content instruction (component). Our proposal will have our ELD teachers providing expanded learning opportunities through targeted, small group language and content instruction before school for 1st grade and after school for 2nd grade. Strategies will include the use of sentence stems for justification of answers and to support student-to-student discussion, GLAD, echo talk, think/pair/share and choral

reading. ELD Teachers, ELL Instructional Coach, Literacy Interventionist, and FSS will provide a process for engaging families in understanding the K-5 CCSS, assessments, and an understanding of the K- 12 educational system.

B. Daily in-school (4 days per week) 90 minute support for small groups of students. Instruction will focus on effective ELL strategies and will include content vocabulary through Cognitive Dictionaries, time for students to justify their responses and time for students to use sentence stems to engage in peer-peer discussions. Students will have their progress monitored every 2 weeks. 1st grade focus students will receive additional language support through content instruction 2 mornings per week (30 minute session) and 2nd grade students will receive 2 days of language instruction through reading content and 2 days of Team Read support. These students will have their progress monitored every 2 weeks. Guardians of focus students will be provided an information night once per month.

C. For English learners to succeed, they must master not only English vocabulary and grammar, but also the way English is used in core content classes (Cummins). The content specific vocabulary along with the procedural language needs explicit instruction. The extended day program will address the heavy language demand in the content areas of math and literacy. Instructors will focus their teaching and provide the scaffold for students to increase their oral and academic language and CCSS skills. Research indicates that “when second language instruction is integrated with instruction in academic content, it is more effective than teaching the language in isolation” (Center for Applied Linguistics, 1995). Ames, Destafano, Watkins & Sheldon 1995, state that parent engagement is correlated to a parent’s perception of the role that they play in their child’s school.

III. Key People

- ELD teachers will deliver interventions for students during the day and will deliver expanded learning before school for 1st grade and after school for 2nd grade.
- ELD teachers, Interventionists and FSS will collaborate to plan and implement monthly family evening information nights and monthly morning tea information sessions.

IV. Partnerships and Collaborative Efforts

A. Team Read will provide reading support with a focus on oral language

B. All of the students that participated in Team Read in the 2012/2013 school year made typical growth

C. Team Read’s tutors are trained in reading and have welcomed training from our literacy coach. This year we will collaborate with Team Read to train tutors in the use of sentence stems to promote oral language development.

V. Leveraged Funds

A. Title 1 Fund, Bilingual Funds, Baseline Funds, YUSA-CLC

B. Title 1 funds will be used to pay for extra time for the certified teachers. Title 1 parent funds will be used to pay for the information nights. Bilingual funds will be used to pay for translations and bilingual IA interpreters. Baseline funds will be used to pay for supplies.

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

A. Leadership, Planning, and Implementation

1. Our levy application process began after staff and the Building Leadership Team examined school-level and classroom-level data and realized that additional interventions and resources were necessary if we are to support the most struggling students in getting to standard in reading and math. In reviewing the school trend data, the staff also noticed a need for a strong PK-3 alignment to ensure that student's who are not K ready are supported early on. Staff then gave approval to apply for the grant and the Concord PTA were made aware of our intentions. As grade level teams, ELD and Special Education teachers, math and literacy interventionists, and YMCA-CLC staff each analyzed their class/program and individual student data, specific achievement gaps were noted. Each grade level/program worked to identify specific strategies that would be most effective for their group of students and are creating ways to progress monitor their success. Administration in collaboration with our Family Support Worker and community partners analyzed our student's attendance, socio-emotional needs and family engagement and decided on strategies that would best support these needs.

2. Community partners reviewed the grant application, provided input, and took part in writing sessions on campus. These partners will continue to have input through their participation in the monthly levy partnership meetings and through ongoing dialogue with administration and Building Leadership Team. At our monthly meetings we will review student data to determine effectiveness of strategies/programs and determine if modifications are necessary. We shared the grant application with PTA and FEAT and if we receive the grant will continue to share our progress.

3. Key people include:

Administration: The Principal, Dr. Zavala and Assistant Principal, Ms. Mizuta will oversee the overall implementation and progress monitoring of the grant. They will collaborate with the FSS, counselor and attendance secretary to support family engagement and attendance. Dr. Zavala will focus on overseeing ELD/literacy intervention and PD, PK-3 alignment and PK-K transition. Ms. Mizuta will focus on overseeing the math work, socio-emotional support and middle school transition. Dr. Zavala's expertise and training aligns with her focus of ELD/Dual Language, literacy and primary academics and alignment work. Ms. Mizuta's expertise and training aligns with her focus on CCSS math strategies and interventions, PBIS/MTSS, middle school transition and has experience as an administrator at a SIG middle school.

Literacy Interventionist: Mr. Coles will oversee and monitor focus student progress in reading. To do this he will collaborate with City Year, YMCA-CLC and Team Read to ensure that students are placed appropriately and community partners are trained on effective strategies for working with struggling readers. Mr. Coles will also collaborate with classroom teachers regarding in class interventions, focus student progress and be a part of the PK-3 alignment work supporting through knowledge of CCSS and best practices. Mr. Coles has expertise in literacy and professional development at the state, national and international level. His knowledge of and access to resources, such as Readers and Writers Workshop Project, supports our alignment work and integration of the workshop model into our Dual Language classrooms. His extensive experience in literacy and with the CCSS at the primary level and access to current intervention strategies will mean our focus students are being supported by a one of our most qualified teachers.

Math Interventionist: The math interventionist, Ms. Myers, will oversee and monitor focus student progress in math. To do this she will collaborate with City Year and YMCA-CLC to ensure that students are placed appropriately and community partners are trained on effective strategies for working with struggling readers. Ms. Myers will also collaborate with classroom teachers regarding in class interventions, focus student progress and be a part of the PK-3 alignment work supporting through her knowledge of CCSS and best practices. In addition she will create a system for tracking student progress and effectiveness of Dreambox. Ms. Myers has expertise in math instruction at the middle school and elementary level. She has current training in the Math CCSS that is currently be used in alignment of the prek-5 curriculum and is working on her administrator credentials. This knowledge of leadership and systems will support her work in collaborating with our community partners and leading work in aligning math assessments school wide.

English Language Development (ELD) teachers: Our ELD teachers will provide expertise in English language acquisition for our PK-3 alignment and provide our ELL students support on a daily basis. Ms. Groszhans is an NBCT who has experience in teaching Spanish Dual Language and the school improvement process. Ms. Sales is a Martinez Scholar with access to and mentor support in implementing cutting edge, research based, best practices. Mr. Farmer has historical information and experience in starting the Dual Language program and how Concord has used it to support our ELL students. Together this team has analyzed student data and developed a teaching schedule that resulted in the implementation of a collaborative teaching model to better serve students in the acquisition of language. They also meet with every teacher once a week and have developed a PLC that has served as a model for other teachers at Concord.

Family Support Specialist (FSS): The FSS will collaborate with the school counselor to support and case manage their focus group of students. The FSS will collaborate with the attendance secretary to monitor student attendance school wide and with the counselor and administration to lead school wide activities that support students socio-emotionally. The FSS will organize and lead the family information nights, monthly coffee hours, collaborate with staff for curriculum specific nights and be an integral part of the PTA being the school-home connection. In addition the FSS will be available as a resource for all students and families that need support medical, mental health, clothing and other outside needs. Our current FSS has been at Concord for five years and built many positive relationships with our families and community. She has a BA and is currently working on her Masters in Social Work.

Counselor: The counselor will collaborate with the FSS to support and case manage their focus group of students. He/she will organize and seek out community health partners/services for our students and provide families with resources for mental health needs. The counselor will lead social skill groups as needed and lead the school socio-emotional curriculum work. In addition he/she will collaborate with administration and classroom teachers to progress monitor students academically and in regards to behaviors and attendance. The counselor will be able to provide on site crisis intervention as needed and refer students/families for extended services with regular follow-up. Concord does not currently have a counselor but anticipates the ability to leverage baseline funds with staff support for this position next year. We will be seeking to hire someone who will be able to fulfill the grant requirements and that has experience with diverse urban schools and at least conversational Spanish language skills.

Attendance Secretary: The attendance secretary, Ms. Gallegos, will be responsible for daily communication with families regarding absences. She collaborates with the FSS daily regarding focus student's attendance, tracking student data and sharing information at the attendance

meeting. Ms. Gallegos has been at Concord working in this role for the past two years and has a positive relationship with our families and because she speaks Spanish is able to communicate with the majority of them.

Levy Coordinator: The levy coordinator will be responsible for coordinating and leading the monthly levy partnership meetings. In addition they will collaborate with all community partners and staff to progress monitor students and determine effectiveness of the implementation along with tracking use of funds and PD. The levy coordinator will coordinate services between the community partner program leads in conjunction with school needs. This position will be hired if receipt of the grant and filled someone who meets the qualifications we are seeking.

YMCA-CLC Program Manager: Ms. Ruby Fontilea is our current program manager and has expertise in tracking academic growth and implementation of math and literacy intervention programs. She has presented her data tracking systems and program structure at YMCA events nationally. Her role will be to continue leading the YMCA-CLC program which provides expanded learning opportunities after school and progress monitoring the students who are in the program. In addition she will collaborate with the City Year program manager, FSS, admin and counselor to identify and determine student fit in each program.

City Year Program Manager: The City Year program managers will supervise and support the corps members at Concord. They will provide PD and ensure members are collaborating with staff and positively effecting Concord students. The program manager will collaborate with the YMCA-CLC manager, FSS, admin and counselor to identify and determine student fit in the program. In addition they will collaborate with the FSS, counselor and admin to support students with social skill and attendance. This person will be hired by City Year and provided to Concord this spring upon confirmation of partnership.

Seattle Indian Health Board: The Seattle Indian Health Board will provide a mental health counselor one day per week to see individual students, a social worker that will provide and connect Native American families with services/support and a youth ambassador program coordinator. These people will be determined by the Seattle Indian Health Board and will be matched up per expertise and availability.

4. We have a tiered MTSS model of support for our students and are refining how we progress monitor all students with this model this year.

Tier 1: school wide data analysis of school wide tests (MAP, MSP, WELPA, STAMP, TC, common benchmark assessments in writing and math) to assess overall progress and inform professional development through the year, weekly grade level/specialist data meetings to monitor student progress and refer for interventions, ELD data wall of ELL's progress and program placement to determine alignment of services, twice yearly screen students regarding internal and external behaviors to be used in conjunction with discipline data to identify students for tier 2 interventions, weekly attendance reports and meetings to evaluate student absences

Tier 2: weekly meeting with math and literacy interventionists to report on number of students served, progress and any program adjustments or PD suggestions, YMCA-CLC template to progress monitor students in after school program, weekly grade level/specialist meetings to monitor student progress and review intervention strategies, we will be creating a system to monitor students regarding tier 2 interventions for behavior once the interventions are set-up

Tier 3: Student Intervention Team meets weekly as needed to review referred students, interventionists/special education/ELD teachers review student progress and make adjustments to student interventions as necessary

Throughout the year we monitor our systems as stated below:

June/July/August: Assessment results are examined by principal, assistant principal, interventionists, FSS and YMCA-CLC program manager. The analysis is shared with the BLT to begin discussions about effectiveness of interventions and create school schedule based on student need.

September: Principal leads a staff review of MSP data, AMO targets, WELPA, school C-SIP goals and vision statement. Grade levels/programs use TC and math benchmark data to identify the areas of need and determine the strategies and interventions to be implemented in the classroom. Interventionists analyze individual student data to identify students they will support and create their schedule accordingly. Teachers use multiple data sources to create their Student Growth and PLC goals. Specific content strands are analyzed and discussed at grade level and PLC meetings.

October - June: Progress monitoring of struggling students, and discussion of instructional practices that are working, continue at weekly grade level/program meetings and in conjunction with PLC work and monitoring of Student Growth Goals. The groupings of students are fluid and allow for reconfiguration once a student has mastered the concept, strand, or component. PLC's and staff will assess initial effectiveness of strategies before the end of the year to begin conversation regarding system wide adjustments.

5. Challenges in implementing our plan include time for teachers to create common grade level assessments aligned with the CCSS that guide their instruction and result in prompt analysis and feedback to students on an ongoing basis. While we have implemented a structure for reading that includes assessing students on an 8 week rotation, and assessing students with greater needs every two weeks, our challenge is to extend this to math. To overcome these challenges, this year with the help of our .5 math interventionist, we are developing common grade level benchmark assessments based on the CCSS in each unit for K-5. The challenge that we are facing is in fidelity of implementation and finding the time to calibrate the grading of these assessments. Our next step this year is provide PD to calibrate our scoring and refine our structures for analyzing the results. The work plan proposals take our work to the next level from the foundation we will build this year as teacher will be provided time to collaborate with the interventionists to create instructional next steps based on their analysis. This work will promote sharing and trying on different instructional strategies. Next year each grade level will be provided one release day in September to analyze the student data together with the math and literacy interventionists, ELD team, and SPED team, and administration to ensure that the interventions are targeting specific strands in math and specific reading components. Grade level/program PLC's will then be supported by admin and interventionists throughout the year with the possibility of more release time as needed and if funds are available form performance pay.

Ensuring that we are progress monitoring all focus students and coordinating our partnerships in accordance to those needs can be a challenge. Our levy coordinator shares their data collection with these partners, interventionists and admin so that we can monitor and adjust as necessary. In addition the levy coordinator and partnership team will report to staff quarterly regarding progress and celebrations to maintain staff support.

Another challenge has been and may be the negative impact of substitute teachers when our primary teachers have extended leave, as have been the case over the past 4 years. The next step will be to develop and nurture cross grade level collaboration (K-2 monthly meetings) that can contribute to ensuring that students are taught the grade level CCSS and that substitutes receive the necessary support.

B. Tracking to Results

1. One example of how our prior work brought strong results was a systemic change in how we utilize our personnel to meet the needs of our students in the area of reading comprehension. Three years ago we implemented a school wide reading intervention/acceleration program to address the absence of students in all 4 quartiles making typical growth. 90% of staff voted to implement the intervention at the onset of the 2010-11 school year. Planning for the intervention through collaboration with administration and the literacy coach took place before the school year began. The plan required a shift in how the school would employ the skills of IA's and tutors. All staff received PD on how to instruct small, guided reading groups and administering and interpreting the TC reading assessments. During the first year of implementation, training was provided by Dr. Anne Reese, Concord's literacy coach, and Dr. Sheila Valencia, UW literacy professor. Grade level teams were formed and data meetings were held once a week during planning time. In these meetings, classroom teachers, ELD, Sped teachers, IAs, and paid hourly tutors worked together to analyze student reading data, to exchange information about individual students and to regroup students every 6 weeks. Classroom teachers, ELD and Sped teachers, IAs, and hourly tutors shared their evidence to form new groups and to determine new teaching points for the upcoming week. To allocate more time for small group instruction, Spanish speaking IAs had some of their duties transferred to other Spanish speaking school staff. Thus, the Office Assistant, FSW, and principal took on more tasks and duties. In this way, implementation of the intervention/acceleration program involved a commitment from all staff members, including those not directly involved with instruction. In addition to shifting roles among staff, developing this intervention involved a process of creating new service schedules that aligned with the service requirements of students receiving ELL and Sped support.

Outcomes: Each year we are seeing an average of 82.5% of students in our acceleration/intervention model advancing two or more guided reading levels growth in their native language according to the TC reading assessment. At the end of the first year teachers gave feedback regarding modifications to improve the program. These included more PD for IA's and more meeting time to review data and regroup students.

2. The school-wide data monitoring process that we have in place includes:

Math

At or Above Grade Level

- MAP, twice per year, informs strand level data for aligning curriculum and instruction
- K: WaKIDS, once per year, gives baseline data on entering K students
- Pre/post unit assessments, beginning/end of units, informs teaching and re-teaching of specific skills
- Benchmark assessments, every 4 week, informs proficiency on CCSS standards
- Dreambox tracking, every week, monitor use and improvement of intervention

Reading

At or Above Grade Level:

- TC & Rigby Spanish reading assessments, three times per year, give information to place students in instructional reading groups
- MAP, twice per year, informs strand level data for aligning curriculum and instruction
- Reading logs, every night, informs volume and stamina of independent reading
- Teacher conferring notes, daily, informs mini lesson for workshop model
- K-1: Early reading skill assessment (phonemic awareness, phonics, sight words), 4 times per year, informs small group instruction
- K: WaKIDS, once per year, gives baseline data on entering K students

Below Grade Level:

- running record, every two weeks, informs strategy group instruction
- K-3: sight word assessment, ever two weeks, informs reading level

Writing

All students:

- pre/post writing prompts (for narrative, persuasive, expository, opinion), beginning/end of each unit, informs teaching and re-teaching of writing skills

ELL

- WELPA, once per year, informs proficiency reading, writing, listening and speaking skills
- Writing samples and exit tickets, daily, monitor student language growth and instructional changes
- Conferring/anecdotal notes, daily, monitor oral language skills and growth

Attendance

- monitor absences weekly, informs interventions by the FSS and administration

3. Focus students will be progress monitored by classroom teachers and interventionist. A data collection system is being created and the process will be refined by the levy coordinator. This system will track reading, math, language acquisition and attendance to be reviewed weekly.

4. The levy coordinator will be charged with creating a system wide data tracking template that is visible and accessible to Concord staff and community partners. This tool will be used to track focus student progress at the Levy Partnership Meeting, once a month. The data to be included will be reading, math, attendance (in school and partner programs) and behavior referrals. At these meetings we will discuss results and make necessary adjustments. Staff will be able to access and will review this data regularly during grade level meetings so that any corrections in class that need to be made are occurring as well.

5. Our plan will include collaborating with community partners includes:

- Weekly intervention team meetings: administration, math and literacy interventionists and program managers as needed
- Weekly grade level meetings: classroom teachers, City Year corps members and optional interventionist, ELD teacher or Sped teacher
- Weekly Attendance meetings: administration, FSS, attendance secretary, school counselor
- Monthly Levy Partnership team meetings: meeting with community partners (YMCA-CLC, Team Read, City Year, etc.) Admin, Interventionists, FSS

Instructions for Completing Tier 1 or Tier 2 Innovation Budgets

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**. Insert information in columns B, C, D, E, and F. "TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET" in the low range budget should be approximately \$157,500 (Tier 1) or \$93,750 (Tier 2). "TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET" in the high range budget should not exceed \$232,500 (Tier 1) or \$116,250 (Tier 2). **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:** Low Range budget total should be approximately \$210,000 (Tier 1) and \$125,000 (Tier 2). **High Range budget total should NOT exceed \$310,000 (Tier 1) or \$155,000 (Tier 2).** Adjust expenditures in Tables 1 and 2 to increase or decrease grand total amounts shown in Table 4.

Important Notes:

- A) 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.
- B) Schools should work with their SPS budget analyst to complete the RFI budget template.
- C) The High Range Budget (C4) and Low Range Budget (C5) reflect school year 2014-2015 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, 206-252-0294) with questions.
- F) If a school wants to purchase a Family Support Worker or a Family Support Specialist, the school must include the costs (salary and benefits) in their budget. If you have questions, please contact Pat Sander at PSANDER@seattleschools.org or call desk phone at 206-252-0705.
- G) See the "Commitment Items" tab for a list of Seattle Public Schools' budgeting codes.
- H) Table 4: Budget Totals will automatically populate based on inputs entered in Tables 1 and 2.
- I) Please email Isabel.Munoz-Colon@seattle.gov to request a template with additional rows.

Attachment 10: Elementary School Tier 1 Innovation Budget

School Name:	ABC Elementary School
	Total Award Amounts
High Range Budget:	\$310,000 (Maximum)
Low Range Budget:	\$210,000 (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 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)
1 23201205	Literacy Specialist	\$40,000	\$78,426	Low range: Hire 0.5 FTE to provide Literacy intervention to 3 periods per day focused on students not making gains on Reading MAP or who are at Level 1 or 2 on Reading MSP. High range: Hire a 1.0 FTE to provide literacy professional development to teachers and after-school reading tutors.
2 39106381	Family Support Specialist	\$67,000	\$67,000	1.0 FTE Family Support Specialist (FSS) to work with a caseload of ~30 focus students. FSS caseload will be comprised of Latino students with the following profile: not making typical growth on MAP or not passing MSP and having attendance issues (>5 absences/semester). Caseload will also include African American students with >5 absences (excused or unexcused).
3 39406922	Math Coach	\$0	\$16,000	High range: .5 FTE Professional development coaching for math teachers and provide small group instruction for Math MSP Level 1 and 2 students. Leveraging \$24,000 from Title I in addition to Levy funds to pay for position.
4 24001700	House Administrator	\$25,000	\$40,000	Low range: .25 FTE - The House administrator at the high range is in charge of monitoring the program. Program modifications occur each week at the regular intervention program meeting which will be facilitated by the House Administrator. High range: .40 FTE - This position hires and provides training and supervision for the intervention program teachers and other staff and is also responsible for organizing the program which includes budget and materials allocation.
TOTAL Base Budget - Personnel:		\$132,000	\$201,426	

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 the amounts.)
1 7710	Online Membership for Math Intervention (Program XYZ)	\$8,000	\$8,000	Purchase 15 licenses of online Program XYZ for math intervention program. Same number of licenses will be purchased if awarded high or low budget.
2 5600	Textual Materials for Reading & Math Intervention	\$10,500	\$12,574	Low range: Purchase additional math manipulative to be used with interventions provided by math teacher. High range: Purchase textual materials to support extended in-school and out-of school intervention (ABC Math materials, XYZ Reading materials).
3 7120 - CBO	Seattle CBO- Extended Learning Opportunities (ELO) programming costs	\$7,000	\$10,500	Low range: \$700/class/qr (10 classes) to support expanded learning opportunities for students in extended day program High range: will be used to expand offerings for winter qtr: \$700/class/qr (5 more classes) to support expanded learning opportunities for students in extended day through the OST program
4 Leverage	Seattle CBO- OST programming costs for enrichment	\$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).
TOTAL Base Budget - Non-Personnel:		\$25,500	\$31,074	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$157,500	\$232,500	

Should be approximately \$157,500 May not exceed \$232,500

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
When we earn end-of-year outcome performance pay we will pay Classified & Certificated Extra Time for Home Visits during August 2013. We will offer 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 amount on math enrichment activities for Levy focus students in the following fall semester.	\$52,500	\$77,500

Table 4: Budget Totals

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$132,000	\$201,426
BASE BUDGET - NON-PERSONNEL	\$25,500	\$31,074
PERFORMANCE PAY	\$52,500	\$77,500
GRAND TOTAL	\$210,000	\$310,000

High and Low Range Budget Grand Totals should be close to the low range (C5) and not exceed the high range (C4) respectively.

SAMPLE

Attachment 10: Elementary School Tier 2 Innovation Budget

School Name:	ABC Elementary School
	Total Award Amounts
High Range Budget:	\$155,000 (Maximum)
Low Range Budget:	\$125,000 (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 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)
1 23201205	Literacy Coach	\$40,000	\$40,000	Low and High range: Hire 0.5 FTE Literacy coach with ELL endorsement to provide reading intervention for MSP level 1 & 2 students or students not making gains on Reading MAP. Literacy coach also will provide professional development for general education teacher and tutors on reading strategies for ELL students.
3 39406922	Math Coach/ Levy Coordinator	\$25,000	\$48,500	Low range: .25 FTE math with ELL endorsement leveraged with \$24,000 from Title to pay for addition .25 FTE. Math Coach/Levy Coordinator to provide small group intervention support for MSP Level 1 and 2 students or students not making gains on Math MAP. Will also oversee data monitoring of Levy interventions. High range: 1.0FTE (with leveraged Title 1 funds) will add professional development support to teachers and tutors.
TOTAL Base Budget - Personnel:		\$65,000	\$88,500	

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 the amounts.)
1 7710	Online Membership for Math Intervention (Program XYZ)	\$8,000	\$8,000	Purchase 15 licenses of online Program XYZ for math intervention program. Same number of licenses will be purchased if awarded high or low budget.
2 5600	Textual Materials for Reading & Math Intervention	\$10,750	\$12,750	Low range: Purchase additional math manipulative to be used with interventions provided by math teacher. High range: Purchase textual materials to support extended in-school and out-of school intervention (ABC Math materials, XYG Reading materials).
3 7120 - CBO	Seattle CBO- Extended Learning Opportunities (ELO)	\$7,000	\$7,000	Low & High range: \$700/per tutor (10 tutors) to support expanded learning opportunities for students in extended day program. College tutors will be providing support for Level 2 MSP math and reading students in groups of 4 using instructional materials provided by schools. Tutors will provide 60 minutes of tutoring (30 math/30 reading) four days a week.
4 Leverage	Seattle CBO- OST programming costs for enrichment	\$0	\$0	CBO will leverage an additional \$1,400 from United Way grant to support ELO programming. Leveraged funds will pay for an additional 10 students afterschool slots (see row above).
TOTAL Base Budget - Non-Personnel:		\$25,750	\$27,750	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$90,750	\$116,250	

Should be approximately \$93,750 May not exceed \$116,250

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
When we earn end-of-year outcome performance pay we will pay Classified & Certificated Extra Time for Home Visits during August 2013. We will offer 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 amount on math enrichment activities for Levy focus students in the following fall semester.	\$30,250	\$38,750

Table 4: Budget Totals

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$65,000	\$88,500
BASE BUDGET - NON-PERSONNEL	\$25,750	\$27,750
PERFORMANCE PAY	\$30,250	\$38,750
GRAND TOTAL	\$121,000	\$155,000

High and Low Range Budget Grand Totals should be close to the low range (C5) and not exceed the high range (C4) respectively.

Commitmer 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-Conslt 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 Mgmt & 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/Mgmt 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