
ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL INNOVATION RFI

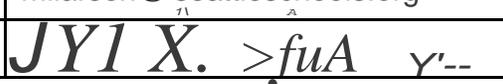
School Information:

School name:	Sanislo Elementary School
School address:	1812 SW Myrtle Street, Seattle, WA 98106

Principal's Contact Information:

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Signature:	 Date: J 11-21-13

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ATTACHMENT 2: NARRATIVE

Sanislo Elementary School is a neighborhood school that has been a part of the South Delridge neighborhood of West Seattle for over forty years serving nearly 300 students in grades kindergarten through fifth grade. Sanislo's history began in 1969 opening as an open concept school with a staff dedicated to connecting with children and their families as individuals and as members of a loving and nurturing community of learners. The school partners with outside community groups for enrichment and academic supports. Partnerships include Seattle Children's Hospital Walking School Bus, Pacific Northwest Ballet, Allen Foundation Grant with Seattle Public Library, Seattle Youth Symphony.

I. Sanislo's Current Goals and Outcomes for our students and our school
Sanislo serves a dynamic and diverse student population. According to the 2013 Annual Report our school serves a higher percentage of Black (21.4%), Asian/Pacific Islander (55.6%) and Multiracial (11%) students than the District subgroup averages. When comparing the following groups to the District averages Sanislo is near the average for Hispanic (11%) and is below the District average for White students (20.3%). Our Special Education enrollment has stood fairly consistent at around 14%, which is slightly below the District average.

During this current school year, Sanislo has begun a year of transition and innovation. The new principal was hired by the staff and community who sought an Instructional Leader who could energize the staff around strong, consistent and quality teaching and learning, who had expertise in serving English Language Learners as well as engaging families and the community. The staff and the community are excited about the possibilities that lie ahead to serve the diverse community of students with a greater focus and intentionality, including the use of data to drive instructional decisions.

Bruce Rhodes, the new principal of Sanislo as of July 1, 2013 set some high expectations for the staff. These include: 1) That all decisions made by the staff would have students at the center and foremost in the staff's decision making process; 2) That multiple forms of data would be utilized on a continual basis to support student academic success; 3) That the staff would participate in the Reading and Math Benchmark Interim Assessments to progress monitor students and make instructional decisions to account for 100% of our student; 4) That all instructional staff would participate in focused professional development in the areas of differentiation of instruction, balanced literacy, and strategies to support our English Language Learners.

As we enter into the 2013-14 school year the Sanislo Building Leadership Team along with the staff has developed a Continuous School Improvement Plan (C-SIP), which accounts for academic growth for one hundred percent of our students.

- For the 2013-14 school year Sanislo has set a goal to increase the number of students proficient overall in grades 3-5 as measured by the MSP by 10% in mathematics and reading. The writing goal for fourth grade students is to achieve a 10% increase in students being proficient in writing and in fifth grade

the goal is to increase the number of students proficient in Science by 5%. Additionally the staff has set goals for improvement in all the grade levels in three focused groups of students as identified through a summary of the data which include our English Language Learners (ELL), our Special Education students and our Black students.

11. Unique qualities and challenges faced by Sanislo from 2006-07 until the 2012-13 school year.

Over the past seven years, Sanislo has experienced a dramatic shift in student demographics, which has affected the academic growth of students. As the demographics of students changed, the staff has not received the professional development and support necessary to meet the challenges and needs of the change in student demographics. Below are some of the changes and challenges that Sanislo has experienced over these years: 1) From the 2006-07 school year to the 2012-13 school year the ELL population has grown from 15% to 18.3%, as compared to the district average of 7.5%; 2) From 2006-07 school year to the 2012-13 school year the Special Education population has grown from 9.9% to 14.4% as compared to the district average of 14.7%; 3) From 2006-07 school year to the 2012-13 school year the student qualifying for Free and Reduced Meals has increased from 45% to 68.7% as compared to the district average of 41.6%. As of October 29, 2013 our free and reduced percentage is hovering around 72%; 4) During the 2012-13 school year, the principal was out on medical leave and there is not consistent data available for grades K-2 on the MAP data to establish growth for students during that school year.

III. Strategies and Partnerships currently employing to address the academic and social emotional needs of Sanislo students:

During the 2013-14 school year there have been strategies that have been implemented to address the academic and non-academic needs of struggling students. These include: 1) Implemented common assessments across grades 1-5 in Reading. All students will be assessed a minimum of two times during the school year using the Teacher's College Reading Assessments; 2) Implemented common interim assessments using the OSPI Benchmark assessments in grades 1-5 in both reading and math aligned to the Common Core State Standards; 3) Implemented the WaKIDS assessments in Kindergarten to establish baseline data and to progress monitor students; 4) Strategically identified our focused and struggling students and will provide intervention support and a "double dose" of instruction during the school day as well as before and after school programs by certificated teachers; 5) Implemented a data collection system from multiple sources to progress monitor student growth in reading and math; 6) Implemented on a quarterly basis data review meetings with grade level teachers, specialists and principal and to plan for intervention/enrichment and; 7) Implemented monthly professional learning communities (PLC) which will focus specifically on student work and data as well as reading strategies for struggling learners.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Part 1: Kindergarten Readiness Assessment Data

Prior to the start of the 2013-14, there was inconsistency in which monitoring tools and the frequency for kindergarten assessments at Sanislo. In August of 2013, Sanislo launched their first ever Jump Start Program for incoming kindergarten students. During the week of Jump Start the teachers and instructional assistants used the SPS Kindergarten Inventory. This data gave teachers valuable information on the make up of their class and basic overall skills that students had as they entered into the full day kindergarten program in September 2013. As a result of additional schools being added to free full day kindergarten the WaKIDS assessment has been added to our school to assess students' levels on thirty-six objectives centered around nine areas of development and learning. The WaKIDS assessment is utilized as a screener, progress monitoring tool as well as a summative assessment. Due to the late notification of the implementation of the WaKIDS program a decision was made to add the MAP Assessment and the TC Assessments to further triangulate data at year end and as a result we will have multiple data points for all of our youngest learners.

Looking over the WaKIDS data shows that about 74% of our students are below standard in literacy as compared to the district average of 46% below. In math, Sanislo kindergarten students scored below standard at 100% as compared to 69% for the district. In reviewing the data for students not making progress in kindergarten, the pervasiveness of not meeting standard during Kindergarten tends to continue through the fifth grade. In particular, tracking students throughout the grades has shown that students not making progress in Kindergarten continue to not make progress to standard throughout their time in elementary school.

Thirty-three percent of our kindergarten students began the year with English Language skills that indicated a need for English Language Learner support: 13% at the beginning level; 81% at the intermediate level and 6% at the advanced level of language proficiency.

According to the Early Literacy Assessments in letter recognition (Table 3.1.2), 50% of ELL students and 22% of non-ELL students were below expectations in identifying upper case letters in fall 2013, and 50% of ELL students and 29% of non-ELL students were below standard identifying lower case letters. Additionally on Early Literacy Assessment in letter sounds (Table 3.1.3), 93% of ELL students and 61% of non-ELL students were below standard.

According to the fall 2013 Kindergarten Entrance data for Math (Table 3.1.4), 50% of ELL students and 34% of non-ELL students entered below the readiness level for number recognition.

Reviewing our multiple assessments (see Tables 3.1.1- 3.1.4) data shows that many of our kindergarten students are coming unprepared for school and have possibly lacked

the pre-school experiences that would allow them to be better prepared for the rigor of the kindergarten classroom.

Part II: English Language Acquisition Data

In total, there are ten different languages represented by the students that attend Sanislo. In 2013, the sixty-nine who are English Language Learners (25% of the school population), and qualify for ELL seiVices are broken down into five primary language groups: Spanish, Vietnamese, Somali, Cambodian, and Arabic .

According to recent information from the English Language Leamer department at SPS, 16 (23%) of the 69 ELL students have been in the ELL program for four or more years. On average our students stay in the program for three years. There are several reasons for the longer duration of students that qualify for ELL SeiVices. Cummins, a leading researcher in language acquisition suggests that it takes a student 3-5 years to be comfortable and proficient in the basic interpersonal communication skills, while it take 5-7 years to be proficient and solid in academic language as compared to native English speakers. This is one reason, however we acknowledge our need to improve core instruction and provide additional supports to accelerate proficiency.

During the 2012-13 school year, 50.6% of Sanislo ELL students made expected progress on the WELPA. As a result, Sanislo did not make Annual Measurable Achievement Objectives (AMAO 1) and exited only three (4%) of our ELL students. This indicates that our school needs to bolster our seiVices to our ELL students through strong professional development for teachers to support our students' needs. In recent years, Sanislo has seen an increase in the number of students who come to school with very minimal formal education experience resulting in significant gaps in their early education. Finally, 15 (22% of 69 students) received Special Education seiVices in addition to their ELL seiVices. It will be important for Sanislo to develop and articulate a plan where coordination of seiVices by our ELL and Special Education Departments is more congruent and accessible. This plan should include allowing students access to high quality instruction within their core program, and additional differentiated support for practice and monitoring, and a transition plan that allows for seiVices from other funding (Title 1), to support and monitor students when they are exited from our ELL program.

Part III: Data Analysis

To determine the outcome and indicators most in need of improvement and to identify target demographics and actual students, the team looked at the cohorts of Sanislo students who took MSP and MAP assessments over several years. Specifically, the team focused on identifying students who had not passed MSP and/or did not make typical growth on the MAP test, and compared the growth with other schools in the district and the southwest region to identify broad patterns (high level trends). The team then focused on second tier groups such as ELL, non-ELL, FRL and Special Education and compared these results with the district average (struggling sub populations). The third analysis focused on target groups of students by language

groups (n>8) and triangulated the data with multiple school-wide data points, including the Kindergarten Inventory, Teacher's College Assessment, MAP strand analysis and compared them with district trends (primary skill gaps).

High Level Trends

Overall trends indicate that Sanislo has a school-wide achievement issue in Math. According to the School and District report cards (Table 3.3.1), Sanislo consistently scores more than 10% below the SPS average for combined third, fourth, and fifth grade MSP scores. In the two most recent years, Sanislo has scored 14% (2011-12) and 30% (2012-13) lower than the SPS average. Annual non-cohort data suggests that while SPS overall has made minor, yet steady increases in the percentage of students at standard, Sanislo's data has shown a steady decline. Among the elementary schools that are situated in the feeder pattern for Denny Middle School (Table 3.3.2), Sanislo is at the bottom of performance of MSP proficiency in math compared to the five elementary schools in the feeder school cohort. Three of the five schools are between 10%-16% higher in the number of students proficient in math in grades 3 through 5.

The school report cards, however, indicate that all of the feeder schools have remained consistent in the number of students qualifying for FRL, *except* Sanislo, which has seen an increase of 9.4% from 2009 until spring of 2013. Since the beginning of the 2013-14 school year the FRL at Sanislo has increased an additional 4.3%. Sanislo has maintained a consistent percentage of ELL students where many of the other feeder schools have decreased the number of ELL students over the years, possibly due to these schools more significantly and effectively meeting this group of students needs. More concerning, the disaggregated trend data among the smaller sub populations, specifically ELL, suggests that coupled with the lower progress for FRL, there is a widening achievement gap at Sanislo.

Data sources indicate that Sanislo also has a school-wide achievement challenge in Reading. Similar to math, Sanislo consistently scores below the SPS average for combined third, fourth, and fifth grade scores and in 2013 the gap widened to 25% (Table 3.3.1), compared to the southwest school cluster group (Table 3.3.2) in 2013, showed that Sanislo was near the bottom in reading, with only one school below Sanislo with 48% proficient in reading. Of the remaining four schools, Sanislo data shows that Sanislo scores between 10% to 22% below.

Struggling Sub-populations

As stated previously, even the broad overall trends indicate that Sanislo has a widening, consistent achievement gap, specifically among the students who qualify for free/reduced lunch (FRL) and/or ELL services. Although other subgroups were also analyzed by the team, including special education, and gender, the more obvious and significant, persistent gaps were located within our sub populations of FRL and ELL.

The achievement patterns *for* math, as on the MSP, document the percentage of Sanislo ELL students meeting proficiency as compared to SPS average was above *or* on par in 2010-11 . In the 2011-12 and 2012-13 school years a negative gap developed to 11.9% and 16.7% respectively (Table 3.3.5). The only cohort that exceeded the SPS average was fifth grade. The pattern for ELL students is almost identical to the students who qualify for free/reduced lunch. During the school years 2011-12 and 2012-13 the number of Sanislo FRL students proficient on the MSP math compared to the district was below by 7.9% and 23% respectively. Breaking down the ethnicity groups that represent the three primary language groups (other than English), a similar trend can be seen on the MAP math assessments for grades K, 1, 2 (Table 3.3.8). All three subgroups represent the cohort of Asian, African and Hispanic children who fall below the fiftieth percentile. While many students are making annual typical growth (ATG), the growth is not accelerated enough to meet standard when students are more than a year behind.

Likewise, reading scores show significant and tragic trends for ELL students on MSP. Most concerning is the fourth grade decrease from 2012 resulting in only 14.3% ELL students at Sanislo proficient on the state exam (Table 3.3.5). Third, fourth, and fifth grades all fall below the district average in the percentage of ELL students being proficient from 6.3% to 28% below the SPS district average. Equally alarming is the widening gap for students who qualify for FRL (Table 3.3.7). Third grade shows a significant drop in students making proficiency from 30.8% proficient in 2012 to only 16.7% proficient in 2013 and a full 44% off the SPS average of 60.7% of FRL students making proficiency. Fifth grade was the only grade that was successful in closing the achievement gap in reading in 2013 being only 2.2% below the SPS average.

The trend for ELL students is replicated on the Teacher's College (TC) reading assessments (Tables 3.3.10 and 3.3.11). The number of ELL students below standard on the TC assessment are: 1st grade 62%, 2nd grade 100%, 3rd grade 57%, 4th grade 100%, and fifth grade 85%. With more ELL students that have been in the ELL program for over four years in fourth and fifth grade there is an alarming trend where only one ELL student is at standard on the fall 2013 assessment. What is not apparent in tables 3.3.10 and 3.3.11 is that students are making growth – but as before, the current pace is not enough for students making enough growth to eventually meet the standard.

Finally, the sub population analysis for attendance suggests a similar trend for Sanislo students. The average percentage of students who have more than ten absences is above the district average by nearly 6% (Table 3.3.13). When looking at the sub categories (Table 3.3.13) that represent the three primary language groups, Asian, Somali, and Spanish speaking groups, both our Somali and Spanish speaking students were above the district average in more than 10 days absent in the second semester.

Primary Skills Gaps

Having established the overall under-performance of Sanislo in math and reading, determining *where* the exact gaps exist with exact students is the final step that the

team undertook in the data analysis. The team did further analysis of the 2013 MSP data within four math skill areas (number and algebraic sense; measurement, geometry, and statistics; problem solving; and procedures and concepts). Across third, fourth and fifth grade, Sanislo is between 14.1% and 42.6% below the district average in all strands. Most concerning, is the low proficiency in all three grades in number and algebraic sense. The highlighted scores on Table 3.3.14 reflect the skill areas with the lowest scores for ELL students.

The gap between **ELL** students and non-ELL students is even more obvious when comparing MAP scores in 1st and 2nd grade (Tables 3.3.15- 3.3.16) in fall 2013. Non-ELL students outperformed their ELL peers in every skill except number and operations in first grade. The skill areas with the greatest gaps between ELL and non-ELL show that in most categories, except algebraic thinking and number and operations in first grade and in all strands in second grade that over 80% of ELL students are below standard. Beginning in first grade (Table 3.3.15), the most significant gaps in math are measurement and data and geometry. In second grade the skill areas with the *most* significant gaps for ELL students include number and operation, measurement and data and geometry.

Examining the reading strands for the 2013 MSP reinforces a familiar trend (Table 3.3.14). The third grade scores for all reading strands show a gap of approximately 40% below the district average. Reading strands in the fourth grade show a gap in all areas to be 23% to 36%, below the district average. The fifth grade reading scores are closer to the district averages in all reading strands with a range of 12% to 15% below the district average. After reviewing the Teacher College Reading Assessments for grades 1-5, only six (11%) of our fifty-three ELL students (in grades 1-5) met standard. In reviewing the MAP Fall 2013 reading data for grades 1 and 2, 55% or more of our ELL and non-ELL students are below the norm in all literacy strands. Second grade is exceptionally well below the norm in all strands, including literature, informational text and foundations/vocabulary. One-hundred percent of all ELL second graders are below the MAP norm in literature, informational text, and foundations/vocabulary. Kindergarten WaKIDS data from the fall 2013 assessment indicates that Sanislo students had 28% more students below standard in literacy as compared to the district average. The congruence between the triangulated data sources is remarkable. The consistent and persistent gap for Sanislo's ELL students is a troubling trend.

Sanislo Elementary -ATTACHMENT 4: DATA SAMPLE

Kindergarten Readiness (Attachment 3, Part 1)

Table 3.1.1: WaKIDS Snapshot Report, Fa112013

	Sanislo Elementary / School			Seattle Public Schools		
Social Emotional by Program	Below 68%	Met Std. 32%	Exceeds 0%	Below 49%	Met Std. 51%	Exceeds 00/0
Gross Motor by Program	Below 57%	Met Std. 43%	Exceeds 0%	Below 46%	Met Std. 53%	Exceeds 0%
Fine Motor by Program	Below 62%	Met Std. 38%	Exceeds 0%	Below 48%	Met Std. 52%	Exceeds 00/0
Language by Program	Below 77%	Met Std. 23%	Exceeds 0%	Below 66%	Met Std. 34%	Exceeds 00/0
Cognitive by Program	Below 68%	Met Std. 32%	Exceeds 0%	Below 66%	Met Std. 34%	Exceeds 00/0
Literacy by Program	Below 74%	Met Std. 26%	Exceeds 0%	Below 46%	Met Std. 54%	Exceeds 1%
Mathematics by Program	Below 100%	Met Std. 0%	Exceeds 00/0	Below 69%	Met Std. 31%	Exceeds 00/0

Table 3.1.2: Kindergarten Early Literacy Assessment- SPS Baseline Assessment

	Letter Identification- Upper Case/Lower Case	
	ELL Below Standard	Non-ELL Below Standard
Upper Case Fall2013	50%	22%
Lower Case Fall 2013	50%	29%

Table 3.1.3: Kindergarten Early Literacy Assessment- SPS Baseline Assessment

	Sound Identification	
	ELL Below Standard	Non-ELL Below Standard
Fall2013	93%	61%

Table 3.1.4: Kindergarten Math Inventory -SPS Baseline Assessment

	Number Recognition	
	ELL Below Standard	Non-ELL Below Standard
Fall2013	50%	34%

Sanislo Elementary · ATTACHMENT 4: DATA SAMPLE

ELL (Attachment 3, Part III)

Table 3.2.1 Number of Students in Language Groups 2013–14

Language Group	Number of Students	Percentage of Total
Chinese	1	1.5%
Oromo	1	1.5%
Amharic	2	3.0%
Tagalong	3	4.3%
Tigrinya	3	4.3%
Cambodian	5	7.2%
Other	10	14.5%
Somali	10	14.5%
Vietnamese	15	21.7%
Spanish	19	27.5%

Table 3.2.2: WELPA Scores 2013-14

	Level1- Beginning	Level2- Intermediate	Level 3- Advanced
Kindergarten	3	12	1
First Grade	2	7	6
Second Grade	3	4	1
Third Grade	4	4	2
Fourth Grade	4	2	0
Fifth Grade	7	6	1
TOTAL	23	35	11

Table 3.2.3: WELPA Scores Spring 2013 (Kindergarten, Fall2014) by Primary Language Groups

	Level 1	Level2	level3
Spanish	10	6	2
Somali	3	7	1
Vietnamese	1	11	3
Other	9	11	5
TOTAL	23	35	11

High Level Trends

Table 3.B.1. Sanislo and SPS MSP Proficiency Comparison

	Sanislo 2009	SPS 2009	Sanislo 2010	SPS 2010	Sanislo 2011	SPS 2011	Sanislo 2012	SPS 2012	Sanislo 2013	SPS 2013
Reading	74%	75%	60%	71%	63%	74%	57%	75%	53%	78%
Math	62%	66%	52%	64%	60%	66%	55%	69%	41%	71%

Sanislo Elementary ATTACHMENT 4: DATA SAMPLE

Table 3.3.2 MSP All Students Percent Proficient 2007-2013

	2006-Q7	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
3 rd grade Reading	77.8%	73.1%	72.3%	66%	68.1%	51.6%	37.8%
4 th grade Reading	79.2%	80.9%	73.9%	54%	61.7%	50%	52%
5 th grade Reading	82.7%	77.8%	77.1%	55.6%	59.6%	53.1%	68.2%
3 rd grade Math	75.9%	65.4%	63.8%	54%	61.7%	50%	37.8%
4 th grade Math	58.5%	68.1%	52.2%	62.5%	52.9%	54.8%	34%
5 th grade Math	73.1%	50%	70.8%	41.8%	64.9%	59.2%	51.10/0
4 th grade Writing	78.8%	74.5%	63%	53.6%	62.7%	52.4%	44%
5 th grade Science	38.5%	40.7%	56.3%	27.8%	68.4%	67.3%	68.9%

Table 3.3.3. Cohort Group MSP Data for Sanislo

	Reading	Math
2006-07 Third Grade	77.8%	75.9%
2007-08 Fourth Grade	80.9%	68.1%
2008-09 Fifth Grade	77.1%	70.8%
2001-08 Third Grade	73.1%	65.4%
2008-09 Fourth Grade	63.8%	52.2%
2009-10 Fifth Grade	55.6%	41.8%
2008-09 Third Grade	72.3%	63.8%
2009-10 Fourth Grade	54%	62.5%
2010-11 Fifth Grade	59.6%	64.9%
2009-10 Third Grade	66%	54%
2010-11 Fourth Grade	61.7%	52.9%
2011-12 Fifth Grade	53.1%	59.2%
2010-11 Third Grade	68.1%	61.7%
2011-12 Fourth Grade	50%	54.8%
2012-13 Fifth Grade	51.10/0	68.2%

Sanislo Elementary ATTACHMENT 4: DATA SAMPLE

Table 3.3.4: Denny Middle Feeder Schools MSP 2013 (avg. percent proficient)

	2009 Read/Math	2010 Read/Math	2011 Read/Math	2012 Read/Math	2013 Read/Math
Highland Park	69% (R) 52% (M)	53% (A) 45% (M)	42% (A) 37% (M)	50% (R) 40% (M)	48% (A) 44% (M)
Roxhill	57% (A) 44% (M)	50% (R) 45% (M)	59% (R) 43% (M)	63% (A) 49% (M)	63% (R) 42% (M)
Arbor Heights	70% (A) 50% (M)	60% (A) 40% (M)	68% (A) 53% (M)	71% (A) 63% (M)	75% (A) 61% (M)
Concord International	72% (A) 45% (M)	69% (A) 56% (M)	59% (A) 50% (M)	65% (A) 51% (M)	65% (A) 62% (M)
West Seattle	47% (A) 25% (M)	41% (A) 21% (M)	59% (A) 44% (M)	51% (A) 46% (M)	69% (A) 67% (M)
Sanislo	71% (A) 62% (M)	58% (R) 52% (M)	63% (A) 60% (M)	52% (A) 55% (M)	53% (A) 41% (M)

Table 3.3.5: Sanislo Attendance Rates Trends, less than 10 absences

	Sanislo	Seattle Public Schools
2011	69%	72%
2012	75%	76%
2013	72%	76%

Sanislo Elementary -ATTACHMENT 4: DATA SAMPLE

Struggling Sub Populations at Sanislo

Table 3.3.6 Percent of ELL Students Proficient on State Exams (MSP)

	2010-11 Sanislo	2010-11 SPS	2011-12 Sanislo	2011-12 SPS	2012-13 Sanislo	2012-13 SPS
3ra Grade Math	50.0%	30.2%	37.5%	37.5%	16.7%	42.8%
3ra Grade Reading	40.0%	41.3%	6.3%	29.9%	16.7%	44.7%
4m Grade Math	30.0%	24.4%	12.5%	27.2%	14.3%	40.5%
4m Grade Reading	20.0%	27.6%	37.5%	38.1%	14.3%	41.2%
5M Grade Math	50.0%	26.1%	16.7%	25.8%	33.3%	31.0%
5M grade Reading	37.5%	27.7%	0%	25.6%	25.0%	31.3%

Table 3.3.7 Percent of FRL Students Proficient on State Exams (MSP)

	2010-11 Sanislo	2010-11 SPS	2011-12 Sanislo	2011-12 SPS	2012-13 Sanislo	2012-13 SPS
3ru Grade Math	50.0%	30.2%		48.4%	20.8%	53.9%
3ru Grade Reading	57.7%	63.2%	30.8%	52.8%	16.7%	60.7%
4m Grade Math	34.5%	41.0%	40.0%	44.6%	24.2%	50.8%
4m* Grade Reading	44.8%	51.0%	48.0%	59.0%	36.4%	61.4%
5IP Grade Math	52.9%	45.2%	39.1%	47.3%	40.7%	50.4%
5UI Grade Reading	41.2%	51.3%	34.8%	53.5%	57.7%	59.9%

Table 3.3.8: Spring 2013 Math MAP, Sanislo ELL, below 50th percentile

	Asian	African/Black	Hispanic
K	4/4 (3 making ATG)	3/3 (1 making ATG)	7/7 (2 making ATG)
1	3/3 (1 making ATG)	3/3 (1 making ATG)	6/6 (0 making ATG)
2	5/5 (0 making ATG)	3/3 (1 making ATG)	4/4 (0 making ATG)
3	3/3 (0 making ATG)	3/3 (1 making ATG)	No students
4	4/4 (3 making ATG)	5/5 (4 making ATG)	5/5 (3 making ATG)
5	5/5 (4 making ATG)	3/3 (2 making ATG)	1/1 (0 making ATG)

Table 3.3.9: Spring 2013 Reading MAP, Sanislo ELL, below 50th percentile

	Asian	African/Black	Hispanic
K	4/4 (1 making ATG)	3/3 (0 making ATG)	7/7 (0 making ATG)
1	3/3 (1 making ATG)	3/3 (0 making ATG)	6/6 (0 making ATG)
2	5/5 (0 making ATG)	3/3 (0 making ATG)	4/4 (0 making ATG)
3	3/3 (1 making ATG)	3/3 (0 making ATG)	No students
4	4/4 (2 making ATG)	5/5 (3 making ATG)	5/5 (3 making ATG)
5	5/5 (2 making ATG)	3/3 (3 making ATG)	1/1 (1 making ATG)

Table 3.3.10: Average Reading RIT, Spring 2013 (MAP), Sanislo Elementary

Grade	General Ed	ELL	Points Difference	Percentage of Difference
K	162	156	6	3.7%
1	175.22	154.8	20.42	11.6%
2	182.41	165.7	16.71	9.2%
3	188.58	174.16	14.42	7.6%
4	206.19	183.5	22.69	11.0%
5	215.86	196.66	19.20	8.9%
K-5 Average	188.37	171.80	16.56	8.8%

Table 3.3.11: TC Reading Assessments Grades 1 & 2, Fall 2013 (number of students)

	Below Standard ELL	Below Standard Non-ELL	Approaching Standard ELL	Approaching Standard Non-ELL	At Standard ELL	At Standard Non-ELL
1 st Grade Fall 2013	8	23	4	6	1	12
2 nd Grade Fall 2013	7	16	0	2	0	20

Sanislo Elementary-ATTACHMENT 4: DATA SAMPLE

Table 3.3.12: TC Reading Assessments Grades 3,4,5 - Fall2013 (number of students)

	Below Standard ELL	Below Standard Non-ELL	Approaching Standard ELL	Approaching Standard Non-ELL	At Standard ELL	At Standard Non-ELL
3 rd Grade Fall 2013	8	9	0	2	4	18
4 th Grade Fall 2013	5	10	0	4	0	18
5 th Grade Fall 2013	12	5	1	6	1	16

Table 3.3.13: Sanislo Attendance, Five Plus Absences, 2012-13

	Percentage of Students First Semester	Percentage of Students Second Semester	Difference
Asian	24%	18%	-6%
Black	21%	30%	+9%
Hispanic/Latino	42%	43%	+1%
Sanislo Average	31%	30%	-1%
Seattle Public Schools Average	25%	29%	+4%

Primary Skills Gaps

Table 3.3.14. MSP Strand Data, 2013 Percentage of students at proficiency

	Sanislo Elementary			Seattle Public Schools		
	3	4	5	3	4	5
READING						
Comprehension	34.4%	54.8%	67.5%	74.0%	77.4%	79.0%
Analysis	34.4%	47.6%	62.5%	75.7%	77.4%	75.2%
Literacy_ Text	40.6%	38.1%	62.5%	79.3%	74.7%	78.1%
Informational Text	40.6%	50.0%	62.5%	78.2%	73.9%	74.3%
MATH						
Number & Alg. Sense	29.4%	26.7%	43.9%	72.0%	66.3%	71.3%
Measure/Geo/Statistics	35.3%	44.4%	56.1%	65.1%	74.3%	70.2%
Problem Solving	35.3%	48.9%	46.3%	68.8%	77.8%	64.3%
Procedures & Concepts	29.4%	35.6%	58.5%	70.6%	68.7%	73.3%

Table 3.3.15: Percent of 1st grade students below MAP Norm for Reading/Math,
Fall 2013 CESS

	ELL	Non-ELL
Foundational Skills	67%	60%
Language & Writing	73%	55%
Literature & Informational	94%	76%
Vocabulary use & Functions	73%	63%
Algebraic Thinking	67%	60%
Number & Operation	60%	71%
Measurement & Data	100%	77%
Geometry	92%	69%

Table 3.3.16: Percent of 2nd grade students below MAP Norm for Reading/Math,
Fall 2013 CESS

	ELL	Non-ELL
Literature	100%	70%
Informational Text	100%	76%
Foundations Vocabulary	100%	68%
Algebraic Thinking	86%	81%
Number & Operation	86%	57%
Measurement & Data	86%	78%
Geometry	86%	65%

Sanislo Elementary RATTACHMENT 4: DATA SAMPLE

Attachment 4.1: WaKIDS Assessment Data for Literacy (Fall 2013)

Analysis: 74% of Sanislo Students are below expectations in Literacy in Fall 2013

**Table 12: Literacy
by Child**

Child Name	Below			Meeting	
	Count	%	Mean	Count	
Seattle Public Schools	34	74	39.	1	12
Sanislo Elementary School	34	74	39.	1	12
Breita's KClass '13-14	17	74	37.	9	6
Student 1		100	39.		
Student 2		100	46.		
Student 3		100	44.		
Student 4		100	21.		
StudentS		100	37.		
Student 6		100	41.		
Student 7		100	50.		
StudentS	1	100	48		
Student 9		100			
Student 10		100			

Sanislo Elementary - ATTACHMENT 4: DATA SAMPLE

Attachment 4.2: First Grade Data Sheet for Reading- 2013-14 (similar one in Math)

Student	SP Ed	EL L	8 M 1	8 M 2	8 M 3	UCL Name	LC Name	Let Sounds	De code VC /15	:g words	Sp Inv	Feat ures/56	TC Level	Read MAP Sp '13 157.7	Read MAP Fal'13 160.3	Math MAP Sp '13 159.1	Math MAP Fall 13 162.8
1		.				26	26	26	13	90	LN	24			157	149	145
2						26	23	24	8	56	LN	21			159		170
3		v				26	25	24	9	61	LN	18			150		157
4						25	24	25	9	32	LN	21	B.C		156		168
5						25	24	25	9	32	LN	22			156		JS!
						g5	25	24	8	59	LN	19			156		!Q
7						26	26	23	10+	77	LN	25			154	160	150
8						26	26	23	15+	98	LN	22		176	159	159	166
9						26	25	23	14+	97	LN	24	O		161		149
10						24	25	23	15	17	LN	20		150	154		149
11						15	16	14	0	2		2			128		131
12		.				23	20	15	4	8	LN	13			137	146	132
13						10	4	4	0	0	EM	4			136		146
14						26	23	16	1	9	LN	12		j47	136		15Z
15						4	0	0	0	0	EM	2			130		122

Sanislo Elementary · ATTACHMENT 4: DATA SAMPLE

Attachment 4B: Fourth Grade Data Sheet for 2013-14 in Reading (Similar data sheet for Math)

Student	S P E d	EL	Re ad MS P Fall 201 3	Rea d BM 1	Re ad BM 2	Re adBM M 3	TC Fall 201 3	TC WIN. 2014	T C S 20 14	Re ad MA P Sp. 201 3	Rea d MAP Fall 2013	A T G	Read MAP Sp. 2014 206.7
1		Y-					D				156		
2	N	Y	325				K			158	170		
3	N	N	381				M			184	199		
4	N	Y	357				L			174	194		
5	N	N	393				Q			178	197		
6	N	N					M				191		
7	N	N	343				J			163	168		
8	N	Y	402				P			190	198		
9	N	N	400				Q			191	213		
10	N	N	410				R			210	205		
11	N	N	357				O			181	183		
12	N	N					R				216		
13	Y	N	348				M			165	179		
14	N	N	381				O			189	199		
15	N	Y	385				M			170	179		

ATTACHMENT 5: Pre-K AND COLLABORATION EFFORTS

Sanislo Elementary School currently is in the process of laying the foundational pieces for a reform movement and effort to collaborate more fully with the pre-K providers in our area. Additionally the principal is working with our Early Childhood Department at SPS to develop a strategic plan intending to meet the five goals of Seattle's PreK-3 Action Plan: expand access to quality PreK and full day kindergarten; increase the quality of education across PreK-3 through strong professional development; implement aligned learning standards using predictable interim assessment schedules based on the Common Core State Standards (CCSS); create seamless transitions with increased in-school time in August through the Jump Start Program (Title One funds); and sustain a flexible and rigorous data, prevention and intervention system.

Currently, Sanislo does not have a Step-Ahead or other Seattle Early Education Collaboration (SEEC) preschool provider co-located within the school. During one week in August, our school was fortunate to initiate our first Jump Start program with nearly 75% of our incoming kindergarten students attending the weeklong session. The principal is currently collaborating with our before and after school care group, CDSA, with the intention of adding a PreK program here at Sanislo. As part of our Shared Space Agreement, the staff at CDSA is invited to attend early literacy professional development with the Sanislo staff.

There are several pre-schools in our area which include Benke Pre-School, Co-op Pre-School, Highland Park CDSA Pre-School, Bright Horizons, Sea Mar Community Center, S.C.C.C.P I, Daybreak Star Head and Daybreak Head Start. Presently, Sanislo does not have a consistent approach for recruitment from and engagement with the other PreK programs. One of our primary goals of our Family Engagement Action Team (FEAT) is to build reciprocal and strong relationships with these pre-schools. Our Family Support Worker (FSW), and our Parent Teacher Association (PTA) will begin in January 2014 to launch a series of transition events.

Collaboration among the kindergarten teachers and PreK providers has been limited to some PreK teachers bringing their children to visit our kindergarten classes in the spring for a tour and an opportunity to experience what kindergarten is like. Building our capacity to align curriculum with local preschool providers is a priority. Teachers participate in joint PreK-3 professional development with the SPS Department of Early Learning, sharing alignment strategies, planning and analyzing student work through the use of protocols and Critical Friends Groups. With the investment of Balanced Literacy and Reader's Workshop Training the K-3 staff at Sanislo is working toward alignment both horizontally and vertically with the CCSS. Referencing the Sanislo Professional Development Calendar there are multiple dates that have been designed for this work during the fall, winter and spring of this current school year.

The limited partnership and the small number of our kindergarten students who attend PreK programs impact the ability to exchange student information as readily between

PreK and K. With the support from Mary Fickes and the SPS Department of Early Learning, Sanislo began in the fall of 2013 the WaKIDS assessment in our kindergarten classrooms. A common assessment with programs using Teaching Strategies Gold will increase the effectiveness of sharing information and understanding development along an early continuum. In August of 2014 we plan on having preschool providers, K teachers, special education and our ELL specialist review data and develop early intervention strategies. The principal and/or teachers and FSW will conduct home visits for at least 10 focus students. We will identify K focus students that will need health services to support academic achievement and attendance. In addition to the home visits and support from our school nurse, we will bring families into the school in the fall in order to conduct the "Introducing Me" part of WaKIDS and build a strong foundational relationship with the families of our youngest learners. Our PTA and our Sanislo Parent Leaders including bilingual parent leaders from our Somali, Latino and Vietnamese communities will also be on hand to provide outreach and support for those families needing support in parents' primary language.

Sanislo Elementary is in the beginning stages of implementation of an Early Learning (PreK-3) Alignment Strategy that is appropriate for all students. To evaluate our continued progress, the principal is exploring opportunities of collaboration with other SPS schools and our SPS Early Learning Department. Resources that will be part of our on-going work from January 2014 will include the following to support our implementation and effectiveness: *Framework for Planning, Implementation and Evaluating PreK-3 Approaches* (Kristi Kauerz), *Seattle's PreK-3 Five Year Action Plan*, *SPS Strategic Plan*, and *Sanislo C-SIP*. All of these resources offer measurement tools and perspectives related to access, quality, alignment, engagement and prevention/intervention. The following performance measures will document Sanislo's successful implementation strategies:

- Increase number of students who attend Pre-K during the next school year
- 90% of Kindergarten students will meet developmental milestones on WaKIDS
- Increase the number of K-3 students that move up at least one level as indicated on the WELPA
- Increase the number of ELL students in K-3 that make adequate yearly growth as measured by the MAP
- Increase the number of ELL students in K-3 that meet grade level targets as measured by the Teacher's College Assessment

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW

Description of ELL Program

Sanislo's ELL Program has been a combination of a push-in and pull-out model depending on the needs of students at each grade level. The Bilingual Instructional Assistants (BIA) and certificated ELL teachers have collaborated with classroom teachers on a daily basis to provide best strategies to support our ELL students. Aligned Sheltered Instruction and Collaborative Co-Teaching have allowed students to receive instruction in their classrooms and in strategic groups for cohesive teaching that maximizes time for in-class learning specifically at the intermediate and advanced ELL level students. Students at the beginning level of English language acquisition receive a "double-dose" of instruction to support their specific needs.

New leadership at Sanislo began in July 2013. The newly appointed principal was chosen due to his extensive experience with English Language Learners and his commitment to providing and aligning PD and curriculum to support educators as they work with ELL students. PD by the ELL teacher and the principal is an on-going part of our professional development plan during the 2013-14 and 2014-15 school years. Professional development opportunities for staff have included trainings and workshops that are best practices including Guided Language Acquisition Design (GLAD), Sheltered Instruction Observation Protocol (SIOP). These engage ELL students in rigorous, scaffolded instruction allowing them to increase their academic vocabulary through engaging activities that support students in listening, speaking, reading and writing in interactive ways to increase their language acquisition in English.

Sanislo has implemented some changes in our master schedule that has allowed for additional time that bilingual instructional assistants may work with children. Small groups are differentiated currently in K-5 for developmental appropriateness, building upon basic interpersonal communication skills toward higher academic language. The small group format allows for student opportunities in a sheltered instructional model to manipulate language and express their understanding of highly cognitive material in a more productive and successful manner.

Sanislo's principal is a certificated ELL Specialist and has work extensively in the field since 1991. In the past years the principal has participated in many PD for best practices that serve all learners. These have included SIOP training and GLAD refresher trainings. This school year the principal will participate in several days of training with Cathy Feldman along with 100% of the certificated staff in Balanced Literacy Training, which outlines eight core habits of teaching and learning for *all* students. The Core Habits are grounded in strategies that increase opportunities for listening and speaking by students, in developing oral language development, vocabulary development (Tier I, II and III words), comprehension that requires high cognitive demand (rigor), and student discourse. The principal has participated in additional PD in the Scale Up 100-300, English Language Development Standards aligned to CCSS and Reader's Workshop Model Design for ELL Learners. The BIA's and the certificated teacher are observed on a routine basis and are directly evaluated

by the principal. At least twice a month, the principal meets with the ELL team to reinforce literacy strategies and supports for ELL students and to discuss strategies.

Nearly 90% of the Sanislo Staff has completed professional development for ELL students, including Scale up 100-200, and cultural competency. During the 2013-14, 100% of the instructional staff at Sanislo will complete PO for ELL students in Balanced Literacy, GLAD Strategies and Reciprocal Teaching and Guided Reading. In addition to our ELL teachers, two additional classroom teachers have their ELL endorsements.

Scaffolding of instruction for students include the use of poetry and chants in content areas to assist students in repetition of important core concepts of instruction. Additional scaffold strategies include the use of anchor charts, turn and talk and question to turn and claim with evidence as well as the increase usage of visual cues.

Other Supports for ELL's

Providing opportunities for our ELL students to accelerate their learning is increasing at Sanislo. Extended learning times, either before or after school have been initiated for our targeted ELL K-5 students in both reading and math by certificated teachers. The bilingual staff and our tutors are allocated to the K classrooms during the literacy block to emphasize phonemic awareness, oral language development and vocabulary. Additionally 50 of our ELL students will be able to have access to the Imagine Learning English Computer program to enhance and strengthen their acquisition of the English language. Our partnership with the Washington Research Institute has provided funding for our tutors who work with our ELL students in K on receptive and expressive vocabulary, word attack and decoding and spelling. Our librarian in collaboration with our BIA's has developed weekly library times with our Somali, Vietnamese, and Latino families one morning a week to increase literacy skills. Our partnership with Powerful Schools and the Read and Rise program will begin in January 2014 providing training and workshops for 15 of our families in the area of literacy in both Spanish and English. Our leads for this program will be our FSW and our bilingual Spanish speaking IA. Our partnership with the Seattle Public Library and the Allen Foundation Student Success Grant has increased our ability to provide books and resources to support literacy development for our ELL students. These include: Raising a Reader books for 45 of our kindergarten students; providing 500 additional new non-fiction books to support our students in meeting CCSS in reading; expanded opportunities for Global Reading Challenge to third graders; instructional library card for our Sanislo staff to check out unlimited books; and international storytellers for a planned Family Literacy Night.

Sanislo's family engagement initiative is underway and is specifically targeting ELL and under performing students. The principal with the support of our PTA has identified parent leaders who are bilingual that can support our families through communicating verbally and in translated materials that will give additional support for our limited English parent community and allow them another connecting point with our school.

ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT
PLAN

Case Management Support:

Sanislo has several systems in place for identifying high needs students to receive intensive case management: a) Weekly Student Intervention Team meetings (SIT): This team is comprised of the Principal, Parent/Guardian, Special Ed. and bilingual teacher, nurse, school psychologist, and the classroom teacher(s) of the identified child. One meeting per month is designated to review and revise students on Tier III status. b) Staff members or parent/guardians make referrals to the Principal to access counseling support which is in the process of being coordinated with Sound Mental Health and Navos for students who qualify for medical coupons. c) FSW identifies focus students based on attendance, MSP and MAP data in collaboration with the Principal and teachers .

School and Family Connection:

The FSW, Nina Bowman, presently provides case management for 35 Tier 3 students in regard to attendance issues. This selection process is consistent with other systems in place and focus on 10% of students who are in most need of intensive case management based on attendance, academic achievement and family circumstances . In August 2013, all relevant data was analyzed along with the existing knowledge of families' circumstances and students were identified. Our FSW provides case management that parallels some of these services with connections to material support. The role of the FSW includes: attendance monitoring, case management for wrap-around services, participating in SIT meetings, and coordination of the Read and Rise Program beginning in January 2014.

This year our academic interventions are provided by certificated teachers in a before and after school tutoring program who have been trained in intervention strategies such as GLAD Strategies, Reciprocal Teaching and Guided Reading.

The PTA and the FEAT are growing in their ability to collaborate in prioritizing academic content at the monthly PTA meetings and providing translation for the primary language groups. Topics that will be addressed this school year include: Segmentation data, MAP and MSP data, Parent/Teacher conferences, and Transition/Enrollment Issues. An outreach by the principal to develop parent leaders for our Somali, Vietnamese and Spanish language groups will show a noticeable increase of bilingual parents at school events and PTA meetings. These parent leaders will provide the following services to families: a) Welcome, answer questions, and provide support to families as they enter into the Sanislo community at Jump Start and after the school year begins. We realize that a major risk factor for students is transition to a new school during the school year. b) Additionally, the Parent leaders will provide culturally responsive activities and outreach to engage all families in the life of the school. c) In January 2014, the principal will provide an informational meeting for parents to share data trends, accomplishments and the strategic focus for the remainder of the year and the next three years.

Transition Support:

This year, Sanislo has made great strides in being responsive to early intervention strategies that are predictable and aligned with the Pre-K Programs for children and parents to navigate the educational system throughout their years in school. In August 2013 approximately 75% of our incoming kindergarten students were involved in the week-long Jump Start Program also aligning with the implementation of WaKJDS in August 2013. Intentional outreach in home languages attributed to the high percentage of participation. The opportunity of having in-depth meetings with families before school began provided invaluable insights into our kindergarten students' medical, social-emotional and academic readiness to better serve the needs of our students. An outgrowth of this implementation and commitment will result in better alignment and communication with our neighborhood Pre-K community resources.

In January 2014, a priority of the principal will be to support families with information and classroom visits targeting our Pre-K families from neighboring programs. These visits and information will take place prior to SPS Open Enrollment so that parents are able to make meaningful and informed decisions regarding their child's educational opportunities. Additional support for middle school includes fifth grade students being taught in a middle school format, students visit Denny Middle School and staff meets with Middle School Staff to consult on student needs.

Mental and Physical Health Referrals and Services:

Sanislo is in transition this school year with regard to mental health services that are available to support our students' social and emotional well-being. In previous years, Sanislo has been fortunate to partner with the University of Washington Educational Psychology program, which has provided interns to work with individual students as well as provided small social skills groups for our students. Due to lack of funding, this partnership has ended for the current school year. The principal is working with NAVOS, a mental health provider in West Seattle and Sound Mental Health to provide support for our tier III students and for their parents.

Currently, the principal is working more intentionally with the attendance secretary and the FSW in monitoring attendance and students that are tardy on a frequent basis. The FSW is working to uncover the root causes of absences and tardies and is being proactive in providing assistance for families that may need additional support. The school nurse, assigned to Sanislo one day per week works with the principal and FSW to monitor chronic medical and health issues of students including asthma, oral health problems, attention deficient and hyperactivity disorders and vision problems. The school is fortunate to have partnerships that provide wrap around services for our students including King County Health who provide dental screening and sealants for all second graders. Our FSW at Sanislo provides a conduit and is an advocate for connecting our families with additional services for social-emotional health, including children who live with substance abuse, children being raised by grandparents, those with incarcerated parents and children that have experienced extreme trauma and pain.

ATTACHMENT 8A: MATH WORK PLAN SUMMARY

Area of Concentration A: Math

						Projected Results 2014-15 SY	
(A) Outcome/Indicator	(B) Description of Levy Focus Student Population					(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
Kindergarten students making age-level expectations in WaKids (Math)	Kindergarten ELL students: Somali, Spanish, Vietnamese	16	6%	0*	0%*	8	53%
1st and 2nd grade students making annual typical growth on MAP (math)	1 and 2 nd grade ELL Students: Somali, Spanish, Vietnamese	23	8%	0**	0	15	65%
3-5 students making annual growth on MAP (math)	3-5 Grade ELL students: Somali, Spanish, Vietnamese	30	11.1%		0	22	73%

*WaKIDS was implemented in Fall 2013 and not in Spring 2013. Using current data

**Previous inconsistencies/incomplete testing in Spring 2013 making data unusable for grades 1-2, therefore using Fall 2013 data

***Previous inconsistencies/incomplete testing in Spring 2013 by former principal making data unusable for grades 3-5, therefore using Fall 2013 data

I. Focus Students

a. Based on our data analysis, we have identified 69 (Somali, Vietnamese, and Spanish) K-5 students who are below the 50 percentile due to their below average typical growth and low scores based on MAP assessments. These students will be progressed monitored and receive support to gain the necessary skills to make academic progress.

b. Lack of strong attendance.

II. Strategies:

1. 0.5 Math Specialist with an ELL endorsement will provide coaching and co-teaching including planning with the CCSS and analyzing exit tickets. Specialist will also provide support to K-2 students in small groups and in-class support, with focus on math vocabulary, number sense and problem solving. (Components 1, 2)_b. *Frequency & Duration:* In class supports daily, small group supports 3-4 times a week, teacher collaboration and coaching 1-2 days per week. c. *Rationale:* Aligned teaching practice and intervention to CCSS will provide students with focused, acceleration plans to make growth. The Math Specialist will be the "Case Manager for the targeted students receiving math supports, tracking student progress and managing necessary

adjustments. Working along-side teachers will increase the effectiveness of core instruction. Over 50% of our students in grades 1-2 are below standard on proficiency on the MAP and/or MSP math. Recalibration of the common core instruction in math is a viable and important option.

2. Professional Development: CCSS Alignment for ELL Students for entire staff, teachers and IA's. Foci will be creating teaching points that have an included Language Nomenclature objective, strategies that address engagement and increase participation, oral language development, use of daily formative assessments. And increasing rigor. (Components 1,2) *b. Frequency/Duration:* Monthly professional development for staff. *c. Rationale:* Working with Core Habits of Teaching and Learning coupled with English language acquisition skills will improve core instruction and support the targeted students.

3. Implement common, frequent and reliable assessments for K's. WaKIDS provides baseline information and will be further supported by implementation of interim assessments. Includes release time for teachers to collaborate on the data and strategize appropriate adjustments in teaching. (Components: 1,2) *b. Frequency & Duration:* WaKIDS, twice a year (fall and spring) followed by progress monitoring using Interim Assessments three times a year with supplemental assessments focusing on number sense and problem solving. *c. Rationale:* High quality instruction must be matched with high quality frequent assessment.

4. Provide access to translated math resources, assessment information and homework for K's). (Component 4) *b. Frequency:* K homework will be translated on a weekly basis for our three targeted subgroups. Three times a year (October, January, March) Sanislo will host Math Information Nights to support parents in supporting their child in mathematics. *c. Rationale:* When families are engaged in the educational process and understand the grade level CEES expectations, assessments and how to access supports, they can better support their children at home.

S. Intervention Support provided by City Year (CY). CY will provide intervention support for grades 3-5 on a daily basis for targeted students during the school day as well as in extended day program. (Components 2, 3) *b. Frequency:* Daily: extended in-school learning opportunities and twice a week extended-day learning opportunities for the school year. *c. Rationale:* Students that receive individualized 1:1 or small group instruction in a "double dose" make more progress toward grade level standards than those students not receiving this additional support. Additional benefits: Collaboration with the classroom teacher on a daily basis and strong relationships are built between the CY members and focus students, providing social-emotional support.

III. Key People

Lead Levy Facilitator (see Attachment 9): *Role:* Team Leader for Levy implementation. *Responsibilities:* Directly reports to the principal each week on Implementation progress; liaison between all levy participants and partners; manages data system for tracking progress.

Math Intervention Specialist: *Role:* Lead facilitator for math implementation; Case manager for focus math students; Team Member of Levy Leadership Team.

Responsibilities: Triangulate math efforts between classroom teachers, ELL staff and CBO providers; Provide coaching and collaboration to teachers. Provide direct

instructional support to students; Meet with teachers bi-monthly during planning periods for a debrief of interventions, instruction, planning and assessment.

Certified Teachers (Classroom, ELL, Special Education): *Role:* Provide responsive math instruction to all students. *Responsibilities:* Attend bi-weekly meetings with math specialist; Attend professional development (substitute release); participate in PLC's.

ELL Instructional Assistants : *Role:* Support students and their families to navigate the English language, build math vocabulary and conceptual understanding. *Responsibilities:* Attend PO (substitute release); Provide translations; Attend ELL team meetings (2x/month); Participate in Family Engagement events for math (3x/year).

Community Day School Associates (CDSA) Staff: Connection with school for social-emotional and academic support. *Role:* Provide consistent support for students in a structured, focused environment, and collaborate with school in supporting its vision and mission. *Responsibilities:* Meet collaboratively with school staff in providing aligned, academic support and coordination of events that support the social-emotional development of students.

JV. Partnerships and Collaborative Efforts

- a. City Year. *Role:* Each CY Corps members will support math instruction through one-on-one and small group tutoring for 4 – 6 focus 3rd – 5 gr. students, as determined by MAP, MSP and OSPJ Benchmark Scores, and input from teachers and principal. Corps members set goals with these students and regularly monitor progress. CY provides Homework Club that includes math stations that provide students with fun and engaging ways to explore math concepts. Additionally, math concepts are integrated into various other CY projects and City Year's after school programming. *Rationale:* City Year Corps has been established at Roxhill, Highland Park, Denny MS and Chief Sealth. Selecting CBO's that are providing support to our feeder schools will further strengthen the vertical alignment and pathway we are working on in the south section of West Seattle. Their data over the last 3 years attests to their effectiveness .
- b. Community Day School Associates (CDSA) *Role:* CDSA partners with Sanislo by providing high quality, academically focused before and after school care for Sanislo students. They collaborate with the school and the UW Science Department to provide Science after school learning opportunities. *Rationale:* CDSA and Sanislo have been in partnership for the past decade and have developed a strong collaboration and are integrated into our C-SIP. CDSA co-sponsors a variety of family social and curricular-focused events as well as collaborating with staff on implementation of **CESS**.

IV. Leveraged Funds: Title One and PTA transportation for after school programs, site license for Dreambox or other appropriate software to support student learning in math. Baseline & Grant with partnering school: Early Learning PD.

ATTACHMENT 88: READING WORK PLAN SUMMARY

Area of Concentration B. Reading

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	Student Population					Meet Target	Students Meet Target
Kindergarten students making age-level expectations In WaKids (Reading)	Kindergarten ELL students: Somali, Spanish, Vietnamese	15	5%	1	6%	8	53%
1st and 2nd grade students making annual typical growth on MAP (reading)	1 st and 2 nd grade ELL Students: Somali, Spanish, Vietnamese	23	8.5%		0	15	65%
3 -5 students making annual growth on MAP (reading)	3 -5 Grade ELL students: Somali, Spanish, Vietnamese	30	11.1%		0	22	73%

*WaKIDS was implemented in Fall 2013 and not in Spring 2013. Using current data

**Previous inconsistencies/incomplete testing in Spring 2013 making data unusable for grades 1-2, therefore using Fall 2013 data

***Previous inconsistencies/incomplete testing in Spring 2013 by former principal making data unusable for grades 3-5, therefore using Fall 2013 data

I. Focus Students

a. Sanislo identified 69 ELL students K-5 as targeted students.

b. Multi-year data analysis shows that ELL students consistently score lower on assessments, even compared with their similar demographic peers. Patterns indicate that ELL's who begin kindergarten below the readiness standards have a low success rate for meeting standard at Sanislo (MAP and TC Assessments) .

11. Strategies

1. 0.5 Reading Specialist, with an ELL endorsement, will provide coaching and co-teaching with teachers, including planning with the **CESS** and analyzing student data, support to K-2 students in small groups and in-class support. Foci: comprehension skills, vocabulary, phonemic awareness and phonics. (Components: 1, 2) b. *Frequency:* Daily in-class support, small group supports 3-4 times a week. Teacher collaboration and coaching 1 day per week. c. *Rationale:* Teaching practice and interventions, which are aligned, will provide students with seamless acceleration plans to make growth. The Reading Specialist will be the "Case Manager" for the target students, tracking student progress, and manage adjustments.

2. Washington Research Institute Partnership will provide 1:1 tutoring using researched-based curriculum to provide support for ELL Kindergarten students in phonemic awareness, phonics and vocabulary development. (Component 2) b. *Frequency:* 5 days/wk for 15 weeks c. *Rationale:* Data supports effectiveness of this intervention.

3. In-School Intervention Support provided by Reading Partners: Will provide Intervention for K-2 students in reading through a 1:1 tutoring program aligned to CCSS and individualized for each targeted student. (Components 1, 2, 3) b. *Frequency:* In-class support 2 times a week for 45 minutes outside the core instructional time provides a double dose of individualized instruction for targeted students and additional time 2

times a week after school for 45 min. *c. Rationale:* Individualized intensive, targeted instruction for students struggling in the early grades in reading has proven to be an effective strategy; program has seen remarkable success and is aligned to **CESS**.

4. In-School/Extended-day Intervention Support provided by City Year: Will provide intervention support for grades 3-5 on a daily basis for targeted students during the school day as well as in extended day program. (Components 2, 3, 4) *b. Frequency:* Daily: extended in-school learning opportunities and twice a week extended-day learning opportunities for the school year. *c. Rationale:* Students that receive individualized 1:1 or small group instruction in a "double dose" make more progress toward grade level standards than those students not receiving this additional support. Data demonstrates this is a successful program in in other SPS schools.

5. PO: Reader's Workshop with ELL Strategies for teachers and IA's. Gina Roller, ELL Teacher at Olympic Hills will support our ELL PO, including Vocabulary/Language Objective in Reader's Workshop instruction. (Components: 1, 2) *b. Frequency:* Monthly professional development. *c. Rationale:* Intentional training in ELL strategies is essential with focus on development of language and vocabulary for ELL students to increase reading comprehension, student engagement and participation, oral language development, student-to-student discourse and written responses.

6. Common, frequent and reliable assessments for K-5: WaKIDS (and progress monitoring Jetter and sound identification) for K and Interim Assessments that use running records and error analysis as well as OPSI CCSS RBA's. The strategy includes release time for teachers to collaborate on data and strategize appropriate adjustments in teaching and grouping of students for instruction. (Components: 1, 2) *b. Frequency:* WaKIDS, twice a year, followed by progress monitoring aligned with WaKIDS domains. Interim Assessments for 1st - 5th 3-5 times a year using running records and error analysis. *c. Rationale:* High quality instruction must be matched with high quality and reliable frequent assessment to progress monitor student growth.

7. Provide access to translated literacy resources, assessment information and homework (K), and access to Family Resource Center materials. (Component: 4) *b. Frequency:* Newsletters will be translated weekly for families. 3 times a year (November, February, and April) Sanislo will host Reading Info "coffee chats" for families with our librarian, teachers, bilingual IA's and our Bilingual Parent support leaders. *c. Rationale:* When families understand grade level expectations (CCSS), strategies to increase reading levels, assessments, and how to access supports, they can better support their children by knowing what questions to ask teachers, knowing how to read the report card, and understanding homework.

III. Key People

Lead Levy Facilitator (see Attachment 9) *Role:* Team Leader for Levy implementation
Responsibilities: Directly reports to the principal each week on Implementation progress; Liaison between all levy Participants and partners; Manages data system for tracking progress

Reading Intervention Specialist *Role:* Lead facilitator for reading implementation; Case manager for K-5 focus students; Team Member of Levy Leadership Team.
Responsibilities: Triangulate reading efforts between classroom teachers, ELL staff and CBO providers; Provide coaching for teachers, Manage Reader's Workshop materials;

Provide direct instructional support to students; Meet with teacher bi-monthly during planning periods to evaluate interventions, instruction, planning and assessment. Certified Teachers (Classroom, ELL, Special Education) Role: Provide responsive reading instruction in Balanced Literacy and Reader, s Workshop to students. Responsibilities: Attend bi-weekly meetings with math specialist; Attend professional development (substitute Release); Continue WaKIDS and interim assessments

ELL Instructional Assistants: Role: Support students and their families to navigate the English language and reading vocabulary and conceptual understanding. Responsibilities: Attend PO (substitute release); Provide translations; Attend ELL team meetings (2x/month); Participate in Family Engagement events for reading (3x/year)

Community Day School Associates (CDSA) Staff: Role: Provide consistent support for students in a structured focused environment, and collaborate with school in supporting its vision and mission. Responsibilities: Meet collaboratively with school staff in providing aligned, academic support and coordination of events that support the social-emotional development of students.

IV. Partnerships and Collaborative Efforts

UW Pipeline Association: Role: Facilitate 1:1 tutoring program for students with feedback provided back to classroom teacher. Rationale: Research-based intervention program; Consistent, qualified tutors.

Community Organization: Community Day School Associates (CDSA) Role: CDSA partners with Sanislo by providing high quality, academically focused before and after school care for Sanislo students. Rationale: CDSA and Sanislo have been in partnership for the past decade and have developed a strong collaboration, which has integrated CDSA into our school Continuous School Improvement Plan (C-SIP). CDSA co-sponsors a variety of family social and curricular focused events.

City Year: Role: Each CY Corps members will support reading instruction through one-on-one and small group tutoring for 4 – 6 focus 3rd – 5¹_h gr. students, as determined by MAP, MSP and OSPI Benchmark Scores, and input from teachers and principal. (See Math Section.)

V. Leveraged Funds Baseline: Professional development contact with REACH Associates. Bilingual and Special Education: Targeted materials and curriculum. PTA and small grants: Classroom libraries, Family Lending Library.

ATTACHMENT 8C: ATTENDANCE WORK PLAN SUMMARY

Area of Concentration C: Attendance

						Projected Results – 2014-15 SY	
(A) Outcome/Indicator	(B) Description of Low Focus Student Population					(C) # Low Focus Students Meet Target	(D) % of Low Focus Students Meet Target
Students absent fewer than 5 days	All K-5	28()					75%

per semester, excused and unexcused	students
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I. Focus Students: Sanislo has a school-wide attendance problem; all subgroups have more than 50% of students with more than 5 absences, with more vulnerable subgroups (ELL, FRL, and Special Education) above of the subgroup populations of our white students. Sanislo identified all two hundred eighty students for attendance outcome to strengthen the capacity of "Every Second Counts" school-wide attendance campaign.

b. Non-academic barriers include lack of access to information regarding the importance of regular attendance, issues related to poverty, such as food/health services for students and family members, clothing, transportation, and minimal understanding of American educational system and expectations regarding attendance.

II. Strategies

1. SchoolWide participation in the Mayor's Attendance Campaign. Classrooms will participate in the "Be Here, Get There" attendance program. (Component: 4) b.

Frequency: Daily Attendance, weekly Robo-Call, monthly Attendance Assemblies and Celebrations. c. Rationale: Sanislo is in its' initial year with the Campaign in a comprehensive approach, which is making an impact on student and family awareness and understanding.

2. Home Visit Project: Schedule home visits for students who are chronically absent/tardy and/or who have known barriers or are reluctant to come to school. Home visits for attendance are arranged by the FSS, Bilingual IA's and principal. (Component: 4) b. Frequency: every trimester c. Rationale: Tier 3 students, who have exceptional barriers for school success, can benefit from additional ways to bridge relationships and understanding and to be folded into the Sanislo community. The Home Visit Project is meant to strengthen connections to and understanding of school and build a culturally appreciative and sensitive relationship.

3. Provide Tier 3 supports to targeted families with exceptional barriers to regular on time attendance and school success. FSS will establish a safety net of supports. (Component 4) a. Frequency: 1x/week and on an as-needed basis b. Rationale: Tier 3 students can benefit from additional ways to bridge relationships and understanding. Students and families receiving these services could have experienced homelessness, new to country, traumatic event, pervasive stressful circumstances.

4. Information to families in a variety of venues and forms regarding importance of attendance: In August during Parent Orientations, parents will be informed of importance of attendance in newsletters, Open House, Back to School Events, Jump Start, Parent conferences (when appropriate), (Component 4) b. Frequency: 5-6 times over the course of the year c. Rationale: Parents need to understand the importance of attendance for their child's educational and social and emotional growth. Schools cannot assume parents have that knowledge or previous experience. Research shows a strong correlation to school attendance and student achievement.

5. Development of Attendance Team. Attendance team, comprised of the Levy Coordinator/Attendance Team Lead, FSS, City Year Site Coordinator, and the Attendance secretary, will establish attendance protocols for students with more than two absences, meet weekly to review attendance and monitor focus students.

Attendance data will be shared during All-Levy Team meetings and with staff on a monthly basis. Members of the attendance team will meet with families that are identified as having attendance concerns in February. Focus students (in Reading, Math,ELL) will be encouraged to attend before and after school programs. Data will be kept and monitored to assess effectiveness of intervention strategies: phone calls, parent conferences, letters, home visits, counseling, FSS outreach, and City Year Corps members mentoring. (Component 4) *b. Frequency:* Daily/weekly/monthly, depending on task. *c. Rationale:* It is essential to not only monitor which students have chronic absences, but also to monitor the effectiveness of interventions so that course corrections can be made on an ongoing basis.

III. Key People

Lead Levy Facilitator (see Attachment 9) *Role:* Team Leader for Levy implementation. *Responsibilities:* Directly reports to the principal each week on Implementation progress; Liaison between all *levy* Participants and partners; Manages data system for tracking progress.

Attendance Secretary: *Role:* Manage daily attendance reports, initiates phone inquiry for absences. *Responsibilities:* Call absent students within 30 min; Communicate and enforce Attendance policies; Provide Levy Coordinator, FSS and principal a weekly attendance report.

Family Support Specialist: *Role:* Wrap around services and Case Manager. *Responsibilities:* Call absent students and students that are chronically tardy; Arrange/provide transportation; Work with families to address barriers; Coordinate with teachers about missing classwork and homework; provide tutoring catch-up support.

Sound Mental Health Provider and Navas Mental Health: *Role:* Wrap-around services for Tier 3 students. *Responsibilities:* Negotiate additional community and health supports and collaboration with school nurse.

Community Day School Associates (CDSA) Staff: *Role:* Provide consistent support for students in a structured focused environment, and collaborate with school in supporting its' vision and mission. *Responsibilities:* Meet collaboratively with school staff in providing aligned, academic support and coordination of events that support the social-emotional development of students.

IV. Partnerships and Collaborative Efforts

Sound Mental Health and Navos: *Role:* Support Services for student and families. *Rationale:* Other elementary schools in our area utilize these organizations to support tier 3 students, with proven success. This will provide continuity within the region, especially since students frequently transfer from one school to the other. *Evidence:* Current relationships with these organizations within the region have demonstrated that students and families trust partnership organizations that are consistent, collaborative and solution-oriented. Sanislo is beginning to partner with this organization in 2013-14. Community Day School Associates (CDSA): *Role:* Community Day School Associates partner with Sanislo by providing high quality, academically focused before and after school care for Sanislo students. They co-sponsor a variety of family social and curricular focused events. *Rationale:* CDSA. They have worked collaboratively with

our Sanislo staff in providing placements for students that are having difficulties getting to school due to parent work schedules.

City Year: *Role:* Provide mentoring support to focus students, key partners in Attendance campaign. *Rationale:* Proven success in improving attendance at Sanislo.

V. Leveraged Funds

Baseline and WSS funds for school nurse and attendance secretary. Baseline and PTA support for Tier 3 Mental Health Support

ATTACHMENT 80: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

Area of Concentration D: English Language Acquisition

(A) Outcome/Indicator	(B) Description of Levy Focus Student Population	2012-13				Projected Results – 2013-14 SY	
		(C) # of Focus Students	(D) % of Focus Students	(E) # of Focus Students	(F) % of Focus Students	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
English Language learners making gains on the state English proficiency test (WELPA)	K-5 ELL students {all languages}	73	26%	16	23%	30	43%

I. Focus Students

a. There are currently (2013) 69 ELL students in grades K-5. The growth rate of 20% is based upon all ELL students who demonstrated growth on the WELPA. By including all ELL students in the target group, Sanislo hopes to be able to strategically target all of our ELL students so that they will not be vulnerable or unprepared when challenged with increasingly complex academic language and concepts.

b. The barriers include social-economics and lack of ability of parents to provide academic supports due to parent's non-proficiency in English.

II. Strategies

1. Pre-K to K transition Home Visit Program (teachers and ELL Staff) See Attachment 5. BIA's and teachers visit parents at home to communicate information. (Components: 1,2, 3, 4) *b. Frequency:* In August before Kindergarten begins; as needed during the year. *c. Rationale:* Home visits and sharing the understanding that families are the first teacher in a child's life will strengthen relationships between home and school.

2. Connect parent bilingual parent leader with families that have a barrier to school due to parents having limited English Schools. (Components: 1, 2, 3, 4) *b. Frequency:* In August before Kindergarten begins have parents of Somali, Vietnamese and Spanish speakers meet with parent leaders in order to be connected with school and other support network; Provide monthly meetings where targeted language groups meet for support and information; Integrate language groups into PTA. *c. Rationale:* Parents who have limited English skills are often reluctant to participate in school events

and/or get involved in their child's education. Providing parent leaders to support the break down of these barriers will increase the number of parent volunteers at school. (Built upon the Natural Leaders Model)

3. Shared PD with certified teachers and ELL staff: Focus on vocabulary (tier II words) and oral language development and Cultural Competency. (Components: 1, 2)
b. Frequency: Four times a year *c. Rationale:* Building on 2013-14 Early Learning PO, CCSS training and additional training by ELL staff and principal on ELL strategies that benefit all students, and in particular ELL students, the staff will build on this foundation to further develop skills and strategies to support our ELL students.

4. Small groups of K-5 students in the classroom facilitated by an adult and heterogeneous groupings of ELL and non-ELL students. Sanislo will make adjustments and alignment of the master schedule so that classrooms can organize small groups and "student self-directed" learning to build social, problem solving and conversational skills, and encourage language development and acquisition.

(Components: 1, 2, 4) *b. Frequency:* Daily instruction *c. Rationale:* Strengthen Basic Interpersonal Communication Skills (BICS) with modeling, questioning, and rigorous vocabulary to scaffold receptive and expressive language; provide a balance of academic intervention approaches with developmentally appropriate acceleration.

5. Utilize Imagine Learning English Computer program: Provides additional support for language acquisition development for ELL students. (Components 1, 2)
b. Frequency: Daily instruction *c. Rationale:* This particular computer program has been researched based and has been utilized to support students' development of English. The program is designed to level students and provide the necessary practice to support language acquisition. Reports provide guidance to ELL teachers and IA's in providing additional 1:1 or small group instruction for students needing additional practice and support.

III. Key People

Lead Levy Facilitator (see Attachment 9) *Role:* Team Leader for Levy implementation. *Responsibilities:* Directly reports to the principal each week on Implementation progress; Liaison between all Levy Participants and partners; Manages data system for tracking progress.

Certified Teachers (ELL and Classroom): *Role:* Provide services to students for core instruction and targeted supports. *Responsibilities:* Collaborations, prioritizing oral language development opportunities, exchange and analysis of formative assessment data for progress monitoring.

ELL Bilingual Instructional Assistants: *Role:* Support Tier 2 students and translations. *Responsibilities:* Ongoing communication with families; attend PO; Collaborate with Speech/Language & Special Education staff for coordination of services. Participate in Family Education Nights.

IV. Partnerships and Collaborative Efforts

South West Early Learning Collaborator (SWEC) *Role:* Provide networking resource for Kindergarten teachers. *Rationale:* Sanislo is interested in widening the net of Pre-K providers and developing a Pre-K site. *Evidence:* Pre-K opportunities and relationships will bridge the existing gap we have with Pre-K providers.

V. Leveraged Funds: Bilingual Funds: Professional development and translations
Title I Funds: Imagine Learning English Computer license.

A. Leadership, Planning, and Implementation

The planning for the 2014 RFI application began in September, 2013. In September 2013 the principal met with staff and the Building Leadership Team and the librarian who were involved in the Spring 2013 Request for Investment Application. Although the team was not awarded an Innovation grant, the commitment for beginning the process of implementing a strategic intervention plan was obvious, and the learning about student needs and the professional development necessary to meet these student needs at Sanislo was very evident. The principal and some of the team took the opportunity of meeting with the City of Seattle Education office to receive feedback and resolved to submit another application. The groundwork and the data analysis that was done for the first application shaped and guided this current application.

To begin the collaboration process on the application, the principal brought the former Levy team together to review the previous application, to review the feedback, and to re-analyze the data and work plan. In the summer of 2013, the newly appointed principal had met with the majority of the staff at Sanislo and it was apparent that there was a need to re-apply for the grant to meet the needs of the students that are served here at Sanislo. In addition, the principal during the summer also did an in-depth analysis of the data to strategically plan for academic excellence for all students. During the weeks after October 1, 2013, the principal met with the committee, which included the Family Support Worker, the PTA president, the Building Leadership Team and the team agreed to move forward with the scope and sequence that was proposed. The data surrounding the poor performance at the third grade on MSP and MAP alerted the team to the need for Early Intervention for students in grades K-2. This became the focal point of our proposal-early intervention for our students for future success.

The data analysis process in the Fall of 2013 at Sanislo was a continual process. During July of 2013 the newly appointed principal reviewed all the data of the school to familiarize himself with the CSIP and current investments and trends. Next the principal during the August days set forth a plan to the staff regarding the steps necessary to meet the academic and social emotional needs of each and every student. This plan was rooted in the SPS Strategic Plan and the Sanislo Plan included: 1) All decision made would be student-centered; 2) That the use of multiple data points would guide our instructional decision making; 3) That the staff would utilize interim Reading and Math Benchmarks to support student learning and guide instruction; and 4) That high quality professional development would be provided for staff to assist them in meeting the needs of our student population.

Following the data analysis process the staff began to evolve in their understanding of Multi-Tiered Support Systems. Through a process of looking at data from previous years and the current data teachers were able to identify focused students to support

beginning in October. The staff is beginning to understand that instruction and support for students needed to be targeted and monitored. Realizing that a vast majority of our students were falling below the 50% proficiency threshold, Sanislo launched a focus on strengthening the core instruction and providing high quality professional development for classroom teaching and learning. Without a quality baseline instruction in the core, interventions implemented on their own, would largely be ineffective. The reality that a vast majority of our students need a significant level of intervention and the decline of the Segmentation of Data were the evidence needed for buy in from the whole staff, BLT and PTA.

The principal and several members of the staff met with several community partners during the analysis phase, with the intention of strengthening existing relationships. Sanislo has had a strong, historical partnership with several organizations. The principal met with Community Day School Associates (CDSA) and explored ways in which we could expand upon the services that have been provided. One of the ways we are further collaborating to meet the needs of students has been through the UW Science Connection. Now CDSA and Sanislo are jointly sponsoring this partnership. Additionally, the principal took the opportunity of building a relationship with the Early Learning Department to strengthen the partnership that would provide professional development for staff. The principal also attended the Community Partners forum sponsored by Seattle Public Schools and the City of Seattle if there were new partnerships to develop. At this time with the need to provide targeted intervention support for students, two new partnerships Sanislo will want to grow across the course of the Levy are *Reading Partners and City Year*.

Sanislo has a collaborative and supportive culture and has been involved in shared-decision making and teacher leadership. There are multiple staff members that will be essential and assets to the Levy Leadership Team, including the Levy Application team. The Principal, Bruce Rhodes, will provide Levy oversight, feedback and a strategic plan for continuous improvement. An important leader with the Levy will be a new-hired Levy Coordinator. The role of this position will be to provide oversight to all components of the implementation, and develop frequent data monitoring systems that will be shared between school staff and partners. One of the critical pieces of this position will be the necessity for continuous communication with the Principal. At present, we have not identified a person on staff to assume this role, however, there are teacher leaders who will be very capable in shaping and supporting this new role. Another new role to our school will be a Reading Specialist. This position may or may not be combined with the Levy Coordinator Position. There is one person on staff who previously has been a Reading Specialist/Title 1 Coordinator who may be interested in stepping into this role. Sanislo will hire a half-time Math Specialist for Levy Leadership. Defining this position and finding the correct individual will be done in conjunction with the SPS Math Department and Math Coach, Marleen Boone. In addition, Sanislo has a nurse one day a week, a Family Support Worker, a Speech and Language specialist, a school psychologist, an ELL teacher, and a Special Education team leader, who already participate in and manage additional support services and monitoring. These roles and

individuals will most likely continue to shape the monitoring and feedback communication for Levy implementation.

Another essential part to a successful implementation will be the partnering relationships. Relationships will be built with our new partners, City Year Director in Seattle, Erin Lawrence Cook and Reading Partners Executive Director, Expansion and New Region Operations, Jessica Simmons. In addition, cultivating a relationship with Sound Mental Health and strengthening our relationships with Navos Mental Health are other avenues to support the work that is being done to support our students. One cannot underestimate the team of SPS Central Office and School Leadership support providers and how they will be influential in the success of the Sanislo Levy Implementation. The following have been and will continue to be a consistent source of support: Israel Vela, Southwest Executive Director; Kevin Corrigan, Director of Grants; Marlene Boone, Math Coach, Ellen Barrett, ELL Coach, Mary Fickes, Kindergarten Transition Support Specialist, Early Learning; Laura Morrison, Principal of Graham Hill Elementary. Overlapping relationships and a significant focus on Sanislo's success is evident among all the stakeholders.

A strong instructional leader understands that any strategic plan requires a scope of inquiry to nurture and sustain a continuous improvement cycle. The inquiry cycle puts strategies into motion, enables monitoring systems to be put into place and implemented to determine effectiveness and this naturally develops into reflection and response. Collaboration between invested partnerships and providers is essential and is the most effective strategy for evaluating teaching and learning effectiveness, while looking at student evidence (assessment, written response, and data). Currently Sanislo has bi-monthly PLCs that are anchored in reviewing evidence of learning. All of our PLC's are focused on the content areas as specified in our C-SIP. Having already put into place interim assessments in both reading and math during the 2013-14 school year, Sanislo's next steps will include assessment development for pre and post assessments as well as consistent progress monitoring instruments.

The challenges that seem most apparent are communication and accountability. The success of the Levy implementation requires fidelity to established communication agreements, and, perhaps, just as important, to agreed aligned strategies. Communication must be established, on going and agreed upon by all that are invested in the process. Communication with our families will be essential to build trust, accountability, understanding and advocacy. Developing a system of accountability among all those involved must be established aligned and congruent. To support the challenges, the Levy Coordinator will be the designated individual to *monitor* the implementation, communication and the effectiveness of the levy. A balance of shared leadership, where individuals give of their strengths to the implementation of the levy within a system that maintains a fluid, reliable communication mechanism and continuous feedback for accountability will benefit the multiple "Case Manager" of Math, Reading, ELL and Attendance.

fl. Tracking to Results

Sanislo is developing systems to track students in a more effective and reliable manner. In the past the staff has utilized trimester benchmarks of the Elementary Progress Report and the MAP Assessment to determine student success and intervention needs. With the implementation of the OSPI Benchmark interim assessments in reading and math during the 2013-14 school year as well as having a common assessment in reading with all staff utilizing the Teacher College Assessment in reading has allowed for multiple data points for staff to make decisions for students. As a result of having common assessments, including the interim assessments, four times a year grade level teams will meet with specialists, support staff and the principal to review data in a systematic way. At these meetings the team will review the data, cite interventions that have been tried, growth and changes, and then anticipate whether to continue adjust or advance services for students. After many months of documenting interventions and their results, this information can be utilized if a child is moved forward in the process onto the Student Intervention Team where the psychologist, family and team determine higher levels of service and/or assessment. As we move into a school-wide implementation of Interim Assessments, an interactive data wall will be initiated. The data wall will feature pocket charts with leveled colors: red (unsuccessful), yellow (monitor), green (proficient) and blue (advanced). Each student will have a monitoring card that will contain initial assessment data. Following each Interim Assessment, student-monitoring cards will be relocated to the achievement band of red, yellow, green or blue, so that grade level trends will be obvious, as well as individual performance. The data system is modeled after several schools that have used this successfully, Broadview Thompson, Aki Kurose, and Graham Hill. Additionally a similar monitoring system will be in place for Levy targeted students, will be using wall for the school staff and will be replicated for Levy Leadership Team and Partners.

A Data Sharing Agreement will be established in order to carefully monitor and share individual student data. The Levy Team will work to create a system with family permission that does not violate FERPA. Possible alternatives to sharing individual student names from partner to partner will be to create a monitoring identification for students, so that trends and impact can be seen, but without compromising protection agreements. Using the data based developed by the principal in 2013-14, the Levy Coordinator will refine the database and will share this with the individual "Case Managers" to enter specific assessment information. Ultimately, data collection and response will be a triangulation between the teacher, the case manager and service provider. The data will include pivot tables that address the four areas and provide parameters to measure growth to the outcome. Weekly meetings with the Levy Team will be necessary to track data and how we are doing in regard to moving toward the outcomes.

A comprehensive approach for monitoring and effectiveness coupled with a seamless PreK-5 grade strategy will ensure that not only will Sanislo experience a successful

implementation, but ultimately, the ability for Sanislo students to experience greater school success.

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:	Sanislo 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.)
20210525	Head Teacher/Levy Coordinator	\$23,196	\$46,393	1) Head teacher oversees the implementation of the Levy investment, including data analysis, interventions, partnerships, early learning collaboration. WaKIDS and extended school day services. Co-Facilities SIT Team 2) Links to all strategies as the implementation monitor 3) Low range would be 0.25. Components: 1,2,3,4. Levy Areas: Reading, Math, ELL, Attendance. Indicators: Math and reading MAP, ELL WELPA, Attendance.
2301205	Teacher Elementary (Reading Interventionist)	\$21,792	\$43,585	1) .5 Reading Specialist/Interventionist with an ELL endorsement to provide support to students/teachers and who will be the Case Manager for all students receiving reading interventions 2) Manage data, collaborate with ELL and classroom teachers and Sp. Ed. team, provide targeted interventions, co-teach with teachers 3) Low range 0.25 Reading Specialist/Interventionist that will primarily provide direct services to students. Components: 1,2,3,4. Concentration: Reading K-5. Indicators: Reading MAP and WaKIDS Data.
39106527	Family Partnership Specialist	\$68,000	68,000	1) Family Partnership Specialist is Case Manager for Attendance and Wrap around services (30 students) including facilitating CBO services: 2) Eliminate barriers for absences, provide transportation, provide academic support as needed for missed instruction. 3) Co-facilitates support team for students in need. Components: 2,4. Concentrations: Attendance, Reading, Math.
23201205	Teacher Elementary /Math Specialist/Interventionist	\$21,792	\$43,585	1) .5 Math Specialist/Coach to provide support to students and teachers and who will be the Case Manager for all students receiving math interventions. 2) Manage data, collaboration with ELL, Sp. Ed. and classroom teacher, provide targeted interventions, co-teach with teachers. 3) Low range is .25 Math Specialist that will primarily provide direct service to students. Components: 1. Key Focus: Math. Indicators: WaKIDS Math and MSP Math Data.
TOTAL Base Budget - Personnel:		\$134,780	\$201,563	

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.)
7120	City Year Corps/Seattle/King County	\$22,000.00	\$30,937.00	Low range - Funding for 6 City Year Corps members and 1 Site Coordinator. High range same number of Corps Members. If funded at the low end, additional dollars will be leveraged by Title 1 dollars or through Incentive Pay. Corps member responsibilities 1) tutoring and academic achievement efforts in Reading and Math through 1:1 and small group tutoring. Focus is tier 2 students in grades 3-5 2) Provide expanded learning opportunities K-5 focused around academic achievement. 3) Work with Family Engagement events. Components: 1,2,3,4. Key Concentration: Math, Reading, ELL, Attendance. Indicators: Math and Reading MAP, CBO, Attendance.
Leverage	Reading Partners	\$0.00	\$0.00	Title 1 will fund Reading Partners at \$20,000. Tier 2 targeted students will receive intensive instructional interventions (CCSS) for two-45 minutes sessions weekly in extended in-school learning and/or expanded day learning opportunities. Components: 1,2,3. Key Concentration: Reading. Indicators: Reading MAP Data.
Leverage	City Year	\$0.00	\$0.00	Title 1 monies of \$34,563 will be leveraged with the grant money to be able to supply 6 City Year Corps members and to fully implement tutoring program. Key Components: 1,2,3,4. Concentration: Reading, Math, Attendance.
Leverage	K-5 Alignment: Professional Development in ELL Best Practices in Reading tied to CCSS and Reader's Workshop Model	\$0.00	\$0.00	Title 1 will fund Professional Development for focused ELL strategies within the Reader's Workshop Model and meeting the needs of our focused students. Key Components: 1,2,3. Concentration: Reading, ELL. Indicators: Reading MAP and WELPA Data.
Leverage	Social, Emotional, Behavioral and Family Supports: Contractual Services for NAVOS Mental Health (Case Management for 3% of urgent need students)	\$0.00	\$0.00	Baseline funds of \$6,500 to provide one day of on-site wrap around services for tier 3 support. Key Component: 4. Concentration: Attendance. Indicator: Attendance.
Leverage	Tutoring- Sound Partners	\$0.00	\$0.00	PTA Funding of \$6,000 to support the Sound Partner Tutoring Program for K-1. Components: 2,3. Concentration: Reading. Indicators: WaKIDS and MAP Data.
TOTAL Base Budget - Non-Personnel:		\$22,000	\$30,937	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$156,780	\$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	
Fund Out-of School Learning Opportunities to leverage Summer Program Costs, allocating \$10,000 from Title Budget to offset transportation costs. Jump Start costs for teachers= \$20,000 (3 weeks); Increase Reading & Math Specialist to .75 = \$44,000 and \$13,500 for PD for Teachers.	\$52,260	\$77,500	

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, XYG 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