

City of Seattle Office for Education
Families and Education Levy

Elementary School Innovation
2014-15 School Year
Request for Investment

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name:	West Seattle Elementary School
School address:	6760 34 th Avenue SW, Seattle, WA 98126

Principal's Contact Information:

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Signature:		Date:	11/21/13

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Signature:		Date:	11/21/13

ATTACHMENT 2: SCHOOL NARRATIVE – OPTIONAL

West Seattle Elementary (WSE) is a PK-5 Elementary School located in the High Point neighborhood of West Seattle. Our school community is highly diverse as evidenced by a Free/Reduced lunch population of over 91%, ELL population of 30% (this percentage is higher if you include students with waivers and unidentified ELL students) and Special Education population of 20%. Our community speaks 14 languages. WSE was the recipient of a School Improvement Grant (SIG) awarded in 2010-2011 culminating in 2012-2013. The present 2013-2014 school year is our first since the transformation without the support and funding provided by the grant. As a result of the reduction in funding we are struggling with an increasing enrollment and fewer instructional staff to provide intervention to our most at-risk students and embedded coaching for our instructional staff.

After 3 years of SIG implementation, we are on a trajectory toward closing the achievement gap. In 2012 we demonstrated strong growth on the MSP in all four subject areas – reading, math, writing and science on MSP and exceeded all the goals we set in our Indistar plan. We achieved the highest growth in reading for the entire state of Washington as referenced in a recent Seattle Times article. We were the only Seattle school to show at least 10% growth in all 4 content areas on the MSP and were recognized as such at the August 2013 Seattle Leadership Institute (SLI.) In addition, West Seattle Elementary was one of only two elementary schools included in the Superintendent’s State of the District report as increasing from a Level 1 to a Level 3 school. Despite these accomplishments we are still significantly below the district in math and only slightly below in reading. That is why we are choosing to focus on math for this school year. On November 19, 2013 we received a banner from the Washington Education Association in recognition of our dramatic achievements in academic performance where our growth in comparison to the nation was acknowledged. Other measures of our transformation are evidenced by decreases in discipline referrals, greatly increased community and family engagement and staff satisfaction; all of which are documented through the Seattle School’s Climate Surveys.

Our strong relationships with community partners have contributed to the transformation process. Our on-going partnership with the YMCA led to a fully funded summer school for the past two years, as well as an extended school day program. WSE and the YMCA collaborated in the planning, hiring and implementation of both programs and they fully align with school goals and objectives. This year we have added an after school math component. The retired teacher who is providing the instruction meets regularly classroom teachers to ensure that he is supporting the instructional goals established by them. Another exciting partnership that helps to cement WSE as a focal point for the High Point Community is our school-based NeighborCare Clinic which was Levy funded and just opened for the 2013-2014 school year. The clinic currently has 107 students registered. Staff members from NeighborCare Clinic and YMCA are fully integrated into our school community and serve on several committees including our attendance, SIT and MTSS teams. They attend school events, staff meetings, parent nights and support all school initiatives.

West Seattle Elementary has become the pride of the High Point Community. This loyalty was evidenced during the recent Seattle Schools boundary process which threatened to divide High

Point and move a significant number of students who attend West Seattle Elementary to another school. A group of devoted West Seattle Elementary teachers, parents and community members joined together to create an alternative plan which met the needs of the district while keeping our community together. Our plan was accepted by the district and the High Point Community is thrilled that West Seattle Elementary will remain as the neighborhood school.

We face significant challenges in the 2013-2014 year without the support of the SIG grant to sustain the progress we've made in closing the achievement gap. Our school enrollment has increased, but our teacher to student ratio has decreased. Our instructional day decreased by 15 minutes, which can result in a loss of 50 hours of instruction over the course of the school year. Despite these challenges our grade level teams of teachers and support staff has continued to grow. Professional development has led to excellence in the classrooms and strong student growth. Teacher retention is high and the principal is in her fourth year at the building with no plans to leave in the near future. Our school culture is extremely positive.

Levy funds will be used to sustain our momentum in closing the achievement gap. The strategies outlined in this RFI, in addition to others firmly entrenched in the school culture, have been identified through data analysis, meetings with staff and conversations with SIG leadership, as vital to continuing the school transformation process. WSE is in a unique position to manage Levy funds with fidelity. Our Experience as a SIG funded and Title 1 School has afforded us the opportunity to demonstrate excellent stewardship of SIG funds.

Current goals taken directly from INDISTAR:

During the 2013-2014 year the frameworks, CCSS alignment of curriculum to standards and intervention system that maximizes instructional staff will result in a 5% increase in reading in grades K-2 on DIBELS assessment and grades 3-5 on MSP assessment.

MSP SCORES IN MATH

	2010	2011	2012	2013
3rd	40.4	58.8	39.3	59.1
4th	16.4	33.3	53.2	56.3
5th	5.9	39.2	44.4	56.5

MSP SCORES IN READING

	2010	2011	2012	2013
3rd	51	78	49.2	63.6
4th	41	51	63.8	70.3
5th	32.4	47	38.9	73.9

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Reviewing our school’s data by age, language and racial group shows that while success rates vary among the different factions of our population, a need for additional support in math and reading for all represented subgroups.

Part 1: Kindergarten Readiness and Assessment Data

WSE serves a diverse population, including a high concentration of students traditionally considered to be at risk. Our Fall WaKids data (Table 1) shows that a significant percentage of our students still starting kindergarten below benchmark in the areas identified. While more Kindergartners are meeting the age expectations in literacy, 35 students or 48% of the cohort are not demonstrating readiness in foundational skills. Of even more concern are the 80% of Kindergartners that are not demonstrating readiness in math. Additionally, 80 % of this cohort, or 75 of the 94 assessed, are entering kindergarten below language expectations for this age. Along with a need to continue to focus on language development and foundational literacy skills, we are also focusing on the student whose cognitive development is far below age expectations. (81% of Kindergartners are below age expectations) and show a great need for continued targeted academic supports.

Table 1: Percent of Students Entering Kindergarten at or above Widely Held Expectations (WaKids Snapshot Data) Fall 2012 and Fall 2013

	WSE 2012	WSE 2013
Literacy	34%	52%
Math	NA	20%
Social Emotional	58%	47%
Physical-Gross	63%	64%
Physical - Fine	42%	48%
Language	34%	20%
Cognitive	8%	19%
Total Number	(n=79)	(n=94)

Given this initial level of performance, it is essential that we provide explicit instruction, appropriate materials for supporting instruction in the foundational skills, and frequent progress monitoring through common assessments. To that end our kindergarten staff was provided a supplemental reading instruction program and professional development to support students in accelerating their foundational skills in literacy. This year, Kindergarten teachers will also focus on foundational skills in mathematics and the shift in mathematical practices within the Common Core State Standards. Teachers are working to better understand the new standards and to develop learning tasks with appropriate rigor and differentiation through small group instruction. This data is reported quarterly using a common tracker (see attached) that identifies class-wide trends and individual student needs. During facilitated grade level meetings, teachers organize instructional groups based on need and plan interventions to target specific areas.

Part 2: English Language Acquisition Data

English learners (ELs) make up a substantial portion of our student population (117 students). Under the current services we are providing, they are making gains in language development that outpace the district average.

- On the Spring 2013 WELPA, 55 of 85 students made gains of one or two levels.

- 100 % of the Level 4 students met or exceed standard on the Spring 2013 Reading MSP and 60% of the Level 3 students met or exceed standard on the Spring 2013 Reading MSP
- 54 % the Level 3 students met or exceed standard on the Spring 2013 Math MSP and 40% of the Level 2 students met standard on the Spring 2013 Math MSP

In the next section we look at overall student performance in math and reading during the 2012-13 school-year. Students acquiring English lag behind our native speaker population, both in their performance and growth rates in reading and math so they are more likely to need intervention services

Part 3: Data Analysis

In the analysis of our data, we looked at students’ overall performance in math and reading, analyzed the data by subgroups, drilled down to identify underlying needs, and considered barriers to success like poor attendance rates.

Last fall, our initial analysis of our data showed performance in math and reading to be a concern school wide with only 59% of students in grades 3-5 proficient in reading and 48% proficient in math. As a result, we focused on school-wide improvement of reading and math instruction with an emphasis on increased instructional supports in reading. This past spring, 69 % of our students met or exceeded standard on the Reading MSP and 56% of students met or exceed standard on the Math MSP. This improvement in student achievement is evidence that the academic supports put into place were impactful; however, the staff is concerned about student achievement in Math, particularly among our ELL students. Tables 3 and 4 below show students needing additional support in reading and mathematics are present across all of our subgroups. It is our intention to continue to continue to target students based on demonstrated need.

	WSE	District
Math (n=86)	56%	70%
Reading (n=102)	69%	77%

Table 3: Reading and Math MSP Proficient or Advanced by ELL or Non ELL Status

	Not ELL	ELL	WSE Total	District Total
Reading	80%	26%	59%	77%
N	94	8	102	9,008
Math	61%	36%	56%	71%
N	64	12	97	8,303

Table 4: MSP Proficient or Advanced by Race Non ELL Status

	Asian	African American/African	Hispanic	Native	Multi-Racial	Pac. Is.	White	WSE TOTAL
Reading	91%	83%	83%	0%	55%	83%	79%	59%
N	11	38	24	0	5	5	11	94
Math	92%	61%	55%	0%	55%	67%	57%	48%
N	12	29	16	0	5	4	8	119

Given the number of 3rd-5th graders who are below grade level in math and reading, growth rates become exceedingly important in determining whether this proficiency gap is shrinking. We used our MAP data as a source for this inquiry. Table 5 shows that during the 2012-13 school-year, the rate at which our students met typical growth (48% for reading and 41% for math) lagged behind the district average (52% for reading and 50% for math). This gap persisted for all language and racial groups (see tables 5a and 5b) suggesting that a change in approach was necessary.

	Not EL	EL	WSE Total	District Total
Met reading growth	48%	41%	46%	51%
Met math growth	41%	40%	41%	50%

Table 5b: Percent Meeting Typical MAP Growth by Race Non ELL

	Asian	Black	Hispanic	Native	Multi-racial	Pac.Is.	White	WSE Total
Reading	57%	45%	59%	33%	42%	40%	42%	38%
N	12	40	24	1	5	4	8	139
Math	57%	37%	33%	33%	27%	60%	47%	41%
N	12	33	16	1	3	6	9	143

Our response to this data was to adopt a new pacing system for mathematics, shift toward direct instruction in reading and to fully implement our MTSS for reading intervention (with the use of grant funds that expired in June). While gains were made among our subgroups in Math, this year we plan to replicate the instructional supports we put into place for reading (coaching, interventions, etc) for academic support with math instruction.

In order to identify primary skill gaps in reading, we looked at additional assessments conducted as part of our multi-tiered system of support (MTSS). These assessments identified students needing intervention and provided insight into their specific instructional needs. Specific areas

that support reading success include phonemic awareness, phonics, fluency and comprehension skills. Assessments and interventions were designed with this in mind.

Table 6: Diagnostic Assessments used to target students for in-class support and intervention		
Grade	Fluency	Comprehension
1	-Dibels Phonemic Segmentation Fluency (PSF) -Adapted Diagnostic Phonemic Awareness assessment based on WAKids -Fluency (Winter) -Basic Phonics Skills Test	*Teachers administer running records to assess comprehension and differentiate instruction in the classroom.
2-5	-Dibels Oral Reading Fluency (ORF)	-DIBELS DAZE (intervention team) Running Records (classroom teacher)

Kindergarten teachers participate in the WA-Kids assessment and conduct ongoing benchmark tests in math and reading. Teachers are progress monitoring and differentiating instruction. Kindergarten students will be screened for MTSS support until January. For grade one, we identified 45 students in need of phonics intervention, which is a strong indicator of future reading success (National Reading Panel, 2000). This fall we have partnered with Scholastic in an early outcomes study using a supplemental digital phonics program that all 1st and 2nd graders are receiving. In addition to this supplemental instructional support within the classroom, a sub group of students are being supported with additional small group instruction using the Systematic Instruction in Phonemic Awareness, Phonics and Sight words (SIPPS) lessons are developing longer attention spans in addition to teaching the literacy skills these students need.

In Grades 3-5 we have implemented System 44 to support our intermediate readers who are struggling with phonics and phonemic awareness as evident by the Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI). Twenty-three students have been placed in instructional groups focusing on intensive instruction with the foundational skills. In order to reduce the achievement gap in Math, we have identified a focus group of students based MSP and MAP that will receive targeted, small group instruction in the foundational skills. This plan is outlined in our work plan and budget.

Attendance DATA

From our analysis of student attendance last school-year, we noticed that in order for students to benefit from a sound instructional program, they must be present. Table 9 below demonstrates that students with fewer than 5 absences were more likely to make typical growth on the MAP for both Math and Reading.

Table 9 : Percent Meeting MAP Growth by Attendance			
# days missed	<5	>=5	Total
Met Reading Growth	58%	32%	39%
Met Math Growth	42%	36%	38%
Total Number	59	138	197

The percentages of our students who have less than 5 absences lag behind the district average (65% vs. 75%) and as a result this is an area that continues to require our attention. When looking at attendance by race from our 2012-13 attendance data, we see that the African American subgroup has more absences than our other large subgroups (those with more than 30 students).

Table 10: Total Number of Absences by Race for Semester 1 2012-13							
	Asian	African American/African	Hispanic	Native	Multiracial	Pac.Is.	White
Less than 5	58%	68%	64%	33%	47%	73%	69%
>5 & <8	21%	17%	5%	33%	21%	18%	22%
Total	19	105	38	2	13	10	29

ATTACHMENT 4: DATA SAMPLES

WSE Math Assessments									
Teacher:		4th Grade Teacher #1							
Benchmarks		MSP	MAP math				OSPI MATH Benchmark Performance		
WA Standard		Spr 2012 L3 = 400	Spr 2012 (or Fall 2012)	dist. %	growth goal for 2012-13	Spr 2013	overall percentage performance		
Last Name	First						Fall	Winter	Spring
	A	342	192	20	10				
	M	348	192	20	10		50.00%		
	K	353	177	2	8		33.33%		
	KS	362	182	5	9		58.33%		
	A	367	192	20	10		41.67%		
	J	371	195	27	10		50.00%		
	C	383	206	59	10		66.67%		
	SH	383	196	29	10		75.00%		
	U	383	203	50	10		100.00%		
	J	388	185	8	9		50.00%		
	G	388	208	65	10		75.00%		
	Z	392	202	47	10		83.33%		
	J	396	202	47	10		75.00%		
	CF	404	208	65	10		75.00%		
	J	408	210	70	10		58.33%		
	A	413	199	38	10		50.00%		
	J	417	206	59	10		66.67%		
	M	417	204	53	10		83.33%		
	NM	422	207	62	10		100.00%		
	J	440	204	53	10		75.00%		
	N	440	198	35	10		66.67%		
	K	447	217	86	11		83.33%		
	N		172	1	8		41.67%		
	S		178	3	9				
	J		181	4	9		41.67%		
	C		190	15	8		41.67%		
	C		171	1	8		58.33%		
	S		188	11	8		41.67%		

ATTACHMENT 5: Pre K – 3 ALIGNMENT AND COLLABORATION EFFORTS

WSE values the importance of early childhood education and are fortunate to collaborate with 6 pre-school programs, 4 of which serve the High Point neighborhood students and the 5th serving students with disabilities. We house three pre-kindergarten classes in the building; a developmental pre-school for students with disabilities and two Head Start programs serving 36 children. Of the 36 students who attended Head Start last year about 20 are now attending the West Seattle Elementary Kindergarten. In addition to the programs housed in the school, our community partner, Neighborhood House, has three preschool classes, including 2 Head Start classes and a Step Ahead class, all serving 3 and 4 year olds who will attend West Seattle Elementary. Neighborhood House's High Point Center was selected as a Step Ahead HUB funded through the City of Seattle and the Families and Education Levy. As a HUB, NH provides training opportunities and Prek-3rd alignment activities to family friend and neighbor caregivers and other early learning and school-age professionals in the High Point community. The HUB training plan for 2013-2014 includes Pre-k to 3 alignment activities, a school readiness workshop, home safety training and a training/discussion on dealing with challenging behaviors and how those behaviors relate to child development.

The majority of the students served through these classes feed into West Seattle Elementary School kindergarten, and all 6 pre-school programs are an important part of the High Point area school community. When Head Start hosts family nights several times a year, they are attended by school staff including kindergarten teachers, the principal, assistant principal and teachers. These events present school staff with invaluable opportunities in laying the foundation to build relationships with the Head Start families. These relationships contribute to a seamless transition from pre-school to kindergarten and build a bridge from the home to the school. An example of the collaboration between the pre-school program and our general education program resulted in a student severely impacted by cerebral palsy now fully included in our general education classroom. The instructional assistant who worked with him in the developmental pre-k moved up to kindergarten with this child. He stayed at West Seattle Elementary even though it isn't his home school, because his parents felt the sense of community and collaboration among the teachers.

WSE Head Start, Neighborhood House and WSE Kindergarten use WAKids Teaching Gold assessment which serves as an important tool for sharing data across the programs and helping to inform kindergarten teachers as the preschoolers make the transition from pre-school into elementary school. Using common assessments serves as the foundation of that work and data from common assessments is used by Kindergarten teachers to identify student needs before they enter the classroom and to monitor student progress throughout the year. In addition, it is used to drive instructional programs and identify areas of strengths and weaknesses in individual classrooms, programs or the school. Using WAKids as a common assessment tool contributes to a more focused and structured collaboration among the Pre-school and kindergarten teachers.

P-3 staff attends relevant staff meetings held at WSE and partake of professional development opportunities offered by the school, district and State, often as part of the WSE P-3 team. Over the past three years various members of this team participated in WAKids training, Early Learning Professional Development offered by the district and in vertical team meetings held at school.

There is a library of research around the long-term effects of students not reading at standard by 3rd grade, including, but not limited to, high school graduation rates. At WSE, we recognize the importance of having a laser focus on reading in the PreK-3 years. Our school data for students entering 3rd grade is of great concern and we understand that it takes a collaborative effort to mitigate this issue at WSE. In an effort to align our curriculum, WSE has conducted school wide vertical team meetings. Vertical team meetings happen throughout the year and involve grade level teams meeting with the grade below and above them to learn about the grade level expectations as well as challenges they face. We recognize and highly value the importance of student achievement in the primary grades and, to that end, are including pre-kindergarten teachers from all the High Point programs to participate for the first time in these invaluable sessions starting this February.

Our ultimate measure of success is improved student outcomes in Prek-3; which, of course, is reflected on the State test administered in grades 3 through 5 because of the solid academic foundation we provide our students. Our K-1 teams have developed grade level assessments based upon common core standards and rooted in WAKids. They use a comprehensive tracking system to monitor student progress.

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

WSE uses an Aligned Sheltered instruction model with collaborative push-in elements for serving our ELL students. Additionally, we do targeted small group pull out interventions to further support language and content development. The two Bilingual Orientation Classes (BOC) formerly housed at WSE were eliminated in 2012-2013 by the district. Those 6 BOC students are assigned to general education classrooms with support. To meet their needs, the district provided a full-time ELL instructional assistant and an additional full-time ELL teacher in addition to our existing ELL staff. At this time WSE serves 132 identified English Language Learners, who make up 30% of our student population (not including pre-kindergarten.) We have several students whose parents have chosen to waive their ELL services and others we are now in the process of identifying. Approximately ½ of our focus students are identified as ELL students.

Eliminating the BOC programs presented us with an added challenge to serve students who arrived as non-English speakers, as well as to the general education teachers whose classes they are placed in. Despite this added challenge, we believe that increased time in classrooms amongst peers, with ELL staff support, has fostered greater exposure and acquisition of academic English and promoted rich language development opportunities. Furthermore, it has increased exposure to peer English Language role models and provided more opportunity to practice academic vocabulary with them in content subject areas.

A majority of the WSE staff (more than ¾) have had professional development in at least one or more of the following areas: SET – sheltered English training, Into English, an ELL curriculum, GLAD, Guided Language Acquisition Design, SIPPS and Direct Instruction methods, all which are grounded in research with ELL. In addition, WSE staff members share research articles, conduct book studies and continue to seek further ELL professional development. All instructional staff has had training in Teacher's College Reader's and Writer's Workshop, which curriculum provides differentiated for all students.

The instructional planning process is a very important piece of our work and classroom teachers, in collaboration with ELL staff, schedule time to meet formally and informally to plan instruction and integrate strategies for ELL students that make the curriculum accessible for them. These strategies and pedagogical practices include small group instruction, scaffolding of supports, use of manipulatives, peer-to-peer instruction, linguistic patterns, sentence frames, word work, graphic organizers and many other effective strategies. An example of this collaborative planning is evidenced by classroom walkthroughs. The collaboration among staff members has developed to the degree that our 4/5 team includes our ELL teacher as a member of the team. Additional strategies for ELL and other students not demonstrating appropriate and expected learning gains, include intervention by a trained intervention teacher or instructional assistant using SIPPS or SRA Reading Mastery, one-on-one instruction and extended day learning opportunities through the Community Learning Center (CLC) program at WSE.

Opportunities for parental involvement of ELL students include Literacy Nights, Chess and Math Game nights, parent conferences and parent coffees which focus on specific topics of importance

to families. Our Parent-Teacher Booster Club is comprised of WSE staff, NH staff, YMCA staff and parent leaders who are representatives of the various cultural groups that comprise WSE. The Booster Club offers opportunities for parents to learn more about the school and offer input. 25 parents attended our first Parent-Teacher Booster club and the group is growing. One parent stopped the principal after a meeting to say how good it felt to be with other Somali parents at the meeting. Translation services are provided at all parent nights.

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

Case Management Support: At WSE where student need is great (90% of students in poverty), referrals for case management services can be overwhelming. To address the need, WSE employs a team strategy in providing family support services. The team, spear-headed by WSE's FSW, includes school administration, the School Nurse and the School Counselor, and is enhanced through working relationships with WSE's Neighborcare Health Clinic and the YMCA enrichment program, as well as local churches and community agencies. This team offers students and families meaningful intensive case management and support, to generalized support for the greater community from help with food, clothing, bills, and housing, to referrals and connections for medical and mental health services.

For the 2014–2015 school–year, with funds from the levy grant, these services will be expanded to serve a greater number of children and families. Currently the FSW carries a case load of 35 children for intensive case management. That load will be expanded to 50 children. In addition, students and families (about 1/3 of the school) will benefit from increased outreach and connection to basic services and supports, as referenced above.

Students with high absentee rates, unexcused absences, discipline issues, academic concerns; and students in foster care, who are homeless, who demonstrate the effects of high poverty such as hunger or lack of clothing are all considered in offering intensive case management services. Case loads are built based on recommendations and referrals from teachers, school staff, self-referrals from parents/guardians and students, and referrals from partnering agencies such as the extended day YMCA program. Referrals can be made via email, phone call or personal connection with the FSW.

The expansion of case management services will happen through a Neighborcare Care Coordinator. Neighborcare is a proven partner in caring for students and families in Seattle Schools, and is already an established provider of medical and mental health services through WSE's School-Based Health Clinic (SBHC).

The Care Coordinator will work with the FSW–led team, teachers, school staff and parents to conduct a needs assessment for each child referred for services. This needs assessment will examine each child's attendance, discipline/classroom behavior, study skills, homework completion, reading and math test scores, and family situation. The results of the needs assessment will be used to create an individualized Service Plan containing short term and long term goals in a living document that can be adjusted based on progress and changes in student and family needs. In addition to looking at MAP and MSP scores, the case manager will monitor real time data for each student using Power Schools, and will also meet with teachers, school staff and parents to gather additional feedback on student progress. Progress towards goals will be tracked and recorded in each student's Service Plan. The care coordinator will also connect children and families to additional supports including counseling, medical care, tutoring, mentoring, extended day learning, and community/government programs to help address specific academic and social needs.

The Neighborcare Care Coordinator will serve as a member of the WSE Attendance Team, along with the FSW, School Nurse, School Counselor, and school administrators to ensure students are making progress, and to ensure all efforts are coordinated and integrated. This team meets weekly to discuss attendance issues, as well as address any social/emotional issues that may be impacting student learning. The Care Coordinator will also serve as a member of the Parent Booster FEAT club, a school organization that offers multiple ways for parents to engage in the school from parenting workshops, curriculum nights, to multi-cultural nights. The Care Coordinator will provide parents/guardians basic information to support student learning, as well as empower parents as leaders in the school, encouraging parent volunteerism significantly expanding WSE's ability to address the needs of families in poverty, especially immigrant and refugee families benefiting from an orientation to the public school system.

School and Family Connection: In addition to the connections mentioned above (parenting workshops, curriculum nights, multi-cultural nights, promotion of volunteer opportunities, etc), the Care Coordinator and the FSW will serve weekly on the Attendance Team, and on the WSE MTSS team. As members of the Attendance Team, the Care Coordinator, along with the rest of the Attendance Team, will ensure parent meetings for every focus student to discuss attendance expectations, to identify barriers, and to brainstorm solutions with parents.

On the MTSS team, the Care Coordinator will join the FSW, the School Counselor, the School Psychologist, and school administrators as they meet with teachers every six weeks to review progress of all focus students. It will be the responsibility of the Care Coordinator and the FSW, in collaboration with teachers, to ensure that relevant information gained through these sessions is shared with parents/guardians of focus students. In addition, if intervention is unsuccessful, parents will be invited to participate in the school SIT process where additional strategies and supports will be recommended. This is an area that will be greatly enhanced with the grant-funded position of Care Coordinator.

Transition Support: As previously mentioned, WSE houses two preschools, a developmental preschool and a Head Start Program. Neighborhood House, located less than ¼ mile from WSE also hosts a Step Ahead preschool program as well as a Head Start preschool program. We work collaboratively with all of the preschool programs to ensure preschool students and families are ready for Kindergarten by presenting at parent nights, encouraging parents to attend our open houses, sharing our newsletters, and inviting staff to train together with our Kindergarten team. For the transition between elementary and middle school, we ensure our students and families are aware of middle school choices. Our summer program for the past two years collaborated with Denny Middle School, allowing students to visit the school and meet teachers. Last year our School Counselor met with the Denny Middle School team to discuss specific student needs, ensuring supports were in place day one for our graduating 5th graders. The School Counselor also visits the middle schools at the beginning of the year to check-in with transitioning 6th graders and their teachers to help trouble shoot any issues that may arise. We have, on occasion, encouraged graduated 6th graders to re-enter our after school program as a “helper” to give them an extra dose of support as needed, recognizing the need for some students to stay connected to our WSE family during this difficult transition period. And, by promoting parent volunteerism and involvement through our Parent Booster FEAT club, parents who otherwise have never

engaged in the American School System, are empowered to continue their involvement increasing outcomes for their soon-to-be middle school students.

Mental and Physical Health Referrals and Services:

WSE serves 90% students in poverty, either typical generational poverty in America, or who come from refugee and immigrant parents with limited access to healthcare and with limited experience in accessing social services. Our students have experienced trauma associated with living in poverty, from homelessness, to hunger, to gang violence, the death or incarceration of parents, sexual abuse, neglect, and displacement or removal from their family through the fostering system. The School Counselor regularly refers students and families to mental health agencies, by collaboratively scheduling appointments at the school and encouraging parents to meet with counselors in their home, or at the agency as appropriate. Over 30 students have been referred for services this school-year alone. Agencies that we currently work with to provide mental health services include Neighborcare, SWYFS, Navos, Consejo, and Well-Springs.

Within the first two weeks of on-site mental health service implementation at WSE in the new Neighborcare School-based Health Center (SBHC), the caseload of Neighborcare's Mental Health Therapist was full. Due to limited funding, the Mental Health Therapist is only on-site 11 hours a week and only able to maintain a caseload of 8-12 students. Additional funding for staff time for the Mental Health Therapist and Health Coordinator as included in this proposal would greatly increase the capacity to provide on-site screenings, assessment, mental health services, and coordination of additional health care needs with other community organizations.

Physically, students deal with a variety of medical issues from hearing and vision loss, aching teeth, to a lack of school vaccinations. These take a great deal of energy and effort on the part of the School Nurse who regularly employs the use of Medical Release Forms to advocate for children needing services. Students struggle with diagnosed and undiagnosed symptoms that may have resulted from low birth weight or malnutrition, markers of children living in deep poverty. The Care Coordinator, along with the FSW, will work with the School Counselor and the School Nurse to connect the students and the families they are serving to mental and physical health resources.

WSE is fortunate to have a full-time School Counselor (school funded) and a full-time School Nurse (district funded) who regularly refer students and families to needed mental health and medical care support. In addition, WSE and Neighborcare are partners in a School-Based Health Clinic (SBHC) which began in the fall of 2013 with Levy Funding. The SBHC provides preventative care, diagnosis and treatment for physical health concerns, mental health therapy, basic dental care, health education, and assistance finding additional community health resources. Students and families are referred for services through the SBHC on a daily basis through the School Nurse and School Counselor who have regular access to SBHC staff. Formal communication happens on a weekly basis with SBHC staff during Attendance Team meetings. The opportunity for communication and collaboration in regards to focus students will be expanded in 2014-2015 as the Care Coordinator will serve as a member of the Attendance Team, the Parent Booster FEAT club, and the MTSS team, connecting with support staff, administration, teachers, and parents on a regular basis to identify needs and share information about student progress when appropriate.

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

Area of Concentration A: Math and/or Science

(A) Outcome/ Indicator	(B) Descripti on of Levy Focus Student Populatio n	Previous Results – 2012-13 SY				Projected Results – 2013-14 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
70% of the 66 identified focus students will show growth on MAP math And increase from level 1 and 2 to level 3 on MSP math.	3rd – 5 th grade students scoring below the 35 th percentile on MAP in math and level 1 or 2 on MSP Math	66	15%	77	50%	46	70% of the 66 students will demonstrate growth on MAP

Focus Students: Our focus students are 66 third, fourth and fifth grade students identified by scoring level 1 or 2 on Math MSP and/or below the 35th percentile on MAP in math. 30 of these students (45%) are also identified as ELL students.

Strategies: Our Career Ladder team consists of 4 high performing West Seattle Elementary teachers. This team, which has developed over 3 years, promotes and supports the math workshop model in West Seattle Elementary. They do this through coordinating peer

observations, sharing best practices at staff meetings and observing teachers and providing feedback. The math workshop model starts with whole group instruction in the form of a mini-lesson which focuses on the standard and then moves into small group, differentiated instruction. Teachers monitor student progress in mastering the standards by using a data tracking system created by ReThink Math. The tracking tool gives them a clear indicator of students who haven't yet mastered a skill or concept, allowing the teacher to pull small, flexible groups. Grade level teams meet weekly in Professional Learning Communities (PLC) and at least one PLC per month is dedicated to reviewing math data from the data tracker. Torrey Volk, the developer of ReThink Math has been a Consultant for WSE for the past two years. She is paid to check-in with grade level teams twice per year to provide professional development and support in the appropriate use of her system. Teachers report that this system has provided them with a tool to ensure students are learning the common core math standards. If we are able to provide a levy funded math coach and intervention teacher, we will continue to utilize the ReThink framework but rely less on an outside consultant for support.

West Seattle Elementary is one of five Seattle Schools waiting for approval to receive a grant from OSPI (through SPS) to implement ST math. Approval is expected in late winter early Spring 2014. The grant would provide the licenses and computers to provide ST math to our focus students. ST Math is leveled instructional software designed to help student reach math proficiency through self-paced, language-independent, mastery-based objectives. It is closely aligned to the common core standards for math and integrates with core instruction. Through a 1:1 scaffolded learning environment, games increase in difficulty and provide immediate feedback. ST Math features embedded assessments, detailed reporting of student learning patterns and whiteboard integration. Focus students will be on ST math for 40 minutes per day, five days per week. The Levy funded math coach will provide instruction on ST math, monitor student progress using reports from ST math and meet weekly with classroom teachers to report on student progress.

Through our collaboration with the YMCA CLC, we are providing extended school day math instruction for focus students who attend the YMCA after school program - CLC. This targeted instruction is 40 minutes per day 3 times per week. The after-school teacher, Mr. Dave Gardner, volunteers in West Seattle Elementary classrooms three times per week during the school day and was hired by the YMCA CLC to provide this support for focus students in math. His relationship with the students and teachers will contribute to the success of this intervention. He meets with teachers during their PLC to plan instruction and report student progress. This collaboration developed from the strong relationship the YMCA has developed with the school.

Levy funds will be used to hire a highly qualified math coach/intervention teacher. Research is clear about the importance of embedded professional development. West Seattle Elementary attributes much of its success in reading instruction through embedded literacy coaching. We intend to do the same thing in math. The OSPI website research section includes the article [The Nine Characteristics of High Performing Schools](#) Terry Bergeson, 2003. Number 7 of the characteristics listed as necessary for high performed schools is **Focused Professional Development**.

“.....A growing consensus, in relation to educational reform, acknowledges continuous, on-site, job-embedded professional development as the best hope for changing instruction to improve student learning.”

In addition to providing coaching for teachers, .5 of this position will be used to provide intervention instruction for focus students. This intervention will include ST math if we receive the grant and/or research based math intervention which we are presently researching. The principal will be attending a conference on Singapore Math to determine if this curriculum will meet the needs of our focus students.

Another strategy West Seattle Elementary uses to support math instruction is a PCP teacher who provides math instruction for 40 minutes once per week in every classroom. This teacher supports the classroom instruction by designing math games and activities that match the standard the grade levels are using.

Key People:

- Levy funded math coach/intervention specialist (.5 coach and .5 intervention teacher)
- YMCA CLC Coordinator – this person will supervise the work of the after school math tutor
- Math volunteer and after school teacher – provide volunteer math instruction during the school day, works in the after school program providing specific and targeted math tutoring to focus students in the after school program (salary paid by YMCA)
- Career Ladder team
- Math PCP teacher

Partnerships: The YMCA provides WSE with an extended school day program. This program is a collaborative effort between WSE and the YMCA in planning curriculum and setting goals. The purpose of the extended day program is to support school goals in reading and math intervention for focus students. In particular, the YMCA will deliver small group intervention for 4th and 5th grade focus students as outlined in the strategies above. Students for CLC were identified by triangulating data based on MAP data, DIBELS, OSPI Benchmarks, and recommendations from teachers, administration, family support workers and support staff. We worked closely with the ELL and Special Education departments to serve those students as well. As part of the CLC registration paperwork, the program is required to obtain a FERPA for each student to obtain test score data.

Leveraged Funds: The YMCA Extended School day provided through the 21st Century Learning Grant and supports the strategies described above. School FTE budget is used to pay for the math specialist.

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

Area of Concentration B: Reading and/or Writing

(A) Outcome/ Indicator	(B) Descripti on of Levy Focus Student Populatio n	Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
70% of the 52 students will demonstrate gains on MAP	52 first grade students (27 are ELL) identified as BR on MAP and below the 35 th percentile	52	12%	79	53	37	70%

Focus Students: Our focus students for reading are 1st grade students below the 35th percentile on MAP. We are prioritizing these students because we believe, and research confirms, that providing intervention in 1st grade is a much more impactful than trying to play “catch-up.” In October 2013, WSE conducted a DIBELS assessment of all 1st and 2nd grade students to identify students at risk for reading difficulties based on phonemic awareness and fluency. The data showed a gap in fluency beginning in 1st grade. Our 2nd grade students showed an increase in the percentage of students reading at or above the 35th percentile.

“Teaching all students to read requires a school-level system for early identification of “at-risk” students and a school-level system for providing those studen^{ts} with the intensive interventions they need to become proficient readers by third grade.”(Joseph Torgeson, Florida Center for Reading Research...)

Strategies: WSE fully implemented the Multi-tiered System of Support (MTSS) in reading in 2012-2013 and it is ongoing in 2013-

2014. The process of identifying *Tier 2 and *Tier 3 focus students began by administering DIBELS Next to all 1st and 2nd grade students. This assessment provides information for tracking, sharing and monitoring student data. It identifies students at risk for reading difficulties based on phonemic awareness and fluency in K-3 and assesses comprehension in grades 3 and above; all of which are strong predictors for reading problems. The indicators are phonemic awareness, accuracy and fluency.

We've implemented best practices for providing reading intervention for our focus students using Direct Instruction for reading intervention through 1Read, System 44 and SIPPs. Professional development in these programs has been provided to all teachers. Small group instruction embedded into classroom reading programs occurs every day with support from a trained intervention teacher and/or IA. The intervention includes SIPPS and iRead.

*Tier 2 students are below grade level and required intervention support in fluency in addition to core curriculum. They will receive fluency intervention 20-40 minutes per day, 4 days per week.

*Tier 3 students are significantly below grade level and require an alternative curriculum in phonemic awareness and fluency. They receive intervention 40 – 60 minutes per day, 5 days per week.

Key People: The WSE intervention team consists of all support staff including ELL teachers, Special Education teachers and Instructional Assistants who are experts in using data to drive instruction and providing intervention for focus students. This team includes the levy funded intervention specialist (presently funded through SIG) Given the large number of students needing intervention, the severity of the needs of the students and the loss of SIG funded staff, WSE staff made the decision to use the majority of our Title I budget to hire intervention specialists. The intervention team has the following responsibilities:

- Administer school wide assessments and create assessment calendar
- Coordinate intervention schedules
- Provide Direct Instruction intervention through iRead and SIPPS to focus students (and other students on caseload)
- Progress monitor students
- Meet with administration on a weekly basis
- Participate in grade level team data and Professional Learning Community meetings (PLC)
- Provide training for other instructional staff, IAs and teachers, in targeted areas such as phonemic awareness, phonics and fluency using Direct Instruction and other curriculum
- Coordinate with EI teachers, classroom teachers, IAs and parents

Partnerships: The YMCA Extended Day program at WSE fully supports our efforts in improving reading and math instruction. YMCA staff in collaboration with the intervention team and classroom teachers integrates learning strategies and activities such as

Reader’s Theater and using computer based instruction for 2nd grade focus students. The YMCA also funded a summer school program that had a structured reading component for focus students in grades 1 and 2.

Leveraged Funds: Title 1 Professional Development funds pay for ongoing professional development through Teacher’s College for Reader’s Workshop. WSE has made a huge investment in this training over the past 3 years and in lieu of an embedded professional developer we paid for 5 days of intensive training in 2012-2013 and 2013-2014. Our teachers are staying at WSE so the investment in PD is worthwhile.

Seattle Public Schools has included WSE in a trial using iRead, System 44 and Read 180. The two-year trial provides the licenses for software, on-going professional development and will conduct assessments.

Title I Professional Development funds are leveraged to purchase materials such as SIPPS and Reading Mastery.

The Book Trust Foundation sponsors WSE with a grant that provides every student in the building with \$7.00 per month to purchase books from Scholastic Book Club. This grant has been ongoing at WSE for many years; but has only been afforded to **all** students for the past two years.

ATTACHMENT 8C: ATTENDANCE WORK PLAN SUMMARY

Area of Concentration C: Attendance

		Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
(A) Outcome/ Indicator	(B) Descripti on of Levy Focus Student Populatio n	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K- 5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

Students absent fewer than five days per semester, excused or unexcused	Students with 90% attendance rate or below at the end of the previous year, plus students with excessive tardies.	17 (1 st grade) 10 (2 nd grade) 7 (3 rd grade) 13 (4 th grade) 8 (5 th grade) 55 Total	13%	24	44%	38	70%

Focus Students: West Seattle Elementary has a serious attendance problem that is continuing to be addressed by our Attendance Intervention Team, and through family outreach. With this intense effort, the overall student attendance rate has improved drastically over the last 4 years, from 93% to 95%, with hopes of reaching 96% by year’s end. The percentage improvement means that students, on average, have gained over 18 hours of instruction per school-year. However, as the attendance rate improved overall, a gap formed. About 1/3 of the students at WSE continue losing out on instruction at a greater rate than their peers in higher socio-economic neighborhoods and schools. Ideally, students will miss no more than 6 days in a school-year. At the end of last school-year, there were 144 students with 12 or more absences. The Attendance Team, with limited time and resource, chose to focus on the highest needs. **Focus students for the area of Attendance Intervention for the 2014–2015 school-year will be those in the greatest need: students whose attendance rate was 90% or worse. (That equates to 18 missed school days or more).**

Strategies: The initial focus students for this intervention will be identified at the end of the 2013-2014 school-year by running attendance reports in Power Schools by our Attendance Intervention Team. Students will then be assigned a check-and-connect coach who will be responsible for daily check-ins. Members of the Attendance Intervention Team will then meet with every parent/guardian of every focus student to review school expectations and to connect families with needed support services. Typically, poor attendance is tied to socio-economic concerns, as well as health and/or mental health issues that parents/guardians need support in addressing. This effort directly addresses needs and services described in Key Component 4 in the Levy Grant: Social, Emotional, Behavioral, and Family Support.

- a. The Attendance Team will meet weekly to review student outcomes, identify barriers, and plan for additional intervention as needed. Attendance team members will run a check-and-connect intervention, checking in with focus students 1:1 on a daily basis. Team members will meet with every parent/guardian of focus students, and will continue communicating with parents/guardians to ensure improved attendance, as well as access to needed services and supports from McKinney-Vento (Homeless Education) Transportation, Family Service Outreach, Medical Care, Mental Health Counseling, and more.
- b. The Check-and-Connect intervention works. It's proven around the country and in our own school. In the 2012-2013 school-year, our check-and-connect students improved their attendance rate over the previous year by 5%. Moving from an average 85% attendance rate to a 90% attendance rate. Meeting with families and connecting them to resources also works, and is a necessary component to ensuring equitable educational opportunity for students in poverty.

Key People: The Attendance Intervention Team consists of the Principal, the Vice Principal, the School Nurse, the School Counselor, the School's FSW, the Case Manager from Neighbor Care, the YMCA CLC Director (our after-school care program partners funded through another grant).

Partnerships and Collaborative Efforts

- c. The YMCA CLC Director serves as an equal member of the Attendance Team, sharing in the duties above. She's a valuable asset to the team as she is able to connect families with outside resources and students with free after school programming. The Neighbor Care Coordinator also serves as a significant member of the Attendance Team with an equal share in the duties above. She is incredibly valuable as a team member in connecting families and students to medical and mental health services offered at the school, and in partner sites in the community.
- d. Both NeighborCare and the YMCA are established and effective in their care of students and families. They're both proven partners in creating positive change in schools, as is demonstrated by their past success in Seattle Schools as well as our shared success in improving school climate and test scores at West Seattle Elementary.
- e. Working in collaboration with both NeighborCare and the YMCA, our overall attendance rate has improved over the last four years from 93% to 95%, and is on track for 96% this year. With the support of both partners, the overall attendance rate will continue to improve using proven methods of intervention for students and family supports.

Leveraged Funds

- f. Currently, Attendance Team members are either building, district, or grant funded. The Principal, Vice Principal, School Nurse and School Counselor are funded through District and Building funds. The Family Service Worker is funded through the City's FSW program. The CLC Director is grant funded in collaboration with the YMCA, and The NeighborCare Coordinator is funded through a collaborative grant with that agency. .

- g. Grant Funds will be used to increase NeighborCare involvement, improving access to much needed student and family supports for both medical and mental health services (both identified as regular barriers to student attendance).

ATTACHMENT 8D: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

Area of Concentration D: English Language Acquisition

(A) Outcome/ Indicator	(B) Descripti on of Levy Focus Student Populatio n	Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K- 5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
80% of English Language Learners will make gains on the state English Proficiency Test (WELPA)	1 st and 2 nd grade ELL students	35	8%	23	13	30	70%

Strategies:

- The WSE ELL team, comprised of certificated teachers and ELL assistants, will continue the proven strategies in place at WSE by providing small group instruction and collaborative teaching. ELL students at WSE are outpacing the district on the WELPA. Our collaboration has grown so that ELL teachers and IAs are considered members of grade level teams that they support. They participate in PLCs and in team meetings.
- Our school Master teacher (lead for the Career Ladder team) is ELL endorsed. He will facilitate observations of effective models of team teaching and collaboration at WSE to reinforce best practice.
- In addition to designated ELL staff at the school we have literacy support specialists targeting small groups for language development skills which in some cases are in addition to their daily literacy.
- WSE fully implemented the Multi-tiered System of Support (MTSS) in reading. The frequency and duration of ELL support for focus students is between 45 and 90 minutes per day, five days per week.
- Many of the strategies used for all students below grade level are effective with ELL students. In particular, the phonics based iRead program and SIPPs are both identified as effective in supporting language acquisition for English Language Learners.

Key People:

Our ELL staff is comprised of 3 certificated teachers and 3 full-time ELL Instructional Assistants.

School Master teacher – This embedded district stipended position provides mentoring for WSE instructional staff

Partnerships:

Our Parent-Teacher Booster club is a partner is involving parents in their children's education. Research shows that parental involvement is a key factor in student success.

NH is a strong partner with WSE in meeting the needs of the ELL focus students. NH has a Head Start program that serves 3 and 4 year olds and a Pre-Kindergarten class. They provide translation services for school events, parent-teacher conferences and parent-teacher meetings. They offer parenting classes and for parents in English. A representative of NH is on our Parent-Teacher Booster Club.

Leveraged Funds:

District and Federal Title funds pay for the ELL certificated teachers and instructional assistants.

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

Leadership, Planning and Implementation

As past recipients of the Federal School Improvement Grant, WSE has a proven track record for stewardship of grant funds. Over the past four years, budgets have been effectively managed to maximize outcomes, leaving WSE a top rated Priority School, recognized by the district and the State as the number one school in reading growth as measured by the MSP. WSE is in a prime position to effectively manage levy funds and strategies to ensure successful outcomes for focus students.

Shared leadership is a strategy that is a research based characteristic of high performing schools. WSE embraces shared leadership with a high functioning Building Leadership Team (BLT) which includes teacher and staff representatives from all grade levels, as well as parents and community members. BLT members bring issues to the table for discussion and report back information to their constituents. This team meets on a monthly basis, and holds special meetings when quick decision-making is needed to address concerns. In addition to the BLT, every teacher at West Seattle Elementary is a member of at least one committee. Committees meet monthly, and report out at subsequent staff meetings about areas of general concern from Safety, Parent Engagement, Attendance, Curriculum, Assessment, Positive Behavior Intervention Supports (PBIS), Composting, Academic Intervention, Scheduling, and more. Committees address many of the components highlighted in this grant application and are an example of our strong system of shared leadership. Staff meetings happen on a weekly basis. Grade Level Teams meet weekly as well to coordinate lessons, assessments, and monitor progress.

For this RFI process, a team that included the Principal, Vice Principal, School Counselor, and Principal Intern took charge of writing the grant. All goals and requests are directly reflective of the needs identified through various committees: Attendance, Intervention, Assessment, and Parent Engagement. Various members of the school had direct input into the RFI. As a result this RFI directly reflects the needs of students, and the wishes of school staff, as expressed by Committee Members and the BLT.

In order to write this RFI, the team worked closely with Neighborcare to outline a reasonable scope of work and expectations for case management. The team also consulted with partners at Neighborhood House and the YCMA CLC program to best reflect the current level of services offered to focus students, as well as transitional programs in place for our Preschool – Kindergarten and our 5th grade – Middle School students. These relationships are germane to the continuation of the work we do, and will be enhanced with levy funds.

Levy-funded strategies will be spearheaded by our School Principal, Vicki Sacco, with direct support from our Intervention Committee, Attendance Team, and MTSS Team. The BLT will offer leadership support as well. Neighborcare, a WSE Community Partner, will play a significant role in implementing strategies with the Care Coordinator written for in this grant. In addition to Neighborcare, the YMCA CLC program and Neighborhood House will continue to play a role in ensuring the success of focus students, supporting our Attendance Team efforts, providing parent enrichment, extended day learning, and serving as members of WSE's Parent Booster FEAT Team.

Here's a list of the Community Partner Contacts that provide direct service to WSE, and will help implement levy-funded strategies. These are the people doing the work at WSE: Neighborcare – Colin Walker (Program Manager) and Grace Amend (Health Coordinator); Neighborhood House – Dena Nelson (Family Connections Coordinator); and Alexandra Cali (CLC Director).

Shared leadership is a part of our school culture as we hone our instructional practices and skills. This work began with our career ladder team, but has progressed to peer-to-peer observations with teachers coordinating this among themselves. For example, in 2 weeks the 2nd grade team will use their planning period to observe a 3rd grade teacher's math workshop. They will be looking at the structure, differentiation of students and his use of Rethink Math Data tracker as well as pedagogy. This type of collaboration combined with high expectations for students is in large part why West Seattle Elementary will continue to be a high performing school. Best practices observed in the building are shared at staff meetings by teachers presenting, through videos, student work and artifacts.

Our MTSS system is in its second year of implementation. MTSS allows for the identification of focus students, to the assigning of focus students to intervention, and tracking of progress to ensure success for focus students. Data from DIBELS, MAP, MSP and Running Records are used to identify our Tier 3 students. Charts of MTSS identified students are maintained in the principal's office/conference room and are updated at 4 intervals throughout the year. The data is used during team meetings and attendance meetings to ensure that interventions are working and effective. Other methods for tracking data are maintaining Running Records and Math Trackers. This information is easily accessed by the principal and MTSS team because it is maintained on a shared drive used by the school staff. Teachers are required to bring trackers to math team meetings. In addition, reports from iRead and System 44 can be easily accessed by school staff to ensure student growth.

Community partnership is an important part of the daily operations of our school. Collaboration and communication with community partners is embedded in our work. Community members serve on committees such as the Parent-Teacher Booster Club, attendance team and safety committee. Throughout this grant we described how our partnership with the YMCA CLC supports the work of the school and how we have integrated the NeighborCare staff into our attendance team. The YMCA has been instrumental in securing funding and providing targeted students (in collaboration with certificated staff and administration from WSE) with academic classes, enrichment and food during the summers of 2011/2012 and 2012/2013. We are hopeful that this summer program will be provided again in 2014. One of the main objectives of this program was to avoid summer learning loss. Data shows a vast improvement in the reading and math scores of the students who participated in this program. In Math and Reading, According to MAP scores, 83% of students either stayed the same as far as achievement is concerned or showed improvement (see table in section 4) In addition to summer school, the YMCA has been involved with WSE on many other fronts. In collaboration with WSE, the YMCA has secured the 21st Century Grant. Through this grant, WSE has been provided with a full time YMCA Director whose job includes tracking attendance of focus students, engaging teachers and staff in dialogue about what is going on during the day in the classroom and supporting those initiatives after school for students in the 2-5 grades. Additionally, they support school goals after school by providing supplemental instruction in Math for 4th and 5th grade focus students by hiring a school volunteer to be the after school tutor. This type of collaboration takes time to develop and has become a seamless extended school day vs. a typical after school program.

There are always challenges in implementing solid intervention, and that is the primary focus of this RFI. WSE has overcome these challenges by creating solid Committees that meet on a regular basis, and being flexible in meeting to trouble-shoot when issues arise. This requires direct involvement by the Principal. The expectation of weekly Attendance Meetings needs to be upheld, and MTSS meetings held every six weeks needs to be honored. Teacher collaboration, Committee meetings and feedback, and strong leadership by the BLT all need to continue. The work currently happening will be enhanced by the levy grant, allowing for additional intervention, a stronger team to oversee and support the work, and more meaningful family support systems.

Tracking to Results

The plans for tracking results are specified in detail in this RFI Work Plan Summary. Looking at the data, the MTSS team will assign students to appropriate interventions. The MTSS team will meet with teachers every six weeks to check progress of focus students, to identify additional students for intervention, and to make adjustments as needed. There will also be latitude for Intervention Specialists to make adjustments as needed for the benefit of students, in collaboration with classroom teachers. The data collected from the following assessments will inform the levy-funded strategies in this RFI.

A quick summary of student progress monitoring systems for our focus students include:

1. Reading – MAP & OSPI Benchmark (3 times/year), DIBBLES (every 6 weeks), Running Records (monthly intervals), iRead, System 44 & 180 (weekly), & WA Kids Gold for Kinders (district scheduled).
2. Math – MAP and Benchmark Assessments (3 times/year), ST Math (Weekly), and ReThink Math Assessments (Monthly).
3. Attendance – Daily check-in and monitoring. Review and adjust intervention strategies weekly.

In addition, teachers will monitor student progress with grade-level assessments created in PLC's as is currently the practice.

One example data-driven intervention happened this school-year with the implementation of MTSS. MTSS is a system for identifying student needs, tracking students into intervention, and then adjusting intervention as needed. Currently, the MTSS team meets with teachers every six weeks. Students were initially identified using a process that required teachers to look at the data. Students who were not currently being served through Special Education, but whose progress seemed stalled as noted by DIBBLES scores (and accompanying Running Records and/or MAP scores), were identified and tracked into meaningful intervention. Student progress is being monitored and adjustments made as needed to ensure success. As of today, students are progressing.

Another example of data-driven intervention has to do with attendance. The School Counselor ran a report from the end of the previous school-year identifying students with serious attendance issues (K-4th grade). Those students were then tracked into a check-and-connect system of intervention with the Attendance Team. This simple intervention, coupled with parent/guardian meetings, has proven extremely successful. For the 2012-2013 school-year, focus students in this intervention improved over 5 percentage points in overall attendance rate gaining an average of 9 school days/year, or 54 hours of instruction. When student outcomes were not moving in the right direction, the Attendance Team suggested alternative/additional

strategies and implemented the ideas. Sometimes the ideas were out-of-scope with regular school duties and expectations, but were needed to address the underlying issues keeping students from attending. Examples of these strategies include counseling and medical referrals, help with rental assistance, job assistance, food and clothing assistance, etc... Attendance issues are often a sign of greater social/economic crisis and are best addressed by family support services.

As currently practiced at WSE, school partners will have full access to student information as allowed through mutual consent paperwork. Neighborcare and the YMCA both require parents to sign mutual consent for services. This hasn't been a barrier, but a benefit for our students and families. Both Neighborcare and YMCA employees will continue to serve as vital team members directly caring for students and families, and on various committees, from our Attendance Team, MTSS, and Parent Booster FEAT club. On these teams, student data from attendance information to academic outcomes are shared on a regular basis (every week through Attendance Team Meetings, and every six weeks through MTSS team meetings). That, along with the proximity of their offices in the school building, allow for regular daily communication with the School Nurse, front office staff, the school counselor, the Principal and Vice Principal. If this RFI is funded, Neighborcare will serve an even greater role in WSE improving the outcome for all of our focus students.

**ATTACHMENT 10:
TIER 1 OR TIER 2 INNOVATION BUDGET**

See separate attachment

Instructions for Completing Tier 1 or Tier 2 Innovation Budgets

STEP 1) Enter school name in cell C2.

STEP 2) Enter base pay line-item budget expenditures in **Table 1: Base Budget - Personnel** and **Table 2: Base Budget - Non-Personnel**. Insert information in columns B, C, D, E, and F. "TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET" in the low range budget should be approximately \$157,500 (Tier 1) or \$93,750 (Tier 2). "TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET" in the high range budget should not exceed \$232,500 (Tier 1) or \$116,250 (Tier 2). **The high-range budget should tie directly to the proposed strategies outlined in your Work Plan Summaries (Attachment 8).**

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

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

STEP 4) Review **Table 4:** Low Range budget total should be approximately \$210,000 (Tier 1) and \$125,000 (Tier 2). **High Range budget total should NOT exceed \$310,000 (Tier 1) or \$155,000 (Tier 2).** Adjust expenditures in Tables 1 and 2 to increase or decrease grand total amounts shown in Table 4.

Important Notes:

- A) The budget references two key terms: "**base pay**" and "**performance pay**." Schools are awarded 75% of their annual investment up front as base pay. Schools will itemize expenditures in Table 1 and Table 2 equal to their anticipated base pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon Seattle Public Schools' release of state assessment scores in the subsequent fall.
- B) Schools should work with their SPS budget analyst to complete the RFI budget template.
- C) The High Range Budget (C4) and Low Range Budget (C5) reflect school year 2014-2015 Levy investment amounts. These cells are locked.
- D) Personnel expenditures in Table 1: Base Pay - Personnel must reflect salary and benefits. **Please use your expected actual position cost, not an average position cost.**
- E) Any outside agency that you chose to fund with Levy dollars cannot supplant the work done by a position identified in the Collective Bargaining Agreement. Please contact District Human Resources Representative Terry Meisenburg (tjmeisenburg@seattleschools.org, 206-252-0294) with questions.
- F) If a school wants to purchase a Family Support Worker or a Family Support Specialist, the school must include the costs (salary and benefits) in their budget. If you have questions, please contact Pat Sander at PSANDER@seattleschools.org or call desk phone at 206-252-0705.
- G) See the "Commitment Items" tab for a list of Seattle Public Schools' budgeting codes.
- H) Table 4: Budget Totals will automatically populate based on inputs entered in Tables 1 and 2.
- I) Please email Isabel.Munoz-Colon@seattle.gov to request a template with additional rows.

Attachment 10: Elementary School Tier 1 Innovation Budget

School Name:	ABC Elementary School
	Total Award Amounts
High Range Budget:	\$310,000 (Maximum)
Low Range Budget:	\$210,000 (Approximate)

Table 1: BASE PAY - PERSONNEL

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

Table 2: BASE BUDGET - NON-PERSONNEL

Commitment Items	NON-PERSONNEL (List other services, personal service contract charges, and supplies)	Low Range Budget	High Range Budget	Description of Expense
				(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)
1 7710	Online Membership for Math Intervention (Program XYZ)	\$8,000	\$8,000	Purchase 15 licenses of online Program XYZ for math intervention program. Same number of licenses will be purchased if awarded high or low budget.
2 5600	Textual Materials for Reading & Math Intervention	\$10,500	\$12,574	Low range: Purchase additional math manipulative to be used with interventions provided by math teacher. High range: Purchase textual materials to support extended in-school and out-of school intervention (ABC Math materials, XYZ Reading materials).
3 7120 - CBO	Seattle CBO- Extended Learning Opportunities (ELO) programming costs	\$7,000	\$10,500	Low range: \$700/class/qr (10 classes) to support expanded learning opportunities for students in extended day program High range: will be used to expand offerings for winter qtr: \$700/class/qr (5 more classes) to support expanded learning opportunities for students in extended day through the OST program
4 Leverage	Seattle CBO- OST programming costs for enrichment	\$0	\$0	CBO will leverage an additional \$20,000 from United Way grant to support ELO programming. Leveraged funds will pay for an additional 30 students afterschool slots (see row above).
TOTAL Base Budget - Non-Personnel:		\$25,500	\$31,074	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$157,500	\$232,500	

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

Table 3: PERFORMANCE PAY (25% of award)

Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	Low Range Budget	High Range Budget
When we earn end-of-year outcome performance pay we will pay Classified & Certificated Extra Time for Home Visits during August 2013. We will offer summer PD for teachers in standards-based grading, reading and writing instruction, science and math instruction, and ELL methodology. If we receive the high range award, we will spend the additional amount on math enrichment activities for Levy focus students in the following fall semester.	\$52,500	\$77,500

Table 4: Budget Totals

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

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

SAMPLE

Attachment 10: Elementary School Tier 2 Innovation Budget

School Name:	ABC Elementary School
	Total Award Amounts
High Range Budget:	\$155,000 (Maximum)
Low Range Budget:	\$125,000 (Approximate)

Table 1: BASE PAY - PERSONNEL

Commitment Items	PERSONNEL (List position titles and briefly describe roles)	Low Range Budget (Salary + Benefits)	High Range Budget (Salary + Benefits)	Description of Expense
				(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)
1 23201205	Literacy Coach	\$40,000	\$40,000	Low and High range: Hire 0.5 FTE Literacy coach with ELL endorsement to provide reading intervention for MSP level 1 & 2 students or students not making gains on Reading MAP. Literacy coach also will provide professional development for general education teacher and tutors on reading strategies for ELL students.
3 39406922	Math Coach/ Levy Coordinator	\$25,000	\$48,500	Low range: .25 FTE math with ELL endorsement leveraged with \$24,000 from Title to pay for addition .25 FTE. Math Coach/Levy Coordinator to provide small group intervention support for MSP Level 1 and 2 students or students not making gains on Math MAP. Will also oversee data monitoring of Levy interventions. High range: 1.0FTE (with leveraged Title I 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