

**ATTACHMENT 1: COVER SHEET**

**ELEMENTARY SCHOOL INNOVATION RFI**

**School Information:**

School name:	Gatzert Elementary School
School address:	1301 East Yesler Way Seattle, WA 98122

**Principal's Contact Information:**

Name:	Greg Imel		
Day/Work phone:	206-252-2815		
Email address:	gimel@seattleschools.org		
Signature:		Date:	11/20/13

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

Name:	Barbara Dixon		
Title:	Head Teacher		
Day/Work phone:	206-252-2816		
Email address:	bbdixon@seattleschools.org		
Signature:		Date:	11/20/13

## ATTACHMENT 2: SCHOOL NARRATIVE

**Goals:** Our highest priority for our students at Bailey Gatzert Elementary is academic growth. We continually strive for excellence in achievement so that our students are successful in school and in life. We recognize and accommodate the unique needs of our diverse population. We demonstrate cooperation, respect of self and others, and value all contributions. We also understand that education of children is complex and relies on the connections and contributions of many. Thus we work in partnership with families, other education organizations and the greater community to continually improve the education of our children. We have high expectations for our students and staff and we fully recognize the difficulty of what we have set out to accomplish. Our Gatzert students and families face tremendous challenges. However we possess extraordinary assets that enable us to employ innovative strategies including: strong leadership; highly qualified staff; rigorous, aligned instruction; culture of data; state-of-the-art technology, supportive families; and strong community partnerships. We are confident that our strengths, combined with support from our community and with further investments from our institutions, such as the Families and Education Levy, will help us to achieve our goals.

**Unique Qualities:** Gatzert Elementary School has a tremendously rich history. Over the decades it has been the neighborhood school for thousands of immigrant families making it one of the most culturally diverse schools in the district. While diversity is one of our school's greatest strengths, it also presents unique academic challenges. Gatzert serves 390 students and 41% of our population is ELL students. Some are "new Americans" and many speak little to no English language at home. Over 18 different languages are represented by our families, many of which do not have appropriate interpreters for families to interface with teachers or the school. Our largest language groups are Somali, Spanish, Chinese, Vietnamese, and Oromo, and these are supported by our bilingual instructional staff.

Our school's greatest challenge however is poverty. Over 89% of our students (excluding our special education preschool children) qualify for free or reduced cost lunch and 62 students and their families are considered "homeless". They include children who are in shelters, transitional housing, cars or "couch surfing" with friends. Housing is also complicated with the redevelopment of Yesler Terrace. Recognizing the importance of a stable caring school community while families are in transition, we continue to work closely with the Seattle Housing Authority and other CBO's serving to support Yesler families. An additional characteristic of our Gatzert school population is the number of students in Special Education. Seventy-four of our students receive services including 21 who are in self-contained special education classes.

**Assets and Strategies:** One of Gatzert's greatest strengths is Principal Greg Imel. Now in his 34<sup>th</sup> year with Seattle School District, he came into the field of education due to his passion for social justice and is driven by the same value today. He was a Special Educator for 16 years before becoming a school administrator. He started his administrative career at Whittier Elementary School in Ballard where he collaborated with the staff and parents to assure that "gifted" and non-gifted students excelled. After a successful 6 years at Whittier, he asked to transfer to a high-poverty school with a more diverse population. As the principal of Dunlap

Elementary School, Greg Imel was able to also collaborate with families of color and staff members to better the school with improved academic outcomes over his 7 year tenure there. With a proven track record of success and a desire to use his expertise, Mr. Imel requested to lead another school to results, and in 2009 he was assigned to Bailey Gatzert Elementary.

Principal Imel focuses on instruction and improving student learning outcomes and has been instrumental in creating a cultural shift in the building around the use of data. This shift is evidenced in decision making and instructional practice. As cited in our OSPI “Indistar” annual Comprehensive Plan for “Emerging Schools” the Leadership Team, regularly monitors school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. Instructional Teams develop standards-aligned units of instruction for each subject and grade level and assess strengths and weaknesses of the curriculum and instructional strategies. All teachers differentiate instruction on individual student data. Finally, the use of data is also fully integrated into extended learning after school programs.

Bailey Gatzert employs 33 certificated staff and 18 support staff members. Teacher experience ranges from individuals in their first year at Gatzert to 28 years. As cited in our OSPI Comprehensive Plan, all school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. All teachers model, teach, and reinforce social and emotional competencies. To support our staff we provide professional development for teachers that include non-evaluative observations by peers related to indicators of effective teaching and classroom management. Professional development programs for teachers also include assistance in working effectively with parents (families and communities).

Gatzert families are a valued asset and key to our strategy for improving learning outcomes. Parent and family representatives advise the School Leadership Team on matters related to family-school relations, and the school regularly communicates with parents and families about its expectations of them and the importance of the curriculum of the home (OSPI Comprehensive Plan 2013). In addition, this year we are scaling up innovative parent programming to further strengthen involvement.

Since becoming principal at Gatzert in 2009, Mr. Imel has worked with his staff, his neighbors and his partners to better collaborate for the benefit of students and their families. His first year at Gatzert, he brought America SCORES, Team Read, and Seattle Music Partners, the Mountaineers Club and the U of W World Series immediately to the table to serve Gatzert students. He also continued the partnership work with pre-established partners including: Big Brothers- Big Sisters, the International District Rotary, the onsite YMCA before and after school programs and the “Play and Learn” parent/toddler program, the Yesler Community Center, Sound Mental Health, the Seattle Parks Department, Inner City Outings and the city funded Family Support Worker program. The following year he established an intensive partnership with Seattle University endorsed by the Seattle School Board. Finally Mr. Imel has further been able to leverage school medical services through the establishment of the levy funded Neighborcare Health Clinic. The clinic will be able to address many “readiness to learn” obstacles including further mental health services, dental services and medical check-ups.

## ATTACHMENT 3: DATA ANALYSIS SUMMARY

### Part I: Kindergarten Readiness Assessment Data

Below is a chart displaying the percentages of kindergarteners meeting standards on the WaKIDS Teaching Strategies Gold Assessments over the past two years.

<b>Gatzert - % of kindergarteners meeting WaKIDS benchmarks</b>		
	Fall 2012	Fall 2013
<b>Social-Emotional</b>	52%	28%
<b>Physical - Gross motor</b>	42%	60%
<b>Physical - Fine motor</b>	38%	50%
<b>Language</b>	21%	21%
<b>Cognitive</b>	20%	18%
<b>Literacy</b>	44%	43%
<b>Mathematics</b>	30%	19%

Kindergarten students are consistently entering Gatzert Elementary with low skills in the following areas: language, cognitive, and mathematics. The specific skills associated with each target area are as follows:

- Language: uses an expanding expressive vocabulary, speaks clearly, uses conventional grammar, tells about another time and place, engages in conversation, and uses social rules of language.
- Cognitive: solves problems, shows curiosity and motivation, shows flexibility and inventiveness in thinking, recognizes and recalls, and uses classification skills.
- Mathematics: counts, quantifies, connects numerals with their quantities, compares and measures, demonstrates knowledge of patterns.

### Part II: English Language Acquisition Data

Bailey Gatzert's ELL population is diverse. ELLs at Gatzert speak 18 different languages. One-third of ELLs speak Somali, one-quarter speak Spanish, and one-tenth speak Vietnamese.

<b>Language</b>	<b>Count</b>	<b>%</b>
Somali	45	33%
Spanish	31	23%
Vietnamese	13	10%
Oromo	11	8%
Amharic	6	4%
Chinese-Cantonese	5	4%
Tigrinya	5	4%
Toishanese	5	4%
French	2	1%
Tagalog	2	1%

Cambodian	2	1%
Swahili	1	1%
Burmese	1	1%
Arabic	1	1%
Chinese-Mandarin	1	1%
Nuer	1	1%
Khmer	1	1%
Mien	1	1%
<b>Grand Total</b>	<b>134</b>	

The chart below displays the percent and number of students at each grade level who scored English proficient according to the WELPA. In all grades but 5<sup>th</sup>, fewer than 20% of students scored English proficient in the 2012/13 school year.

**2012-13 Percent Scoring English Proficient on the WELPA**

	Percent	Number
<b>K</b>	14%	6
<b>1</b>	17%	7
<b>2</b>	16%	4
<b>3</b>	13%	3
<b>4</b>	5%	1
<b>5</b>	33%	5

However, larger percentages of students made a gain of at least a level, even if they did not score English proficient. Overall, 59% (90 out of 152) of last year’s ELL students with two years or more of WELPA records gained at least one level between the 2011/12 and 2012/13 testing cycles. Of the largest language groups, Vietnamese speakers have been most successful at making gains (67%), while Spanish (57%) and Somali (55%) speakers are less successful at making gains.

Of current ELL students, 26 (of 160) have been in the program four years or more. There are 41 ELL students in 4<sup>th</sup> and 5<sup>th</sup> grade, so over half of the ELLs in the upper grades have been in the program four or more years. There are 9 fourth and fifth grade Spanish speaking ELLs and 8 (89%) of them have been in the program four years or more. There are 8 fourth and fifth grade Somali speaking ELLs and 4 (50%) of them have been in the program four years or more. There are 10 fourth and fifth grade Vietnamese speaking ELLs and 7 (70%) of them have been in the program four years or more. Although on average our ELL students are in the program for approximately 3 years, in 2012-2013 we had 23 students who have been in the program for four years or longer. Most of these students have additional extenuating circumstances including disabilities that qualify them for special education services, are new to the country and/or are newly enrolled in our school. The WELPA data shows that students new to the country or school tend to score lower on the speaking and listening components. Our ELL students need more vocabulary development, paraphrasing skills, reading comprehension, and speaking practice using grammatically correct English.

## Part III: Data Analysis

### Math

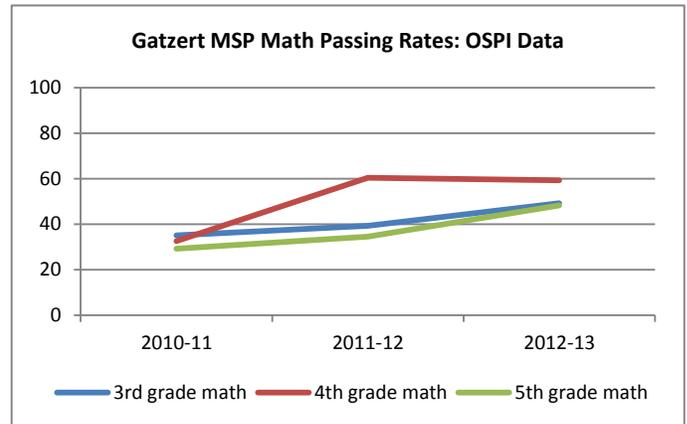
#### High Level Trends

Of students who took the 2013 Spring MAP math test, 47% (117 of 247) met their growth target. Of the 3<sup>rd</sup>-5<sup>th</sup> graders who took the spring 2013 MSP math exam, 51% (91 of 178) scored at a Level 3 or Level 4. This indicates around half of our students are mastering grade level standards in math.

As for MSP Math performance for the past three years, aggregated results demonstrate an upward trend. All passing rates have increased by at least 14 percentage points since 2010-11 school year. See the table and chart below for exact numbers.

**Gatzert MSP Math Passing Rates**

	2010-11	2011-12	2012-13
<b>3rd grade math</b>	35.1	39.3	49.3
<b>4th grade math</b>	32.6	60.4	59.3
<b>5th grade math</b>	29.2	34.6	48.2



#### Sub-population Analysis

MAP math test trends indicate children with IEPs are much less likely to meet their growth targets than children without IEPs (39% vs 49%). Children with IEPs also were less likely to pass the MSP exam than children without IEPs (18% vs 60%).

Equal percentages of non-ELL vs ELL students met their math growth targets (47% vs 47%). However, ELL students were much less likely to pass the MSP math exam (27% vs 60%). This indicates that while ELL and non-ELL students are both making gains, ELL students are not translating these gains into meeting grade level standards.

Latino (non-ELL) students were slightly less likely than the average to meet their growth targets (41% vs overall average of 47%). Pacific Islander (non-ELL) and white (non-ELL) students were also less likely than average to meet their growth targets, but at Gatzert these groups are very small: 1 Pacific Islander (non-ELL) student and 8 white (non-ELL) students. However, it is the African American non-ELL students who are least likely to pass the MSP math exam. Passage rates for the top three non-ELL racial groups were 76% for Asian non-ELLs, 45% for African American/African non-ELLs, and 78% for Latino non-ELLs.

Latino (ELL) students were significantly less likely than the average to meet their MAP math growth targets (29% vs overall average of 47%). The other large ELL groups were at or near the mean: 47% of Asian ELL students met their growth targets and 55% of African American/African ELL students met their MAP growth targets. However, this did not translate to

high passing rates for the MSP test for ELL students of any racial groups. Asian ELLs were the most likely to pass with a rate of 31%, while African American/African ELLs only passed the MSP math 7% of the time, and Latino ELLs only 4% of the time.

Therefore, our Levy strategy includes focusing on the following sub-populations:

- Latino and African American non-ELL students: Latino non-ELLs appear not to be making gains on MAP and African American non-ELL students are not translating their gains to passing the math MSP.
- All ELL students, with a special focus on African and Latino ELLs: Latino ELL students are least likely to meet their growth targets, and all ELL groups have low MSP passing rates, with African and Latino ELLs with the lowest rates.

### Skill Gap Analysis

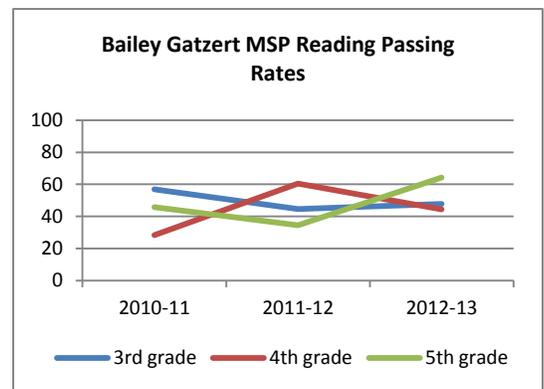
MAP strand data can be used to identify broad areas of skill gaps (see data sample, Table 1, for Math Skill Gap Analysis). On the primary MAP exam (K-2) the weakest areas include measurement and geometry and statistics and probability, while the strengths are computation and number sense (with the exception of kindergarten). For grades 3-5 geometry and measurement and algebra show up as weaknesses, while numbers and operations are strong areas. ELL students in grades K through 2 are performing very similarly to their non-ELL peers. However, in grades 3 to 5 there are much larger point gaps between the groups. Grades 3-5 also take the 2-5 MAP test, while the K-2 students are tested using MAP for primary grades.

## **READING**

### High Level Trends

Of students who took the 2013 Spring MAP reading test, 43% (106 of 247) met their growth target. Of the 3<sup>rd</sup>-5<sup>th</sup> graders who took the spring 2013 MSP math exam, 49% (87 of 177) scored at a Level 3 or Level 4. This indicates around half of our students are mastering grade level standards in reading.

As for MSP Reading performance for the past three years, aggregated results demonstrate little in the way of trend. Two grades have a net loss in passing rates over 3 years and the other has a net gain. However, the passing rates jump around from year to year.



### **Gatzert MSP Reading Passing Rates**

	2010-11	2011-12	2012-13
<b>3rd grade reading</b>	56.9	44.6	47.8
<b>4th grade reading</b>	28.3	60.4	44.4
<b>5th grade reading</b>	45.8	34.6	64.3

### Sub-population Analysis

MAP reading test trends indicate children with IEPs are much less likely to meet their growth targets than children without IEPs (44% vs. 38%). Children with IEPs also were less likely to

pass the MSP reading exam than children without IEPs (16% vs. 59%). Non-ELL students were less likely to meet their growth targets in reading (40% vs. 49%). However, ELL students were much less likely to pass the MSP math exam (15% vs. 63%). This indicates that while ELL and non-ELL students are both making gains, ELL students are not translating these gains into meeting grade level standards.

Unlike what was found in the math analysis, it is the African American/African non-ELL students who were less likely than the average to meet their growth targets in reading (33% vs. overall average for non-ELLs of 40%). It is also the African American non-ELL students who are least likely to pass the MSP math exam. Passage rates for the top three non-ELL racial groups were 82% for Asian non-ELLs, 48% for African American/African non-ELLs, and 77% for Latino non-ELLs.

African American/African (ELL) students were slightly less likely than the average to meet their MAP math growth targets (45% vs. overall average of 49%). The other large ELL groups were above the mean: 53% of Asian ELL students met their growth targets and 52% of Latino ELL students met their MAP growth targets. However, this did not translate to high passing rates for the MSP test for ELL students of any racial groups. Asian ELLs had a passing rate of 8%, African American/African ELLs had a passing rate of 14%, and Latino ELLs had a passing rate of 16%.

Therefore, our Levy strategy includes focusing on the following sub-populations:

- African American non-ELL students: African American non-ELL students are not growing as much as other non-ELL groups in the reading math and have low MSP passage rates.
- All ELL students, with a special focus on African and Asian ELLs: African ELL students are least likely to meet their growth targets, and all ELL groups have low MSP passing rates, with Asian ELLs passing the lowest rates.

### Skill Gap Analysis

MAP strand data can be used to identify broad areas of skill gaps (see data sample, Table 2, for Math Skill Gap Analysis). On the primary MAP exam (K-2) the weakest areas include concepts of print, writing, and vocabulary and word structure, while the strengths are phonics and phonological awareness. For grades 3-5 word skills & strategies consistently show up as a weakness, while think critically & analyze, and read for a variety of purposes are strengths. ELL students in grades K-1 are performing very similarly to their non-ELL peers. However, grades 2 to 5 are associated with a bigger gap between the groups, with the gap increasing over time.

## **ATTENDANCE**

### High Level Trends

In Semester 1, 69% of students missed fewer than 5 days of school. In Semester 2, 66% of students missed fewer than 5 days of school. Attendance appears to be worse in second semester. Attendance rates have been steadily improving over the last few years. In the 2009-10 school year 61% of students had fewer than 10 absences for the school year. In the 2010-11 school the percentage increased to 64%, and in 2011-12 the percentage increased once again to 68%.

### Sub-population Analysis

Students with IEPs have lower attendance rates, especially in Semester 2. ELL students exhibit better attendance than their non-ELL peers.

In the non-ELL group, Asian students have the best attendance. All other non-ELL groups have significantly worse attendance than Asian non-ELLs, but Latino non-ELLs have among the worst attendance and they make up a sizable percentage of non-ELL enrollment.

In the ELL population, Latino students have the best level of attendance. African American ELLs have low rates of good attendance. Asian ELL students also have low rates of good attendance.

Therefore, our Levy strategy includes focusing on the following sub-populations:

- Latino non-ELL students: Latino non-ELL students have much lower rates of good attendance.
- African ELL students: African ELL students have much lower rates of good attendance.

### Barriers to success

Many Americans including Latino and African families experience several barriers to success in our high poverty school community. Their barriers include economic situations of un-employment or under employment, lack of stable housing, lack of insurance or consistent medical and mental health care, generational illiteracy, and lack of legal documentation. Students also may be staying at home to care of younger sick siblings or sick themselves. Families in poverty also have difficulty with transportation which contributes to lateness and absences.

## **ENGLISH LANGUAGE ACQUISITION**

### High Level Trends

As stated above, fewer than 20% of ELL students scored English proficient in the 2012/13 school year. Overall, 59% (90 out of 152) of last year's ELL students with two years or more of WELPA records gained at least one level between the 2011/12 and 2012/13 testing cycles.

### Sub-population Analysis

The data analysis in Part II of this data analysis summary indicate that Spanish speaking and Somali speaking ELLs struggle the most to acquire academic English. Further, the data analysis section points out that Latino and African ELL students are struggling in many academic areas. Therefore, these subgroups will be a main focus of intervention.

### Barriers to success

As stated above, these families experience several barriers to success in our high poverty school community. Their barriers include economic situations of un-employment or under employment, lack of stable housing, lack of insurance or consistent medical and mental health care, generational illiteracy, and lack of legal documentation. Students also may be staying at home to care of younger sick siblings or sick themselves. Families in poverty also have difficulty with transportation which contributes to lateness and absences. Often these families also cannot afford preschools or daycares. Many of our students do not have the advantages of early interventions or access to early childhood education.

**ATTACHMENT 4: DATA SAMPLE**

Figure 1. GPS Screenshot- Individual Student Testing Report

Find a Student

**Find a Student** Use this drop down menu to find a specific student: [Redacted] Print Report

**2012/2013 Testing Report for [Redacted], [Redacted] - Currently in Grade 5**

**Demographic Information**

Report Grade:  Language:   
 Gender:  Bilingual:   
 Current Room:  SPED:

**TC Information**

Jun Score:   
 June Level:

**MAP Testing Information**

Reading Spring Score:  Math Spring Score:   
 Reading Norm:  Math Norm:

Detailed Reading Scores:

Goal Name	Score
Read: Variety of Purposes	212
Word Skills; Strategies	213
Text Components	214
Reading Comprehension	219
Think Critically & Analyze	225

Record: 1 of 5 No Filter Search

Detailed Math Scores:

Goal Name	Score
Geometry & Measurement	201
Algebra	212
Numbers & Operations	217
Probability & Data	218

Record: 1 of 4 No Filter Search

**MSP Testing Information**

Reading Scale Score:   
 Reading Level:   
 Math Scale Score:   
 Math Level:

Record: 61 of 386 No Filter Search

Figure 2. GPS Screenshot- Individual Student Detailed MAP

The screenshot displays the 'Detailed MAP Math Query' interface. At the top, there is a search bar with the text 'Use the drop down to find a student.' Below this, a highlighted header reads 'Spr 2012/2013 Detailed MAP Math Report for Capestany, Jasmin - Currently in Grade 5'. The 'Demographics' section includes fields for Grade (5), Gender (F), Hrm S1 (PORT), Language, Bilingual, and SPED (Special Education). The 'MAP Math Performance' section shows a MAP Math Score of 223 and a Math Norm of 221. A table titled 'Detailed MAP - Math by Test Admin' lists scores for various math goals: Geometry & Measurement (211), Probability & Data (222), Algebra (230), and Numbers & Operations (230). The interface also features navigation controls at the bottom, including 'Record: 1 of 4' and 'No Filter'.

Detailed MAP Math Query Use the drop down to find a student.

**Spr 2012/2013 Detailed MAP Math Report for Capestany, Jasmin - Currently in Grade 5**

Demographics

Grade: 5 Language:

Gender: F Bilingual:

Hrm S1: PORT SPED: Special Education

MAP Math Performance

MAP Math Score: 223

Math Norm: 221

Detailed MAP - Math by Test Admin

Goal Name	Score
Geometry & Measurement	211
Probability & Data	222
Algebra	230
Numbers & Operations	230

Record: 1 of 4 No Filter Search

Figure 3. Classroom MAP Report

MAP SCORES - Reading Report by Classroom				Wednesday, November 20, 2013 8:56:03 AM									
Grade	Hrm S1	Surname	First Name	Fall	Winter	Spring	Bilingual	SPED	Afterschool Program	Read 180	Reading (Moore)	Reading (Jones)	System 44
5													
	PORT	Mohamed	Zeitun	172	186	191	Bilingual Program		Redhawk Scholars	Read 180			
	PORT	Davis	Elijah	198	195	194			Redhawk Scholars			Reading (Jones)	
	PORT	Reyes	Keone	177	189	196		Special Education					
	PORT	Quiroz	Kevin	192	200	196	Bilingual Program			Read 180			
	PORT	Andrews	Janari	200	199	201						Reading (Jones)	
	PORT	Barrios Cervantes	Juana	188	197	203	Bilingual Program	Special Education	Redhawk Scholars	Read 180			
	PORT	Mendoza	Orlando	205	205	204							
	PORT	Haji	Abubakar		199	210			Redhawk Scholars				
	PORT	Knebel	Kyla	206	207	211			Redhawk Scholars				
	PORT	Damyan	Roman	203	211	211	Bilingual Program	Special Education		Read 180			
	PORT	Gunther	Nicholas	216	216	211							
	PORT	Roche'	Chrystal	211	210	212							
	PORT	Belgu	Wengelawit	210	214	213							
	PORT	Tipton	Rebekah		215	213							
	PORT	Alveno Barrera	Evy	201	214	217	Bilingual Program		Redhawk Scholars	Read 180			
	PORT	Brereton	Kiyah	209	209	219			Redhawk Scholars				
	PORT	Smith	Joseph	213	211	222							
	PORT	Tran	Darian	218	216	224			Redhawk Scholars				
	PORT	Truong	Martin	208	228	225			Redhawk Scholars			Reading (Jones)	
	PORT	Ashley	Amelie	208	209	206							

Table 1. MAP subtests

Goal Name	Avg Score	Grade	Avg ELL
Measurement & Geometry	155.7	K	154.4
Number Sense	157.6	K	156.7
Algebra	157.9	K	156.9
Statistics & Probability	158.5	K	157.0
Computation	160.2	K	161.0
Problem Solving	160.3	K	160.0
Measurement & Geometry	179.7	1	179.8
Statistics & Probability	182.9	1	182.9
Problem Solving	183.3	1	181.8
Computation	185.4	1	182.7
Algebra	187.3	1	186.1
Number Sense	188.2	1	187.0
Measurement & Geometry	188.5	2	187.9
Statistics & Probability	189.9	2	190.0
Problem Solving	192.8	2	192.3
Algebra	195.1	2	195.0
Number Sense	195.1	2	192.8
Computation	202.1	2	202.0
Geometry & Measurement	199.1	3	192.6
Probability & Data	200.6	3	194.1
Algebra	200.7	3	195.4
Numbers & Operations	203.3	3	198.1
Algebra	208.2	4	206.1
Geometry & Measurement	208.2	4	201.6
Probability & Data	210.1	4	205.7
Numbers & Operations	212.1	4	204.9
Algebra	215.8	5	202.0
Geometry & Measurement	219.8	5	207.7
Numbers & Operations	221.6	5	212.9
Probability & Data	222.6	5	214.7

Goal Name	Avg score	Grade	Avg ELL
Concepts of Print	156.0	K	154.4
Writing	156.5	K	155.0
Vocabulary & Word Structure	156.8	K	154.8
Comprehension	158.9	K	157.8
Phonological Awareness	161.4	K	160.7
Phonics	161.7	K	162.5
Concepts of Print	180.8	1	179.8
Writing	183.9	1	181.9
Comprehension	184.3	1	182.4
Vocabulary & Word Structure	184.9	1	185.1
Phonological Awareness	187.0	1	185.9
Phonics	189.2	1	188.3
Concepts of Print	185.3	2	180.7
Writing	190.3	2	186.4
Vocabulary & Word Structure	190.4	2	182.8
Phonological Awareness	191.4	2	188.3
Phonics	191.4	2	184.1
Comprehension	192.2	2	187.4
Word Skills; Strategies	192.2	3	185.7
Text Components	195.6	3	189.7
Read: Variety of Purposes	196.6	3	189.5
Reading Comprehension	196.9	3	187.5
Think Critically & Analyze	198.0	3	193.4
Word Skills; Strategies	200.9	4	195.8
Text Components	202.9	4	193.1
Reading Comprehension	203.0	4	197.4
Read: Variety of Purposes	203.3	4	197.3
Think Critically & Analyze	203.9	4	195.3
Word Skills; Strategies	210.0	5	203.0
Reading Comprehension	211.4	5	207.5
Think Critically & Analyze	211.9	5	211.5
Text Components	212.8	5	205.0
Read: Variety of Purposes	215.5	5	211.1

**Table 2. MSP Data**

**Gatzert Elementary MSP data\*  
August 2013**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	(1yr. change) /
<b>(4yr.change)</b>					
<b>3<sup>rd</sup> grade:</b>					
READING	49%	56.9%	44.6%	47.8%	+3.2/ -1.1
MATH	51%	35.1%	39.3%	49.3%	+10/ -1.7
<b>4<sup>th</sup> grade:</b>					
READING	30%	28.3%	60.4%	44.4%	-16/ +14.4
MATH	30%	32.6%	60.4%	59.3%	-1.1/ +29.3
WRITING	37%	33.3%	71.7%	55.6%	-16.1/ +18.6
<b>5<sup>th</sup> grade:</b>					
READING	44%	45.8%	34.6%	64.3%	+29.7/ +20
MATH	25%	29.2%	34.6%	48.2%	+13.6/ +23.2
SCIENCE	15.6%	10.4%	30.8%	55.4%	+24.6/ +39.8

**Table 3. Full Year MAP Growth Report by Grade/Classroom**

<b>MAP Fall/Winter/Spring 2012-2013</b>					
<b>Gatzert Elementary School</b>					
		<u>class #1</u>	<u>class #2</u>	<u>class #3</u>	<u>Growth</u>
<b><u>Fifth grade</u></b>	Mean RIT (math)	211.2/ 212.2/218.3	213.8/ 217.3/223.5		+7.1/ +9.7
	Mean RIT (reading)	204.9/ 208/209	207/ 211.1/215.4		+4.1/ +8.4
<b><u>Fourth grade</u></b>	Mean RIT (math)	197.8/ 203.2/212.9	194.9/202.6/208.1		+15.1/ +13.2
	Mean RIT (reading)	194.2/ 201.6/207.5	191.1/197.2/198.2		+13.3/ +7.1
<b><u>Third grade</u></b>	Mean RIT (math)	186.5/ 192.3/200.6	188.4/ 197.2/202.1	187.2/ 195.3/201.6	+14.1/+13.7/+14.4
	Mean RIT (reading)	179.8/ 188.4/196.5	182.7/ 191.4/194.9	183.6/ 193.3/195.5	+16.7/+12.2/+11.9
<b><u>Second grade</u></b>	Mean RIT (math)	179.5/ 186.7/194.1	174.1/ 182.4/190.	N/A	+14.6/+15.9
	Mean RIT (reading)	174.8/ 183.9/190.2	174.9/ 180.6/189.6	N/A	+15.4/+14.7
<b><u>First grade</u></b>	Mean RIT (math)	159.8/ 169.3/181.3	161.5/ 171.1/180.3	161.1/ 175.5/192	+21.5/+18.8/+30.9
	Mean RIT (reading)	160.2/ 168.6/178.6	161.9/ 168.6/179.1	157.9/ 175.2/197.8	+18.4/+17.2/+39.9
<b><u>Kindergarten</u></b>	Mean RIT (math)	138/ 146.7/156.8	138/ 151.3/158.6	135/ 144.1/159.1	+18.8/+20.6/+24.1
	Mean RIT (reading)	139.3/ 148.5/157.6	137.7/ 150.6/159.5	136.4/ 147.8/158.5	+18.3/+21.8/+22.1
<b><u>End of the year RIT targets</u></b>					
	<b>READING</b>	<b>MATH</b>			
<b>Kindergarten</b>	<b>157.7</b>	<b>159.1</b>			
<b>First grade</b>	<b>176.9</b>	<b>179</b>			
<b>Second grade</b>	<b>189.6</b>	<b>191.3</b>			
<b>Third grade</b>	<b>199.2</b>	<b>203.1</b>			
<b>Fourth grade</b>	<b>206.7</b>	<b>212.5</b>			
<b>Fifth grade</b>	<b>212.3</b>	<b>221.0</b>			



## Bailey Gatzert Elementary 2013 School Segmentation Report

### Summary Results

Absolute Score	Absolute Level	Growth Score	Growth Level	FRL Gap?	Segment/Level
40	Med-Low	56	High	No	3

### Detailed Results

#### Elementary Report

#### Attendance

	3 Yr Results			Absolute Points				Trend Growth Points					Growth Model Points		
	2010-11	2011-12	2012-13	Goal	Floor	Points	Level	Baseline	Target	Actual	Points	Level	2 Yr Avg	Points	Level
Students with fewer than ten absences per year	64.1%	67.5%	71.5%	80.0%	55.3%	66	Med-High	65.8%	10.0%	5.7%	57	High			

#### Student Achievement

3rd graders proficient on state reading test	56.9%	44.6%	47.8%	88.0%	47.8%	0	Low	50.8%	10.0%	-3.0%	0	Low			
4th graders proficient on state math test	32.6%	60.4%	59.3%	80.0%	20.7%	65	Med-High	46.5%	10.0%	12.8%	100	High			
3rd-5th graders proficient on state reading test	44.7%	46.6%	52.0%	88.0%	48.7%	8	Low	45.7%	10.0%	6.3%	63	High			
3rd-5th graders proficient on state math test	32.5%	44.7%	52.0%	80.0%	39.6%	31	Med-Low	38.6%	10.0%	13.4%	100	High			
4th graders proficient on state writing test	33.3%	71.7%	55.6%	80.0%	41.6%	36	Med-Low	52.5%	10.0%	3.1%	31	Medium			
5th graders proficient on state science test	10.4%	30.8%	55.4%	70.0%	18.8%	71	Med-High	20.6%	10.0%	34.8%	100	High			

#### Year-to-Year Student Growth

4th-5th graders met/exceeded typical growth on state reading test	41.9%	48.9%	38.2%	60.0%	40.0%								44%	18	Low
4th-5th graders met/exceeded typical growth on state math test	33.7%	57.8%	51.5%	60.0%	40.0%								55%	73	High

#### Absolute Points

#### Trend Growth Points

#### Growth Model Points

## ATTACHMENT 5: PREK – 3 ALIGNMENT AND COLLABORATION EFFORTS

1. Gatzert Elementary School has a special education preschool program with an AM and PM session. 27 students are enrolled, 21 with IEPs and 6 typically developing peer models from the immediate neighborhood. The preschool program partners with and coordinates services with Childhaven, Yesler Terrace Head Start, Denise Louie Early Learning Centers, Centro de la Raza, home based daycares, and the Harring Center at the University of Washington. We are particularly interested in finding programming that supports families without large funds for preschool tuition or that had adequate scholarships for low income families. The school staff is eager to work with the city to get preschool programming at our site. The on-site YMCA before and after-school program also has a “Play and Learn” program with preschool children and their parents during the school day. We collaborate with our local Head Start preschool program at Yesler Terrace. The teacher coordinates home visits to provide family support or supports students at Head Start/daycare sites to increase student’s inclusion across environments. They do an annual site visit and orientation with students and their parents to Kindergarten classrooms and tour the school. Last summer we referred our families to the Denise Louie Education Center on Beacon Hill for their Kindergarten readiness pre-school program. An annual Kindergarten enrollment night occurs at Gatzert sponsored by Seattle School District. Kindergarten teachers and staff are available to parents for questions and support. Families from these local preschool programs are also invited to tour our school site to encourage enrollment and trust. With concerted efforts our goal is to provide a seamless curriculum, shared data and successful outcomes for our children Pre-K through 3<sup>rd</sup> grade. Preschool providers and Kindergarten teachers will better coordinate efforts through ongoing collaboration. This year our Kindergarten teachers will participate in the preK-3<sup>rd</sup> grade alignment workgroups coordinated through the district.

2. Gatzert pre-school and Kindergarten teachers annually visit the local preschool programs to observe and consult with preschool providers about incoming students. The WaKids assessment practices are in place at the Kindergarten level and we look forward to the data sharing from local preschools to track achievement of early learning students. The majority of K-3 teachers at Gatzert have participated in the Early Learning professional development that has been offered over the last couple of years. This summer the PreK staff participated in a “Handwriting Without Tears” workshop and has participated in multiple training opportunities at the University of Washington’s Harring Center’s Experimental Education Unit. This fall the Early Learning Director coordinated with the Gatzert principal to use the school site for WaKids data and Teaching Strategies Gold training for local preschool and Kindergarten teachers. Kindergarten teachers this year will have the added resource of iPads to support academic “stations” in their classrooms and digital capabilities to assess and support children. All preschool teachers in the area have an open invitation to visit our primary classrooms and school throughout the school year with a specific invitation in the spring to conference together regarding incoming students. During our Kindergarten two week orientation program in August at Gatzert we invite local preschool teachers to come and meet with Kindergarten teachers and students’ families for a more effective transition to our elementary school. Kindergarten teachers

meet with all incoming families during this two week orientation with interpreters. This includes preschool providers sharing the data and experiences with Kindergarten teachers.

3. Gatzert teachers will participate in the Early Learning P-3 Collaborative Group this year to better network with local preschool providers. WaKids trainings have included our teachers and local preschool providers. At the school and district level we have had several trainings on the Common Core standards in Math and ELA. K-2 teachers are currently using the Math and ELA Common Core standards as the basis of their instruction. At the school building level all teachers, including primary meet on a weekly basis in Professional Learning Communities, mainly with grade level colleagues, however these meetings also include ELL specialists assigned to a particular grade level to discuss instructional strategies, curriculum and assessment results. We will meet three times a year and will invite preschool staffs to meet with Kindergarten teachers and specialists to discuss curriculum alignment, expectations of students, and data results.

4. The WaKids, Teachers College Record, Writers' Workshop 'on demand' assessments, WELPA, and MAP assessments are currently used to assess primary students. We will keep a specific focus on the WELPA and MAP scores to assure that our students' growth will be accelerated during these critical years of development. Our expectation is that with better curricular alignment and joint trainings on the Common Core and assessing practices, that more students will enter our school with proficiency in areas that now are scored at low levels upon entrance to the school according to the WaKids and MAP assessments. This is critical as our students currently enter either without preschool experience and/or are delayed in language development and cognitive skills. Further our students experience many "obstacles to learn" including homelessness, second language learning, and lack of preschool experiences. This creates the need to play "catch up" at school from the time students enter Kindergarten due to children's' lack of exposure to academic experiences and opportunities to learn developmentally appropriate concepts. The curricular alignment also is critical so the students' acquisition of academic and social skills can be accelerated to meet grade level standards. We expect our overall test scores to improve in K through 5, due to better instructional practices, curriculum alignment and collaboration with pre-K providers.

## ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW

### A. Description of ELL Program

At Gatzert 161 of the students are English Language Learners out of 409 total students. The three full time ELD teachers combine collaborative teaching with sheltered small group instruction to support students in both literacy and math. We have 3 full time Instructional Assistants and three part time Assistants who support ELL students during the school day and bridge communication gaps for families. Languages supported by ELL staff include our five major languages; Somali, Spanish, Vietnamese, Chinese and Oromo.

1. At Gatzert School our ELL specialists collaborate with classroom teachers. In the primary grades, our focus is early literacy language development. In kindergarten, we emphasize vocabulary development and background knowledge. A sheltered balanced literacy program for K-2 uses curricula *Avenues*, *Reach*, *Side By Side*, and guided reading. Often, the ELL teacher uses her own iPhone to provide visual examples for improved comprehensible input. This will be greatly enhanced by using the many apps designed for ELL students that are only available on iPads. Many of the students have not had preschool experience so in the primary grades (K-2) students are receiving extra focused literacy support using flexible groups (co-teaching using a push in and pull out model) working with small groups of children. Language skilled Instructional Assistants are also assigned to classrooms to support language acquisition and vocabulary development of our ELL children.

A collaborative model is used in the third grade where ELL specialists co-teach with classroom teachers using Readers Workshop coupled with READ 180 and System 44. Fourth and fifth grade students receive ELL literacy support from ELL specialists also using READ 180 and System 44. Language skilled Instructional Assistants also support content Math at the intermediate level. Gatzert state assessments showed improvement of test scores for our ELL students in the area of literacy. For intermediate grades we have a sheltered balanced literacy program that specifically tailors instruction to individual student levels. Instruction is scaffolded to provide background knowledge and academic language development. Regular student assessments allow us to closely monitor academic progress. By utilizing Read 180 and System 44, we are able to provide differentiated small group instruction based on their language proficiency level.

We have also focused our efforts on increasing math supports. Starting this year, all three ELL teachers provide math instruction to some second and third graders due to test scores, with an emphasis on math vocabulary. Oftentimes it is the math vocabulary, not necessarily the mathematic concepts that hinder mathematical mastery. This endeavor would be more fruitful if a curriculum such as *Language Central for Math* or *Academic Language Notebooks: The Language of Math* were implemented as they align with the Common Core standards and would be beneficial specifically to ELL students. We are proposing the addition of a Math/ELL specialist to assure that our ELL children master the Common Core math concepts and math vocabulary development during the school day and in the Extended Learning Opportunities.

2. Our instructional model is designed to give access to the Common Core curriculum while developing vocabulary and oral language skills. This is accomplished through scaffolded,

differentiated instruction and instructional support software (e.g. “English in a Flash”, READ 180, System 44, RAZ kids, and Reading A-Z) to assure that they receive comprehensible input in their instruction. Effort is made to assure students develop academic content while acquiring English Language skills. Readers and Writers workshop instructional strategies are effective for all students including ELL’s. Accountable talk strategies are used with all students and are infused throughout their instructional day.

3. The school principal has participated in professional development in the Common Core standards, Early Learning and Balanced Literacy practices. The principal provides oversight of the ELL instructional practices through classroom observations and teacher feedback. He also monitors schedules of ELL specialists and IA’s to assure equity and impact. The principal with the Building Leadership Team reviews data results of all students including the ELL children to determine what adjustments need to be made or what interventions need to be implemented for student success.

4. Our ELL specialists regularly consult, co-teach, and participate in weekly Professional Learning Communities with their colleagues discussing flexible groupings and best practices for ELL children. 75% of the general and ELL teachers and paraprofessionals have had professional development in the area of working with ELL students. All ELL staff, including instructional assistants, receives monthly professional development through the ELL department. Seven staff attended week long training in August which included interventions for ELL students. All ELL and K-3 regular education staff has participated in Early Literacy Training for the past 3 years. All building staff is participating in cultural awareness training. One ELL teacher attended a National three day Training on Read 180/System 44 that included specific workshops on boosting ELL student achievement. Two ELL teachers attended an all day class "Help Your English Language Learners Meet the Common Core State Standards for Literacy" put on by the BERC group. Another ELL teacher attended a three-day CCSS training presented by the BERC group. Two ELL teachers participate in monthly PLCs in order to continue to better their practices within the Read 180/System 44 program.

We have seen significant success in closing the gap with the Read 180/System 44 program. Through the use of technology this program helps tailor instruction to the language needs of the student. The data has shown such success with this program for 3-5 grades that we would like to purchase the equivalent program for primary students, I-Read. We recently have received 45 iPads through a Target grant. These state-of-the art technological tools with specific applications designed for ELL students will accelerate the vocabulary development and comprehension skills of Gatzert students.

5. All staff is aware of the best practice of comprehensible input, ensuring that students understand the concept being taught. Teachers are also knowledgeable that visual formats (and other GLAD strategies) are useful for teaching ELL students. All students know their reading levels according to ‘Fountas and Pinnell’ and know how to find books in the classroom, school, and public libraries that are at their “just right” levels. Teachers give students materials at their reading level to assure academic growth and success. For example, when studying science concepts, the ELL staff assures that books are available at students’ reading level on the same concept so they stay a part of the discussion and class. Shared reading strategies are also used the Balanced Literacy program so that concepts being read about as a group are assessable to all

students, including ELL children. Accommodations are made with assessments which include giving more time, support with vocabulary, and testing in a small group environment.

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

1. Our current Extended Learning Opportunities for targeted struggling students (by invitation/ teacher referral) include Seattle University's Brain Train for K/1 students, Team Read and Team Math for 2/3 students, America SCORES soccer/literacy program for 3/4/5<sup>th</sup> grade students, and SU's Redhawk Scholars Math and Literacy clubs also for 4<sup>th</sup> and 5<sup>th</sup> graders. We are in our third year of having this full menu of coordinated after-school opportunities. All of the partnership programs share the stated outcomes of providing high quality after school programming that results in improved measurable academic progress and engagement in school. Specifically programs focus on ensuring that: 1<sup>st</sup>- 5<sup>th</sup> graders are making annual typical growth on MAP; 3rd-5th are meeting and/or advancing on the MSP; students are absent fewer than 5 days per semester; and ELL students are making gains on state English proficiency test. All partner programs track progress using TC Scores, MAP and MSP data, attendance data and WELPA. Due to current test scores of African-American and Latino students, we are prioritizing "invitations" to our Extended Learning Opportunities after school to assure that these focus students are given the extended opportunity to learn. Data analysis of outcomes for students in afterschool programming show some gains however we determined that we would prioritize Level 2 students that could be academically moved to Level 3 students passing the state assessment and meeting 'typical growth on the formative MAP assessment.

2. Our family engagement efforts begin at the beginning of the year when families/parents receive the Gatzert Family Handbook. Expectations of students behaviorally and academically are outlined for families in translated documents. Further information includes what bilingual services are available and who to contact for language specific support, attendance information (including procedures for late arrivals and absences), homework expectations, Parent/Teacher conferences, report cards, student responsibilities, the discipline policy, and what family involvement looks like. We also host family engagement events which include Open House, Literacy, and Math/Science Nights for families to better understand our academic goals for students and how they can support their children in achieving these goals. We also continue our successful "Principal Chats" this year so that parents can hear information about how they can help support student learning at home. We provide translated family tool kits, which have been developed to support families in working with their children at home (See School Family section below). School messenger robo-calls are also used to inform families of school family nights, open house, or principal chats.

During the 2012-2013 academic year we instituted two innovative programs to strengthen family engagement. Family Talk Time is a six-week program that engages English language learning parents, who receive targeted English as a Second Language (ESL) instruction by talking about issues that relate directly to Bailey Gatzert and their children's education. The Strengthening Families Program is a seven week parenting program for parents and their 10 – 14 year old children. An evidence-based skills training program housed at Washington State University, SFP has been found to significantly reduce behavior problems, delinquency, and increase school performance. Recruitment efforts for both programs target ELL families by utilizing language support staff and community partners to translate flyers and speak to parents about the benefits of the program.

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

### 1. Case Management Support

The process we currently use for identifying high needs students that require intensive case management includes test scores (primarily MSP and MAP assessments), teacher or counselor referrals, referrals from previous schools, and families self identifying needs. We also have two formal systems in place to review student needs, which includes our weekly multi-disciplinary Student Intervention Team where we discuss individual students with their family and our professional team; and our weekly Administrative “student focus” team meetings with the FSW’s, school counselor, head teacher, health care professionals and principal. At our Administrative meetings we review students struggling in school or at home and caseloads from previous meetings using a MTSS model. Cases are assigned to appropriate personnel at that meeting based on which tier intervention is the most appropriate and will have the greatest impact. This includes partners, Neighborcare Health, Sound Mental Health, and Atlantic Street Center who provide medical and mental health services to student. These organizations have proven track records of being culturally and linguistically competent. Neighborcare Health has a system of interpreters that can be accessed by phone at any given time. We also have added a Somali school counselor this year to better interact with our highest population of ELL families. These are families that struggle with attendance and academic issues at Gatzert according to the data. We review current cases considering student academic, social-emotional and behavioral issues, medical needs, acute student needs, family issues, and attendance reports. The school counselor monitors students’ behavioral and social skills and monitors progress every six weeks to assure success. If there has not been a change then a more intensive intervention will be implemented. MAP and TC data will be used to track progress three times during the year. We currently have 1.5 FTE FSW’s assigned to Gatzert School given that we are a high needs school community. We are requesting 1.5 FTE FSW’s for next school year funded through the Family and Education Levy. FSW’s do case management with 45 students and their families formally; however in actuality our FSW team serve many students and their families who are not on their caseloads. FSW’s send weekly narrative reports to the FSW department regarding their cases. FSW’s do a family needs assessment when working with a new family to the school or to their caseload. The Head Teacher, School Counselor, FSW’s and Health Care providers coordinated weekly through the case management reviews and determination as to who will contact families when referrals are made. Information gathered includes what agencies families have worked with previously, what school and programs where students involved in, a family’s culture and language, community location, housing situation, and involvement with other community based organizations. Gatzert Elementary has a data system whereby teachers and administration can review assessment data regularly (aggregated or disaggregated) to assess the effectiveness of interventions including expanded learning programs. We are proposing that the levy fund a site coordinator to add to our Student Intervention Team and Administrative “student focus” meetings to ensure that both academic and non-academic interventions are coordinated within the school and integrated into overall Levy work plan

## **2. School and Family Connection**

Ongoing communication between the parent/guardian and the teacher regarding students academic performance is through trimester report cards, trimester MAP scores, parent/teacher conferences in the fall, and principal chats (school wide assessment data). We implement a weekly contact through the mail reporting positive remarks of behavior and academics of students in every classroom. School Messenger robo calls are used to announce Family Literacy and Math Nights. We also have proposed that through levy funding we support three curriculum nights a year (once each trimester) that will include which Common Core standards will be focused on that trimester and how families can support their children's academic growth at home through specific grade level strategies and activities. Each family (K-3) will receive a Team Read Family Reading Playbook with literacy activities that parents can use with their children to support literacy development. We also have a Parent Leader who receives a stipend to coordinate Family Engagement Action Team meetings to encourage parents to work at home with their children. They will facilitate the principal chats and topics to inform families of how to help students at home with academic work. We will also add a specific section in the newsletter with strategies parents can use with their children at home to boost academic achievement.

Academic toolkits (translated) are provided to families in primary grades with curriculum, Common Core standards and strategies families can use at home with their children. Last year we implemented a new family engagement program, which provides literacy materials (kits) to kindergarten families. This year we secured additional funding from Target to include first grade families. Materials, such as reference and leveled books, flash cards and phonics activities are distributed during the year. The lead kindergarten teacher and lead bi-lingual specialist worked with all instructional assistants to show families how to use these materials at home. Kindergarten teachers are including use of the Literacy Kit materials in the monthly homework packet. In addition, they are adding a sheet where families total the number of times they use the materials at home to track home usage. Teachers have shared how exciting it is to have these materials available to them. Parents are also encouraged to visit and volunteer in classrooms so that they better understand the academic and behavioral expectations of students.

## **3. Transition Support**

We work with local preschool program to coordinate school visits the spring before entrance. Kindergarten teachers visit the preschool programs annually to support incoming students and families. Families are invited to early enrollment nights through local preschools sponsored by SSD. We provide a two week long orientation/ Kindergarten readiness program in late August, inviting future students and their families to the school. Along with a school tour and talk with the principal, children spend nine mornings in the Kindergarten classes with their teachers. The Friday of the last week, Kindergarten teachers meet with families to orient them to the school and get information about preschool experiences, developmental milestones, and family concerns. WaKids is used to assess incoming students. For the second year in a row, we hosted a middle school transition night for rising 6<sup>th</sup> graders, an event sponsored by Seattle University. Family Engagement personnel facilitated the evening orientation which includes a panel of middle school students who were former students Gatzert students, Washington counselors, language interpreters, and the WMS principal. FSW's and our counselor also are contacted on a

regular basis by staff at the middle school to gather information and support for students. We have had experience working with their children with nearly all of the families. This summer will be the third year that the Y has collaborated with Seattle U, and thus Gatzert students have been given top priority to enroll in the program. The academic component of the YEAH program has grown stronger each year of the collaboration. Outside of the Y program each spring we compile a list of other summer program opportunities and distribute this to our 5<sup>th</sup> grade families.

#### **4. Mental and Physical Health Referrals and Services**

This current school year the Neighborcare Health Clinic coordinator reports that they have 187 of our students currently registered at the clinic. They have had 76 medical referrals and 30 mental health referrals since September. 17 medical referrals and 11 mental health referrals came from Gatzert staff members. We are the highest poverty elementary school with 62 identified students in “homeless situations”. As the highest poverty elementary public school in Seattle, many of our families, including our students, struggle with mental health issues. Although we currently work with Sound Mental Health who sends a therapist to the school for student counseling sessions two days a week, the Building Leadership Team strongly endorsed having Neighborcare Health at the school as the members felt that there are many mental health needs that could be addressed which currently are not. Our school counselor can work with children with social/emotional issues during the school day but numbers of families and students have been through traumatic events and need more support than a school counselor can address. We are eager to continue to work with Neighborcare Health this year at our school to further address some of those unmet needs. The Neighborcare Health Coordinator is now participating in our weekly Administrative meetings with FSW’s, the school counselor, Head teacher, and principal to identify student needs and progress monitor cases. Neighborcare Health staff will also become part of our weekly Student Intervention Team meetings where we explore interventions and resources needed for individual students with their families.

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

**Area of Concentration A: Math and/or Science**

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – 2012-13 SY				Projected Results – 2013-14 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
1-2 <sup>nd</sup> grade students and 3-5 grade students making annual typical growth	Latino non-ELL	27	79%	11	41%	15	55%
1-2 <sup>nd</sup> grade students and 3-5 grade students making annual typical growth	AA non-ELL	85	23%	44	59%	59	70%
1-2 <sup>nd</sup> grade students and 3-5 grade students making annual typical growth	ELL students	78	21%	37	47%	47	60%

**I. Focus Students**

- a. Focus students identified above are due to low performance in Math as measured by MAP.
- b. Specific student academic barriers that will be addressed are need for more time and exposures to learning academic skills, with an emphasis on addressing specific math strand deficits.

**II. Strategies**

**1. Strategy:** SU Brain Train Math afterschool small group instruction for kindergartners and first graders.

Key components: Expanded Learning Opportunity

Frequency & duration: First graders- forty-minute sessions four days a week after school. Kindergartners slow start during winter, then move to four days a week in spring

Rationale: Provides students with the additional math learning opportunities aligned to their specific academic need.

**2. Strategy:** SU “Gatzert Math” afterschool small group instruction for second and third graders.

Key components: Expanded Learning Opportunity

Frequency & duration: Twice a week after school for one hour each session

Rationale: Provides students with the additional math learning opportunities aligned to their specific academic need.

Lessons and activities are designed by Gatzert staff and are facilitated by trained Seattle U undergraduate mathematics majors.

3. Strategy: SU Redhawks Scholars Math afterschool and STEM Club small group instruction for fourth and fifth graders.

Key components: Expanded Learning Opportunity

Frequency & duration: Three days per week after school for one hour each session

Rationale: Provides students with the additional Math and Science learning opportunities aligned to their specific academic need. Lessons and activities are designed by Gatzert staff and are facilitated by trained Seattle University Undergraduates (paid positions and volunteers).

4. Strategy: Math/ELL Specialist for math additional learning opportunities during and after school with small group instruction for focus groups.

Key components: Expanded Learning Opportunity and Extended- In School Learning time.

Frequency & duration: Twice a week after school for one hour each session and during school day for “double dose” of math from a certificated teacher.

Rationale: Provides students with the additional math learning opportunities aligned to their specific academic need.

### III. Key People

#### Lead Levy Facilitator

Role: Team Lead for Levy intervention implementation

Responsibilities: Manage data system for tracking results, liaison between levy participants and partners; direct reporter to principal and administrative team.

#### Success Coordinator

Role: Seattle University Youth Initiative Assistant Associate Director of K-12 partnerships

Responsibilities: Recruitment of Seattle University students, overall management of SU afterschool programs, coordinator of trainings, enrollment of students and interface with classroom teachers and specialists

#### Math Specialist (Oromo)

Role: Trains and oversees Redhawk Scholars program with current best practices

Responsibilities: Trains SU students and oversees Redhawk Math program for 4<sup>th</sup> and 5<sup>th</sup> graders. Provides ongoing advising and training of SUM Corps (Seattle U Math Corps- paid undergraduate mathematics majors)

#### Math/ELL specialist (levy proposed)

Role: ELL Math specialist will work with focus students during the school day, Lead facilitator for math Common Core based math implementation, including implementation of new Math adoption (2014-2015). Case manager for 1-5 grade ELL students who have not met standard.

Responsibilities: Triangulate Math efforts between classroom teachers, specialists, and CBO providers. Provide direct service to ELL students in the area of math during and after school.

**IV. Partnerships and Collaborative Efforts**

- a. Seattle University and FEL funded ELL Math specialist
- b. SU is a levy approved provider
- c. Partners work very closely with school administration, teachers and specialists to design, implement and assess regularly the results of initiatives and strategies.

**V. Leveraged Funds**

- a. Title I funds are leveraged here. Title funds are used to fund after school buses for all afterschool programming. Volunteer hours are leveraged also. In addition, the Seattle University Math (SUM) Corps employees 10 undergraduates funded by an endowment in College of Science and Engineering and supervised by Mathematics professor.
- b. Afterschool transportation is critical to the successful implementation of these programs

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

**Area of Concentration B: Reading and/or Writing**

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
3 <sup>rd</sup> -5 <sup>th</sup> grade students meeting standard on MSP	African American non-ELL	54	14%	26	48%	32	60%
3 <sup>rd</sup> -5 <sup>th</sup> grade students meeting standard on MSP	African ELL	21	6%	3	14%	6	30%

**I. Focus Students**

- a. African American non-ELL and African ELL students’ outcomes below standard for many of our students in the area of reading.
- b. Specific student academic or non-academic barriers that will be addressed include further opportunities to learn in an extended learning capacity with an emphasis on addressing specific reading skill deficits.

**II. Strategies**

**1. Strategy:** Team Read: One to one tutoring by trained high school tutors from local high schools

**Key components:** Expanded Learning Opportunities

**Frequency & duration:** Two days a week for one hour

**Rationale:** With further exposure to learning opportunities and extended practice students reading skills will improve.

Comprehension and fluency skills will be the focus. Gatzert students are motivated by developing a supportive relationship with a high school student that reflects the same diversity as the students.

2. Strategy: SU Redhawk Scholars trained university student volunteers and Redhawk Reading Corps (SU student employees) deliver small group instruction in reading with the guidance of Gatzert's reading specialist to 4<sup>th</sup> and 5<sup>th</sup> grade students.

Key components: Expanded Learning Opportunities

Frequency & duration: Two days a week for one hour sessions

Rationale: Reading instruction that is aligned with academic content and Common Core standards. Opportunities for small group learning outside of the school day for further exposure to learning skills. Lessons and activities are designed by Gatzert staff and are facilitated by trained Seattle U undergraduate (volunteers and Redhawk Reading Corps).

3. Strategy: Before school small group instruction by Gatzert Teachers in Reading for focus students with particular focus on reading skills deficits

Key components: Extended In-School Learning time

Frequency & duration: Twice a week before school for one hour for 10 weeks (January-March)

Rationale: More time for 'focus' students to master targeted academic skills with certificated teachers

4. Strategy: Literacy Kits

Key Components: P-3 Alignment and Collaboration, Social, Emotional, and Family Support

Frequency & Duration: Three distributions per year.

Rationale: Program designed by Gatzert staff to support the home-school connection. Kit resources include language specific materials. Teachers and IA's work with parents to ensure an understanding of how to utilize materials at home to help develop academic behaviors and skills and be successful in school.

### III. Key People

#### Lead Levy Facilitator

Role: Team Lead for Levy intervention implementation

Responsibilities: Manage data system for tracking results, liaison between levy participants and partners; direct reporter to principal and administrative team.

#### Success Coordinator

Role: Assistant Associate Director of K-12 partnerships

Responsibilities: Recruitment of university students, overall management of SU afterschool programs, coordinator of trainings, enrollment of students and interface with classroom teachers and specialists.

#### Reading Specialist

Role: Trains and oversees Redhawk Scholars program with current best practices.

Responsibilities: Trains SU students and oversees Redhawk Reading program for 4<sup>th</sup> and 5<sup>th</sup> graders.

#### Team Read Coordinator

Role: Oversees high school volunteers

Responsibilities: Work with teachers identifying students for program. Management of after school program. Coach high school tutors.

**Family Engagement Manager**

Role: Oversees Literacy Kits program Redhawk Scholars program with current best practices.

Responsibilities: Works with Gatzert staff to purchase and collate materials.

**IV. Partnerships and Collaborative Efforts**

- a. Team Read, Seattle University
- b. Both are levy approved providers and Gatzert School has partnered with them for many years.
- c. Partners work very closely with school administration, teachers and specialists to design, implement and assess regularly the results of initiatives and strategies.

**V. Leveraged Funds**

- a. Title I funds are leveraged here. Title funds are used to fund Team Read site based teacher coordinator and after school buses for all afterschool programming. Volunteer hours are leveraged also. In addition the Redhawk Reading Corps employees 12 undergraduates funded by Target and supervised by Assistant Principal. Target also provides funding for the literacy kits program.
- b. Afterschool transportation is critical to the successful implementation of these programs. Team Read coordination is also critical to the success of this afterschool program.

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

**Area of Concentration C: Attendance**

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
African ELL students with fewer than 10 absences a year	African ELL	71	19%	54	76%	60	85%
Latino Non-ELL students with fewer than 10	Latino Non-ELL	36	10%	23	64%	27	75%

absences							
Special Education students with fewer than 10 absences	Special Education students	70	19%	42	60%	52	75%

**I. Focus Students**

- a. Gatzert Elementary’s district school report shows that “students with fewer than 10 absences” has improved over the past three years. Although increased this outcome is still below district average. Data analysis shows that African ELL students, Latino non-ELL students and Special Education have the most difficulty attending school consistently.
- b. We will address medical issues of students, coordinate appointments that can be done during non-school hours, contact families to offer support, stabilize housing for families, support transportation issues of families, educate families on school protocols (when to send and not send students to school), address mental health barriers of families, counsel specific students and families.

**II. Strategies**

**1. Strategy:** Weekly case management of focus students with school counselor, FSW’s, medical clinic health coordinator, Head Teacher and school principal.

Key components: Social, Emotional, Behavioral, and Family Support

Frequency & duration: Weekly Wednesday Administrative ‘student focus’ meeting for 60-90 minutes.

Rationale: With a range of interventions, supports, and resources it is imperative to collaborate on a weekly basis to report to each other progress we have made on our assigned cases.

**2. Strategy:** City’s attendance incentive program “Be there, Get there” campaign

Key components: Social, Emotional, Behavioral, and Family Support

Frequency & duration: Monthly incentives to students to attend school

Rationale: Monthly incentives to students to attend school. Classroom with most improved absence rate gets recognized.

**3. Strategy:** Monthly School Messenger robo-calls to families encouraging regular attendance and the importance of daily attendance and its causal relationship to student achievement.

Key components: Social, Emotional, Behavioral, and Family Support

Frequency & duration: Monthly phone calls to all families

Rationale: With regular reminders families will remind children and each other about the importance of school attendance. Includes what absences will be considered “excused” or “unexcused.”

**4. Strategy:** School based attendance incentive program. “Big Ticket” prizes will be used as attendance incentives each semester.

Key components: Social, Emotional, Behavioral, and Family Support

Frequency & duration: Once a week students with no absences that week will be given a raffle ticket. Drawings will be once a trimester.

Rationale: To motivate both students who regularly attend and those with attendance issues to attend school 5 days a week.

5. Strategy: Educational Opportunities for Parents – Family Talk Time (FFT), Strengthening Families (SF), Parent Seminars

Key components: Social, Emotional, Behavioral, and Family Support

Frequency & duration: Weekly 1 hour session (FFT) 7 weeks (SF) Annual seminars

Rationale: To increase overall engagement with school and empower parents to reinforce academic and learning behaviors, and to ensure that students arrive every day ready to learn.

### III. Key People

#### Lead Levy Facilitator

Role: Team Lead for Levy intervention implementation

Responsibilities: Manage data system for tracking results, liaison between levy participants and partners; direct reporter to principal and administrative team.

#### Family Support Workers

Role: Direct support to families to accelerate academic achievement of students by addressing ‘readiness to learn’ barriers

Responsibilities: Support families through support and interventions including attendance support, parent conferences, researching academic resources for families, family engagement activities or training, basic needs and crisis intervention.

FSW’s also interface with community partners. They make medical and mental health referrals and support families getting to appointments. Progress monitor family and student cases.

#### School Counselor

Role: Somali School Counselor will case manage absentee issues with Somali families. He will coach families and students on acceptable attendance rates and make referrals to outside agencies as needed.

Responsibilities: Weekly case management including direct reports to administrative team.

#### Medical Clinic Coordinator

Role: Manage cases, call families, make appointments, do intakes, support families with medical and mental health issues

Responsibilities: Family contacts regarding absences and possible linkage to medical or mental health issues.

### IV. Partnerships and Collaborative Efforts

- a. Neighborcare Health Clinic, Sound Mental Health, City of Seattle
- b. Gatzert has ongoing relationships with these agencies that have sound practices and integrity
- c. These organizations will case manage students in a collaborative forum once a week with the administrative team. Our attendance rate has steadily improved over the last four years at Gatzert School.

### V. Leveraged Funds

- a. We will leverage donated funds to the school to purchase bicycles for attendance incentives.

- b. Once a semester we will “give away” large ticket prize as incentives to students’ school attendance.

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

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

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – 2012-13 SY				Projected Results – 2014-15 SY	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
ELL students making gains on the WELPA	Latino ELL	37	10%	21	57%	30	70%
ELL students making gains on the WELPA	Somali ELL	44	12%	24	55%	29	65%

**I. Focus Students**

- a. Focus students identified above are students not making sufficient gains on the WELPA.
- b. Specific student academic barriers that will be addressed are need for more time and exposures to learning academic skills.

**II. Strategies**

1. Strategy: Math/ELL Specialist for math additional learning opportunities during and after school with small group instruction for focus groups.

Key components: Expanded Learning Opportunity and Extended- In School Learning time

Frequency & duration: Twice a week after school for one hour each session and during school day for “double dose” of math from a certificated teacher for Somali and Latino students.

Rationale: Provides students with language supported additional math learning opportunities aligned to their specific academic need.

2. Strategy: Three ELL specialists serve our students at Gatzert. Specialists co-teach with classroom teachers to support literacy, language and math development. Specialists also work with small groups of students in K-2 and 3-5 grade students participate in READ 180 and System 44 for literacy and language development

Key components: Expanded Learning Opportunity

Frequency & duration: Daily instruction for 90 minutes

Rationale: Comprehensible input is critical to the learning of ELL students. READ 180 gives students access to background knowledge that they may not have had exposure to. This is an effective addition and supplements the Common Core curriculum.

3. Strategy: Invest in I-READ computer program with direct instruction to create a balanced literacy program

Key components: Extended in-school learning

Frequency & duration: this would be a supplemental reading program for ELL students in 1<sup>st</sup> and 2<sup>nd</sup> grade.

Rationale: READ-180 and System 44 have been effective with our ELL students. ELL specialists are requesting the use of I Read for 1<sup>st</sup> and 2<sup>nd</sup> graders.

4. Strategy: Integrating iPad Technology in classrooms and after school programs

Key components: Extended in-school learning and Expanded Learning Opportunities

Frequency & duration: Daily use of reading apps in classrooms using station models. iPads used twice weekly in after school programs

Rationale: Technology has proven to be a particularly valuable resource for assisting ELL students with English language acquisition

### III. **Key People**

**Lead Levy Facilitator** (levy proposed)

Role: Team Lead for Levy intervention implementation

Responsibilities: Manage data system for tracking results, liaison between levy participants and partners; direct reporter to principal and administrative team.

**Math/ELL specialist (levy proposed)**

Role: ELL Math specialist will work with focus students during the school day, Lead facilitator for math Common Core based math implementation, including implementation of new Math adoption (2014-2015). Case manager for 1-5 grade ELL students who have not met standards.

Responsibilities: Triangulate Math efforts between classroom teachers, specialists, and CBO providers. Provide direct service to ELL students in the area of math during and after school.

**Technology Specialist**

Role: Oversees technology integration plan

Responsibilities: Manages technology efforts in building, seeks and purchases, and trains staff and Seattle U students (Volunteers and a team of 4 paid undergraduates on a Technology Team).

**ELL specialists**

Role: Provide individual and small group instruction. Liaison to parents and local community partners.

Responsibilities: co-teach with classroom teachers to support literacy, language and math development.

### IV. **Partnerships and Collaborative Efforts**

- a. Local CBO's representing specific language groups-IA's are primary contact at Gatzert, Seattle University. New components would be a collaborative effort and partnership with the City of Seattle (FEL)
- b. Partners have a proven track record for success and Gatzert School has worked with them for many years.

- c. Partners work very closely with school administration, teachers and specialists to design, implement and assess regularly the results of initiatives and strategies.

**V. Leveraged Funds**

- a. We would be leveraging Title I funds which fund a Math Specialist this year and after school buses. Technology integration is supported by Target and Seattle U
- b. Will enable ELL students to have standards based instruction that provides students with the additional math learning opportunities

## ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

### A. Leadership, Planning, and Implementation

1) The Building Leadership Team and Gatzert staff have been involved with Family and Education Levy application process and are excited about the potential of becoming a levy-funded school. The Building Leadership Team created the “Emerging School” Comprehensive Plan. The staff and BLT brainstormed and gave input into the levy grant application and plan. The Gatzert staff has been supportive of the direction of the school and the partnerships that have evolved over the last couple of years. Staff members have been integrally involved in our partnerships by coordinating, coaching and consulting with expanded learning opportunity programs, so that they are all aligned with our school day strategies and academic standards. The teachers identify students not making typical growth and/or are not meeting standards. The results are that the staff is fully supportive of the state and levy plans through this collaborative process.

2) We have worked closely with our partners to assure integrity and success. None of our partnerships work in isolation. Gatzert staff members have always had oversight and input into the programs, strategies, and results. The staff understands the vision of collective impact and can see the impact we can have and have had on student achievement. By having this common vision of the work we do together we have approached the work with open communication and common purpose. Formal meetings with our partners are coordinated by our Seattle School Board endorsed “Intensive Partnership” with Seattle University. Our SU Success Coordinator has ongoing communication with ELP partners throughout the year. He also facilitates three formal meetings with ELP program partners a year to ensure that we are coordinating successful interventions and addressing concerns that may arise. The school principal meets with all partner directors several times during the academic year. He asks for critical ongoing input from families at his “Principal Chats” and at the Family Engagement action team. Parents are very supportive of our school including our afterschool programming. During the RFI application process the principal has had ongoing communication with key partners to ensure a shared vision should Gatzert be successful in securing levy funds.

3) Key people: We are fortunate to have highly qualified staff members committed to serving the Gatzert community within our partner organizations. They have a proven track record for producing results and individually all possess strong leadership skills. They understand the importance of using data to make decisions and they have accumulated experience with data monitoring systems. The BLT will monitor outcome data on a monthly basis and weekly at the Administrative meeting with the Levy coordinator, Head Teacher, Health Care coordinator, school counselor, FSW and school principal. Most importantly all individuals listed below have an unwavering dedication to working with vulnerable youth and families. They have a passion to serve children at Gatzert Elementary School inspired by their value of social justice.

Key people:

#### Team Read:

- Maureen Massey – Director of Team Read
- Ericka Pollard- Site based Coordinator/ Gatzert third grade teacher

#### America SCORES:

- Carole Kelley- Executive Director
- Heather Christianson - Program Director
- Michelle Huse – soccer coach/ Gatzert ELL teacher
- Jonathan Ruiz – soccer coach/ Gatzert ELL Spanish speaking IA

- Visala Hohlbein – writing coach/ Gatzert fifth grade teacher
- Ramona Goncalves – writing coach/ Special Education assistant

#### Seattle University Youth Initiative:

- Eddie Lincoln –Assistant Director for K-12 partnerships
- Sally Haber – Associate Director- K-12 partnerships
- Deleena Patton- Data Analyst
- Rachael Steward- Associate Director –Community Partnerships
- Kirsten Gabele- Family Engagement Manager
- Nathan Ward and Emily Chambers– ELP Program Assistants (Americorps) and Brain Train oversight
- Professor Frank Shih- STEM program supervisor

#### ELP Curriculum and Instruction Supervisors

- Huyen Lam - Gatzert reading specialist
- Amy Allan – Gatzert second grade teacher
- Aschenaki Lulu – Gatzert math specialist
- Tiia Jones - Gatzert reading specialist
- Rob Silver – Gatzert technology specialist
- Barbara Dixon – Gatzert head teacher
- Zach Benvenga – PE Specialist

#### NeighborCare Health:

- Colin Walker- School Based Program Manager
- Health Care Coordinator, Grace Amend
- Mental Health service provider, Allsion Burpee
- Whitney Haggerson, Health Coordination Supervisor
- Melissa Yen-Ching Lo – Nurse Practitioner
- Andrea Kurtzman, RN, MSN, IBCLC  
Gatzert School Nurse

#### Sound Mental Health

- Molly Engle – Mental Health Practitioner

4) As previously mentioned, in the fall of 2012, with the assistance of the Seattle University Youth Initiative’s Data Analyst Deleena Patton, we designed an in-house data management system, the GPS (Gatzert Positioning System). This system is instrumental in the ongoing monitoring of academic progress. MAP scores and TC scores are uploaded to the GPS after tests are administered. Our school success plan includes training of the Gatzert staff on using the new data system to track student achievement results. Deleena has provided staff training and is providing ongoing assistance with managing the GPS as well as troubleshooting any issues that may arise. This is an excellent resource for teachers and PLC teams who regularly monitor student achievement to inform their practices. We use the system in our BLT meetings to track aggregated and disaggregated data to inform the effectiveness of school wide interventions. We will use the same system coupled with attendance data to inform our weekly case management meetings and SIT student staffing with the child’s parents. The Head Teacher is responsible for informing teachers about specific student cases. The system also allows us to progress monitor ELP results. Through our Professional Learning Communities, Gatzert staff also reviews, analyzes, and reports to all other staff MAP results, including mid course corrections needed.

5) Time and communication are often challenging when implementing strategies. Regular monitoring of outcomes through BLT, PLC's and weekly Administrative meetings will support mitigation of issues that may arise. Inconsistent funding has also been a challenge historically. For example, we currently lack funding for a full-time counselor. In addition, collective impact initiatives require individual organizations require intense collaboration, which at times may be challenging. Fortunately we do have systems in place to support on-going communication and constructive ways for community and staff to have input. Relationships are key to successful collaboration. We work hard to establish and maintain trust among our partnerships. We are fully committed to ensure transparency. We are aware of what collective impact requires and have benefitted by having worked together for the last few years. Lastly, we have common agreement as to what mutually reinforcing activities are beneficial to students and what the shared measurement systems will be.

## **B. Tracking to Results**

1) ELL students and students without preschool experience have been invited for the past two years to participate in our extended learning four day a week "Brain Train" program. We developed the program to serve students who needed academic acceleration and early intervention. Curriculum and Instruction Supervisors (Gatzert teachers) routinely analyze student progress on specific reading and math strands and then design ELP activities that supplement school day interventions. The staff then meets with Eddie Lincoln and SU students to ensure quality implementation of the academic supports. Last year we were able to use iPads to support instruction and as mentioned above we will be scaling up our technology integration this winter. As a result of our efforts for the last two years our Kindergarten students excelled according to the MAP data, and the majority of those students achieved success and met/or exceeded typical growth.

2) As mentioned above our primary system for monitoring data is our database called GPS (Gatzert Positioning System) which was designed using Microsoft Access. Academic indicators and interventions are uploaded and monitored on a continual basis. All Gatzert students take the MAP assessment three times each academic year. In the area of Reading, teachers implement the Teachers College running reading records at least three times each academic year. EDM end of unit assessment results are used to progress monitor math results. Grade level Professional Learning Communities review data results and discuss course corrections each trimester. The administrative team including the school principal, head teacher, counselor and Family Support Workers weekly progress monitor student attendance and case manage students/families accordingly. This will allow us assess strategies and interventions to assure that there is value added to individual or subgroups of students.

3) Tracking progress on focus students will be weekly and ongoing. As we work towards monitoring levy targets we are also monitoring two indicators on our OSPI Emerging Schools Improvement Plan are:

- The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

MAP, MSP, TC records, attendance records and WELPA are the primary assessments used to determine success of instruction and programming.

MAP and TC records are given a minimum of three times an academic year. MSP is given to all third, fourth, and fifth graders once a year in the spring, and the WELPA is given to all ELL students. Data will be compared to student outcome targets at a minimum of three times a year. Teachers will be able to access the GPS system to regularly review student successes, areas for needed growth and mid-course corrections.

4) Gatzert School and community partners will jointly access, share, and use data to track and monitor our proposed results and adjust implemented strategies as needed through on-going communication, trimester meetings, and through the data system developed by the SU data analyst. Data sharing agreements are in place with the City of Seattle and Seattle University. In addition, Gatzert efforts are supported by the Choice Neighborhood Education Collaborative funded by the Seattle Housing Authority's Choice Neighborhood Yesler Redevelopment. Key partners include: Seattle U, Catholic Community Services, Neighborhood House, YMCA and College Success Foundation. Resources provided through the Collaborative are leveraged to monitor effectiveness. The Efforts to Outcomes database is increasingly used by the Collaborative partners to track individual student progress. Student data with FERPA waivers are shared with partner organizations to individualize coordinated interventions for Gatzert students.

5) Shared learning and decision making will guide our work. Decisions regarding strategy will be shared amongst all partners. As mentioned above our on-site partner organizations meet on a formal basis three times a year. We have the advantage of generating reports through the GPS that will enable sharing of student-level results related to program participation. The school principal reviews data quarterly with Team Read, America SCORES and SU. In addition, Choice Neighborhood Collaborative partners gather monthly to check-in on the effectiveness of the Collaborative's practices. Partner providers meet during the interim periods to review student progress and adjust services. These adjustments may include providing referrals to Family Support Workers, the Seattle Housing Authority's Education Engagement Specialist or off-site remedial tutoring. Additionally, group learning sessions and debriefings will take place after school and community events. The key to our success will be shared learning throughout the life of the initiative.



**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](mailto: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](mailto: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](mailto: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.
<b>TOTAL Base Budget - Personnel:</b>		<b>\$132,000</b>	<b>\$201,426</b>	

Table 2: BASE BUDGET - NON-PERSONNEL

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

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
<b>GRAND TOTAL</b>	<b>\$210,000</b>	<b>\$310,000</b>

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



SAMPLE

Attachment 10: Elementary School Tier 2 Innovation Budget

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

Table 1: BASE PAY - PERSONNEL

Commitment Items	PERSONNEL (List position titles and briefly describe roles)	Low Range Budget (Salary + Benefits)	High Range Budget (Salary + Benefits)	Description of Expense (Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note leveraged funds.)
1 23201205	Literacy Coach	\$40,000	\$40,000	Low and High range: Hire 0.5 FTE Literacy coach with ELL endorsement to provide reading intervention for MSP level 1 & 2 students or students not making gains on Reading MAP. Literacy coach also will provide professional development for general education teacher and tutors on reading strategies for ELL students.
3 39406922	Math Coach/ Levy Coordinator	\$25,000	\$48,500	Low range: .25 FTE math with ELL endorsement leveraged with \$24,000 from Title to pay for addition .25 FTE. Math Coach/Levy Coordinator to provide small group intervention support for MSP Level 1 and 2 students or students not making gains on Math MAP. Will also oversee data monitoring of Levy interventions. High range: 1.0FTE (with leveraged Title 1 funds) will add professional development support to teachers and tutors.
<b>TOTAL Base Budget - Personnel:</b>		<b>\$65,000</b>	<b>\$88,500</b>	

Table 2: BASE BUDGET - NON-PERSONNEL

Commitment Items	NON-PERSONNEL (List other services, personal service contract charges, and supplies)	Low Range Budget	High Range Budget	Description of Expense (Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and 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).
<b>TOTAL Base Budget - Non-Personnel:</b>		<b>\$25,750</b>	<b>\$27,750</b>	
<b>TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)</b>		<b>\$90,750</b>	<b>\$116,250</b>	

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
<b>GRAND TOTAL</b>	<b>\$121,000</b>	<b>\$155,000</b>

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