



Wisconsin Department of Public Instruction
**TITLE I, 1003(g), SCHOOL IMPROVEMENT
 COHORT III CONTINUATION GRANT APPLICATION—
 YEAR 5**
 PI-9580-SSIF-PS-Cont (Rev. 06-17)

INSTRUCTIONS: Submit one (1) copy of this completed Word document along with one (1) original completed, signed, and scanned copy in PDF format via e-mail to Craig Vruwink, Office Operations Associate, Title I and School Support team at:

craig.vruwink@dpi.wi.gov

Collection of this information is a requirement of ESEA.

For questions regarding this grant, contact:

Kyle Peaden, Education Consultant
 Title I and School Support
 (608) 266-5404 kyle.peaden@dpi.wi.gov

Keith Stewart, Education Consultant
 Title I and School Support
 (608) 264-9320 keith.stewart@dpi.wi.gov

I. GENERAL INFORMATION

Local Educational Agency (LEA) Green Bay Public School District	Mailing Address Street, City, State, ZIP 200 S. Broadway, Green Bay, WI 54303
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Contact Person Lisa Bynum	Title Associate Director ESSA
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E-Mail Address lmbynum@gbaps.org	Phone Area/No. (920) 448-2153
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Grant Coordinator <i>if other than contact person.</i>	Title
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E-Mail Address	Phone Area/No.
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Grant Coordinator's Mailing Address Street, City, State, ZIP

Beginning Date Mo./Day/Yr. 7/1/2017	Grant Period Ending Date Mo./Day/Yr. 6/30/2018	Total Funds Requested for Grant Period \$500,000
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II. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Two signatures are required.

Signature of District Administrator ➤ <i>Michelle A. Langensfeld Ed.D.</i>	Date Signed Mo./Day/Yr. 8/21/17
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Signature of School Board Clerk or Charter School Authorizer ➤ <i>[Signature]</i>	Date Signed Mo./Day/Yr. 8/23/17
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III. ASSURANCES

The Applicant understands and agrees that the following Certifications and Assurances are pre-award requirements generally imposed by federal and state law or regulation, and do not include all federal and state regulations that may apply to the Applicant or its project. Most requirements are posted to: Uniform Administrative Requirements, <https://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf> or Educational Department of General Administrative Regulations (EDGAR): <http://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.23&rgn=div5> or the Wisconsin Uniform Financial Accounting Requirements (WUFAR): <http://dpi.wi.gov/sites/default/files/imce/sfs/pdf/Revision%20%2327%20revised%20.pdf>

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Instructions

- Step 1—Read each assurance that follows.
- Step 2—Sign and date the certification statement.
- Step 3—Include signed certifications and assurances with your application materials.
- Step 4—Keep a copy for your records.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs.
2. **Statutes and Regulations:** The Applicant shall comply with all applicable statutory and regulatory requirements. These requirements include, but are not limited to, applicable provisions of—
 - a. Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through 2000d-4]
 - b. Title IX of the Education Amendments of 1972 [20 U.S.C. 1681-1683]
 - c. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C.794]
 - d. The Age Discrimination Act [42 U.S.C. 6101 et seq.]
3. **Allowable Costs:** Costs incurred shall be allowable under the principles established in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule [2 CFR Subpart E-Cost Principles].
4. **Budget Modifications:** The Applicant will obtain an approved budget amendment when it is anticipated that claimed expenditures will vary significantly from the amount in the current approved budget. A significant variance is an increase of 10 percent (summary of all line items) of the current total approved budget [2 CFR § 200.308(e)]. This applies to all grants unless there are more restrictive or specific requirements of the grant award which may be the case with discretionary grants.
5. **Confidentiality:** The Applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records].
6. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit [Wis. Stat. 19.59 (1) (a)] [2 CFR § 200.112].
7. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations, provided the procurements conform to applicable federal law and the standards in [2 CFR §§ 200.318-200.326] Procurement Standards.
8. **Debarred and Suspended Parties:** A contract (see 2 CFR §180.220) must not be made to parties listed on the government wide Excluded Parties List System in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p 189) and 12889 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." The Excluded Parties List in SAM contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
9. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or USDE or by their contractors [2 CFR §200.328(1)].
10. **Copyright, Acknowledgement, and Publications:** The Applicant/ Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The U.S. Department of Education and the WDPI reserve royalty-free, nonexclusive, and irrevocable licenses to reproduce, publish or otherwise use, and to authorize others to use, for their purposes. The copyright in any work developed under this subgrant or contract under this subgrant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.
The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the USDE and WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with federal grant funds, the grant award recipient shall clearly acknowledge the receipt of federal funds in a statement.
11. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program [2 CFR §328(1)].
12. **Indirect Costs:** If the fiscal agent intends to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against contracts or capital objects.
13. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations and the approved application [34 CFR §76.700].
14. **Lobbying:** By accepting this award, the Applicant assures it will comply with the requirements of 31 U.S.C.1352, as well as the common rule, "New Restrictions on Lobbying" published at 56 FR 6736 (February 26, 1990), including definitions, and the Office of Management and Budget "Governmentwide Guidance for New Restrictions on Lobbying" and notices published at 54 FR 52306 (December 20, 1989), 55 FR 24540 (June 15, 1990), 57 FR 1772 (January 15, 1992), and 61 FR 1412 (January 19, 1996).
15. **OMB Standard Form 424B:** The Applicant will comply with all applicable assurances in OMB standard Form 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all applicable federal laws, executive orders and regulations.
<http://www.grants.gov/web/grants/forms/sf-424-family.html#sortBy=1>

III. ASSURANCES (cont'd)

16. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
- Any revision of the scope or objectives of the project;
 - Changes in key persons where specified in the application or grant award;
 - A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - Changes in the amount of approved cost-sharing or matching provided by the subrecipient [2 CFR §200.308e(1,2,3,6,7)].
17. **Record Retention:** in accordance with 2 CFR §200.333(b), this is written notification to the subrecipient that WDPI requires an extension to the record retention period for grants addressed in the *Wisconsin Records Retention Schedule for School Districts*.
<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>
<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>. For all other grants, the Applicant will ensure records are maintained for a period of at least three years after the end of the project year (2 CFR §200.333). If any litigation, claim, negotiation, audit, or other action involving the records starts before the end of the period, the records will be retained until completion of the action and resolution of all issues.
18. **Reporting:** The Applicant will ensure all required financial and program data is reported to the WDPI timely on a schedule established by the WDPI. The Applicant will report to WDPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR §200.302(b)(2)].
19. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates [2 CFR §300.328(b)(1)].
20. **Single Audit:** Any entity that expends in total (all sources) \$750,000 or more in federal funds during a fiscal year (July 1–June 30) is required to conduct a single audit. If a single audit is required, a copy of the audit is to be submitted to DPI School Financial Services auditor [2 CFR §200.501].
21. **Text Messaging and E-Mailing While Driving:** The Applicant/Recipient and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or e-mail when driving [Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving October 1, 2009].
<http://edocket.access.gpo.gov/2009/pdf/E9-24203.pdf>
22. **Time and Effort Supporting Documentation:** For costs to be allowable, compensation for personal services must adhere to the Standards for Documentation of Personnel Expenses as identified in 2 CFR §200.430(i)(1). The subrecipient must retain records that accurately reflect the work performed and be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
23. **Trafficking in Persons:** The grant condition specified in 2 CFR §175.10 includes the following language: "I. Trafficking in persons. 1. You as the recipient, your employees, subrecipients under this award, and subrecipients' employees may not i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii. Procure a commercial sex act during the period of time that the award is in effect; or iii. Use forced labor in the performance of the award or subawards under the award." A subrecipient is required to inform the federal agency immediately of any information received from any source alleging a violation of this condition. The federal agency may unilaterally terminate this award, without penalty, if a subrecipient is determined to have violated this condition.

IV. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 2 C.F.R. §180, Participants' responsibilities. Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

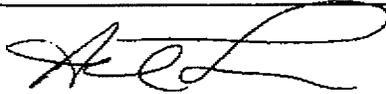
Green Bay Area Public School District

Name and Title of Authorized Representative

Andrew Samow, Chief Financial Officer

Signature

>



Date Signed Mo./Day/Yr.

6/29/17

INSTRUCTIONS FOR CERTIFICATION

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. 2 C.F.R. §180.360.
2. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. 2 C.F.R. §180.265
3. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated. 2 C.F.R. §180.305
4. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions. 2 C.F.R. §180.300.
5. A participant in a covered transaction is responsible for determining whether a prospective participant in a lower tier covered transaction is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688). 2 C.F.R. §180.320.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. These definitions can be found in Subparts B and I of §180. 2 C.F.R. §180.110.

VI. SCHOOL PLAN (cont'd)

School Year	Other School Goals	End-of-Year Progress
2013-14	A minimum of 70% of K-2 students will meet/exceed PALS benchmark end of year assessment	55% of students meet/exceed
2014-15	A minimum of 70% of K-2 students will meet/exceed PALS benchmark end of year assessment	80% of students meet/exceed
2015-16	A minimum of 80% of K-2 students will meet/exceed PALS benchmark end of year assessment	82% of students meet/exceed
2016-17	A minimum of 85% of K-2 students will meet/exceed PALS benchmark end of year assessment	88% of students meet/exceed
2017-18	A minimum of 90% of K-2 students will meet exceed PALS benchmark assessment.	

1. Respond to the following questions related to the Area of School Improvement (ASI).

School Name	Area of School Improvement for 2017-18	New (N) or Continuing (C)
Fort Howard Elementary	Professional Development and its Impact on Learning	<input type="checkbox"/> N <input checked="" type="checkbox"/> C

a. If the school is selecting a new ASI, summarize the decision-making process for the change, including stakeholder input and data.

N/A

b. Provide an outline of the professional development in 2017-18 that will support the ASI.

THREE FOCUS AREAS SUPPORT THE ASI

1. Literacy (Reading/Writing) Focus is genre learning and reciprocity of reading and writing with the augmentation of the Calkin's units or Reading and Writing, using the Teaching and Learning Cycle as our support.
2. Mathematics Focus is the new Bridges math (pilot) resource; learning the new resource and being able to embed the AVMR strategies and the workshop model throughout the new resource.
3. Culture and Climate Focus is to continue to build our mindfulness work, zones of regulation and supporting students to work through their need for instant gratification, with a goal of more time in the classroom and engaged in the lesson.

Professional Development Outline for the Three Focus Areas Supporting the ASI:

- Aug. 9 (6 hrs.) Work on productive failure, zones of regulation, mindfulness, instant gratification. (culture and climate)
- Aug. 10 (6 hrs.) Ready Set Instruction: Teaching and Learning Cycles/Genres w/ John Paul from WestEd (literacy)
- Aug. 11 (6 hrs.) Ready Set Instruction: Bridges Math w/ Lindsey Rentmeester, Math Interventionist (math)
- Aug. 28 - 30 Expectations (culture and climate)
- Sept. 20 (1.25 hrs.) Book Study Scaffolding Language, Scaffolding Learning; Ch. 1 & 2 (literacy)
- Sept. 28/29 (3.5 hrs. per grade level) Job embedded PD: Genres/Teaching and Learning w/JohnPaul from WestEd (literacy)
- Oct. 2 (1.25 hrs.) Bridges Math routines for Grades K-2; PD Follow-up (math)
- Oct. 16 (1.25 hrs.) Bridges Math routines for Grades 3-5; PD Follow-up (math)
- Oct. 16 (3 hrs.) Bridges Math: 1 teacher representative per grade level (math)
- Oct. 24/25 (3.5 hrs. per grade level) Job embedded PD: Genres with JohnPaul from WestEd (literacy)
- Nov. 13 (1.25 hrs.) K-2 Literacy, 3-5 Math (literacy and math)
- Nov. 15 (0.75 hrs.) Colleague Visits/Instructional Rounds (literacy and math)
- Nov. 20 (0.75 hrs.) 3-5 Literacy, K-2 Math (literacy and math)
- Nov. 29/30 (3.5 hrs. per grade level) Job embedded PD: Genres and T&L cycle w/ JohnPaul from WestEd (literacy)
- Dec. 4 (1 hr.) Place data cards on data wall and analyze (literacy)

V. SCHOOLS TO BE SERVED

Identify each school the LEA commits to serve and the reform model the LEA will use. Provide a proposed budget for each school for the 2017-18 school year that does not exceed the number of schools it commits to serve multiplied by \$500,000.

School Name	NCES School / District ID No.	Model	2017-18 Funds Requested
Fort Howard Elementary	550582000622	Transformation	\$500,000

VI. SCHOOL PLAN

For each Priority School served, enter reading and mathematics goals, and, if applicable, other goals the LEA will implement with grant funds. This section is duplicated for LEAs with multiple schools applying for funding.

Copy the goals from the previous application for school year 2013-14, 2014-15, 2015-16, and 2016-17 and enter progress data. Create new goals for 2017-18.

School Name Fort Howard Elementary	Reform Model Transformation
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School Year	WSAS Reading Goal	End-of-Year Progress
2013-14	A minimum of 15% of students will be proficient or advanced on the WKCE Reading Assessment	7.1% of students proficient or advanced
2014-15	A minimum of 15% of students will be proficient or advanced on the Smarter Balanced Reading Assessment	12.3% of students proficient or advanced
2015-16	A minimum of 20% of students will be proficient or advanced on the Forward Reading Exam	19% of students proficient or advanced
2016-17	A minimum of 25% of students will be proficient or advanced on the Forward Reading Exam	Results not released at date of this application.
2017-18	A minimum of 25% of students will be proficient or advanced on the Forward Reading Exam	

School Year	WSAS Mathematics Goal	End-of-Year Progress
2013-14	A minimum of 15% of students will be proficient or advanced on the WKCE Math Assessment	11.6% of students proficient or advanced
2014-15	A minimum of 15% of students will be proficient or advanced on the Smarter Balanced Math Assessment	10.3% of students proficient or advanced
2015-16	A minimum of 20% of students will be proficient or advanced on the Forward Math Exam	15.1% of students proficient or advanced
2016-17	A minimum of 25% of students will be proficient or advanced on the Forward Math Exam	Results not released at date of this application
2017-18	A minimum of 25% of students will be proficient or advanced on the Forward Math Exam	

VI. SCHOOL PLAN (cont'd)

- Dec. 13 (1 hr.) Follow-up on Calkin's reading/writing w/ T&L cycle (literacy)
- Dec. 15 (3.5 hrs.) Data review, full staff (literacy)
- Jan. 10 (1 hr.) Next steps for action, based on 12/15 data review; full staff (literacy)
- Jan. 17-18 (1.5 hrs.) Instructional planning based on student data; grade level teams (literacy)
- Jan. 26 (3 hrs.) Data on best practices (literacy/math)
- Jan. 26 (3 hrs.) Bridges resource (math)
- Feb. 5 (1 hr.) K-2 Lit., 3-5 Math (literacy/math)
- Feb. 12 (1 hr.) K-2 Math, 3-5 Literacy (literacy/math)
- Feb. 16 (3 hrs.) Bridges resource (math)
- Feb. 16 (3 hrs.) Content to be determined based on needs/data (literacy/culture and climate)
- Feb. 19 (1 hr.) Review of School Success Plan (literacy/math/culture and climate)
- Feb. 21 (1 hr.) Book study (literacy)
- Feb. 28 (3.5 hrs.) Face to Face Collaborative Learning Sessions by grade levels w/JohnPaul from WestEd (literacy)
- Mar. 1 (3.5 hrs.) Face to Face Collaborative Learning Sessions by grade levels w/JohnPaul from WestEd (literacy)
- Mar. 7 (1 hr.) Follow up from site visit w/JohnPaul from WestEd (literacy)
- Mar. 12 (1.5 hrs.) Assessment wall card placement and analysis (literacy/math)
- Apr. 2 (1.5 hrs.) Planning for end of year and next year based on data (literacy/math)
- Apr. 4 (1 hr.) Follow up w/JohnPaul from WestEd (Literacy)
- Apr. 9 (1 hr.) K-2 Lit., 3-5 Math (literacy/math)
- Apr. 16 (1hr.) K-2 Math, 3-5 Lit. (literacy/math)
- Apr. 17 & 18 Face to Face Collaborative Planning Sessions w/JohnPaul from WestEd (Literacy)
- Apr. 20 (3 hrs.) Implementation analysis (Math/Literacy)
- Apr. 30 (1hr.) Engagement focus (culture and climate)
- May 9 (1hr.) Book Study (Literacy)
- May 18 (3 hrs.) Content to be determined based on needs/data (literacy/math)
- May 30/31 Collaborative Learning Sessions w/JohnPaul from WestEd (literacy)

c. Describe the expected impact the ASI will have on student achievement.

The ASI, Professional Development and it's Impact on Learning, will positively impact student achievement and sustain improvement efforts. Professional learning sessions will impact adult learning, and in turn, student learning. Following professional learning sessions, staff will analyze student and adult learning gaps to determine next steps to take learning to a deeper level. During all sessions, staff will be engaged in at least one of the following: analyzing summary data, examining student work samples, analyzing the direct impact of previous professional learning, or taking on new learning that has been identified as a need that will result in a positive impact on student learning. In addition, colleague visits/instructional rounds will allow staff to observe the "gap closing" teaching practices of colleagues, and utilize those practices with their own students.

Over the past four years the focus at Fort Howard Elementary has been on student learning needs, as related to adult learning needs. The staff at Fort Howard will not begin working on new concepts and ideas in 2017-2018, rather the focus is to build sustainability and to connect all of the dots from the past four years. In addition, we will continue to work to make connections between Priority School initiatives and District initiatives in an effort to meet the needs of all our students now and in the future.

2. For each Priority school, describe the actions the LEA has taken, or will take to:

a. Align other resources with the school improvement model requirements.

The District provides local funding for a half-time Math Interventionist at all elementary schools. In order to build on this effort to improve math achievement across the Green Bay Area Public School District, Priority School funds were used in 2016-2017 to supplement the District funded Math Interventionist position in order for the interventionist to be full time at Fort Howard. This allowed the interventionist to fully participate in professional learning at Fort Howard and to provide intervention to a greater number of students. In an effort to provide a smoother transition to when Priority School funding is no longer available, 50% of the Math Interventionist position will be funded with Title I A funds for the 2017-2018 school year.

VI. SCHOOL PLAN (cont'd)

The District provides local funding for a half-time Literacy Interventionist at all elementary schools. In order to build on this effort to improve literacy achievement across the Green Bay Area Public School District, Priority School funds were used in 206-2017 to supplement the District funded Literacy Interventionist with an additional full-time Literacy Interventionist. This allowed for collaboration between two Literacy Interventionists and for flexibility in the scheduling of interventions across grade levels. In an effort to provide a smoother transition to when Priority School funding is no longer available, the full time literacy interventionist will be funded with Title I A funds for the 2017-2018 school year.

The District has an established schedule for parent teacher conferences across all elementary schools in the District. Fort Howard Elementary is implementing Academic Parent Teacher Teams (APTT), which serves a similar purpose as parent teacher conferences, but with added elements such as sharing student data with their parents and enlisting the assistance of parents in practicing academic skills in the home. Rather than layer APTT on top of parent teacher conferences, APTT has taken place of parent teacher conferences and makes use of the time that the District would normally allocate to parent teacher conferences.

- b. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the school improvement model requirements fully and effectively.

The teaching staff at Fort Howard Elementary were provided with information about Priority School expectations during the 2012-2013 school year, and then were given the opportunity to reassign to another school in the District. This was a change in District procedure, as Fort Howard teaching staff were allowed to reassign in the annual staffing process ahead of all other teachers in the district. Many teachers reassigned to other schools. Teacher schedules were changed to accommodate a longer school day and school year. Bus schedules were also changed. The dates, schedule, and overall time frame for parent teacher conferences was changed in order to implement Academic Parent Teacher Teams. Staffing changes and parent teacher conferences changes were done in collaboration between the District's administration and the Green Bay Education Association. The schedule for the 2017-2018 school year will reduce the length of the school day by 30 minutes, due to the decrease in Priority School funding. This is another change in the schedule at Fort Howard Elementary, for which the District is providing support.

- c. Sustain the reforms and improvement efforts after the funding period ends.

The Green Bay area Public School District is planning for sustainability of the reform efforts that are underway at Fort Howard Elementary School after the funding period ends.

Academic Parent Teacher Teams (APTT) is a reform effort geared toward collaboration between parents and teachers to increase family engagement and student achievement. The implementation of APTT replaced the traditional parent teacher conferences, which required a change in structure, time frame, and frequency. The District supports maintaining this revised structure and calendar for parent teacher collaboration in the future. Teachers will continue to plan for APTT in grade level team meetings.

Advantage Math Recovery is a reform effort geared toward increasing math achievement. All teachers at Fort Howard Elementary have been trained in Advantage Math Recovery (AVMR). The school will continue to implement AVMR and the District will provide AVMR training to all new teachers at Fort Howard in the future.

Using data to drive student achievement, with a goal of increasing capacity to engage in data analysis and monitoring as a school improvement strategy, has been an ongoing focus at Fort Howard Elementary. The District will provide support for this in the future by providing funds for the Building Leadership Team to meet outside of the school day/year.

Creating a climate and culture focused on growth mindset is an ongoing reform effort at Fort Howard Elementary. Teachers have an increased understanding of growth mindset norms. When the funding period ends, implementation of growth mindset norms will continue to be monitored by the data team and reviewed by the Building Leadership Team, which will inform the school success planning.

Another focal area at Fort Howard Elementary has been ensuring that all classrooms engage students in extended academic discourse with peers across all subject areas. In order to support this alignment with the District's literacy model, the District will provide ongoing professional development for the Literacy Coach at Fort Howard in the future.

There are no plans at this time to maintain the extended school day or school year, due to a lack of funding.

VII. SCHOOL PLAN (cont'd)

This chart has been intentionally disabled.
Enter your plan into Indistar.

Current Year Activities	Timeline for Activities	Person(s) Responsible	Grant Funds Requested	Progress Complete for Interim and End-of-Year Reports
<p style="text-align: center; font-size: 48px; font-weight: bold;">Empty</p>				

VIII. LEA SUPPORT AND MONITORING PLAN

Detail the LEA's plan for ensuring that each funded school is on schedule in implementing the selected reform model. Please refer to the application rubric included with the application guidance to complete this section.

Goal: To ensure timely and effective implementation of one of the federal reform models in all funded schools.

LEA Activities	Timeline for Activities	Person(s) Responsible	Grant Funds Requested	Progress Complete for End-of-Year Reports
Meet with Principal of Priority School to monitor completing of ongoing requirements.	Monthly	Associate Director ESSA		
Monitor Priority School budget and submit revisions as needed.	Monthly	Associate Director ESSA		
Review Indistar.	Quarterly	Associate Director ESSA		
Document completion of professional development.	Ongoing	Principal		
Monitor student data to adjust professional development	Every 6 weeks	Fort Howard Staff		

IX. BUDGET DETAIL

Grant Period 7/1/2017 – 6/30/2018	LEA Green Bay Public School District	Project No. <i>For revisions only</i>
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1. Personnel Summary (100s-200s)

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant."

a. Name	b. Position/Title	c. Project FTE Indicate Percent	d. Date(s) Service to be Provided	e. Total Costs	
				Salary	Fringe
Katie Barrientos - Support Services TFJ06	Social Worker - Bilingual	0.4	—	\$23,995	\$9,874
			—	\$0	\$0
Teaching Staff, Paras, Noon Hour Supervisors - Support Services TMA09	Add'l hours and substitutes P.D.	1.0	—	\$43,920	\$6,653
Alexandra Zwayer - Support Services TFG04	Student Learning Advocate	1.0	—	\$35,240	\$12,706
Mary T Smith - Instruction TMA09	Floating Substitute	.5	—	\$35,242	\$5,340
David Lepisto - Instruction TFG04	Behavioral Challenges & Tech Integr	0.4	—	\$26,538	\$4,844
Teaching Staff, Paras, Noon Hour Supervisors - Instruction TFH04	Add'l Hours of Instruction	2.8	—	\$126,833	\$30,390
Amy Rindfwisch - SS Admin TFH04	Clerical Add'l Hours	0.06	—	\$1,862	\$868
			—		
			—		
			—		
			—		
			—		
Totals				\$293,630	\$70,675
Total Salary & Fringe				\$364,305	
All project totals must equal salary and fringe totals on budget summary page.					

IX. BUDGET DETAIL (cont'd)

Grant Period 7/1/2017 – 6/30/2018	LEA Green Bay Public School District	Project No. <i>For revisions only</i>
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4. Capital Objects Summary (500s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total		\$0
Must agree with Capital Objects total on Budget Summary.		

5. Other Objects Summary (900s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total		\$0
Must agree with Other Objects total on Budget Summary.		

X. BUDGET SUMMARY

LEA Green Bay Public School District	Grant Period Begin Date 7/1/2017	Initial Request	Date Submitted First Revision	Second Revision
Project Number <i>For DPI Use Only</i>	End Date 6/30/2018			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least 30 days prior to expenditure of grant monies.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instructions (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	\$188,613		
	b. Fringe Benefits (200s)	\$40,574		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)	\$58,597		
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Instruction		\$287,784	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	\$103,155		
	b. Fringe Benefits (200s)	\$29,233		
	c. Purchased Services (300s)	\$70,000		
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services		\$202,388	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)	\$1,862		
	b. Fringe Benefits (200s)	\$868		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Admin.		\$2,730	\$0
Indirect Cost	Approved Rate 1.44% ✕	\$7,097.79	\$0.00	\$0.00
TOTAL BUDGET		\$499,999.79	\$0.00	\$0.00

DPI Approval	Signature of DPI Reviewer	Date Signed (Month/Day/Year)
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