



Wisconsin Department of Public Instruction  
**TITLE I, 1003(g), COHORT IV SCHOOL IMPROVEMENT  
 CONTINUATION APPLICATION—YEAR 2**  
 PI-9580-SSIF-C4-Cont (New 04-17)

**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](mailto:craig.vruwink@dpi.wi.gov)

Collection of this information is a requirement of ESEA.

For questions regarding this grant, contact:

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

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

I. GENERAL INFORMATION		
Local Educational Agency (LEA) Milwaukee Public Schools	Mailing Address <i>Street, City, State, ZIP</i> 5225 W. Vliet St. Milwaukee, WI 53208	
Contact Person Darienne B. Driver, Ed.D	Title Superintendent of Schools	
E-Mail Address driverdb@milwaukee.k12.wi.us	Phone Area/No. (414) 475-8585	
Grant Coordinator <i>If other than contact person.</i> Tonja Whittley	Title School Improvement Specialist	
E-Mail Address whittl@milwaukee.k12.wi.us	Phone Area/No. (414) 475-8167	
Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i> 5225 W. Vliet St. Milwaukee, WI 53208		
Beginning Date <i>Mo./Day/Yr.</i> 7/1/2017	Grant Period Ending Date <i>Mo./Day/Yr.</i> 6/30/2018	Total Funds Requested for Grant Period \$3,239,335

II. CERTIFICATION/SIGNATURES	
<p><b>WE, THE UNDERSIGNED, CERTIFY</b> 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.</p> <p><b>WE FURTHER CERTIFY</b> 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.</p> <p><b>Two signatures are required.</b></p>	
Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of School Board Clerk or Charter School Authorizer ➤	Date Signed <i>Mo./Day/Yr.</i>

### 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=34:1.1.1.1.23&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 12689 (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 of 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 55 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 §200.308(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

Milwaukee Public Schools

Name and Title of Authorized Representative

Darienne B. Driver, Ed.D., Superintendent of Schools

Signature



Date Signed *Mo./Day/Yr.*

#### 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.

**V. SCHOOLS TO BE SERVED**

Identify each school the LEA commits to serve and the reform model the LEA will use in each school. Provide a proposed budget for each school for the 2017-18 school year that does not exceed \$2 million in any school.

School Name	NCES District / School ID No.	Reform Model	2017-18 Funds Requested
Lancaster	550960001204	Transformation	\$235,984
Martin Luther King Jr. School	550960001178	Transformation	\$237,157
Roosevelt	550960001238	Transformation	\$262,207
Sherman	550960001240	Transformation	\$235,550
South Division	550960001247	Transformation	\$485,438
Vincent	550960002272	Transformation	\$474,815

**VI. SCHOOL PLAN**

A duplicated block of this section is included in this application for each school the LEA commits to serve. See following pages for the remaining schools.

For each eligible school, enter reading and mathematics goals based on the Wisconsin Student Assessment System (WSAS), and, if applicable, other goals the LEA will implement with grant funds. Plans must address the needs identified through data analysis for each school.

Copy the goals from the initial application for school year 2016-17 and enter end-of-year progress. Create new goals for 2017-18.

School Name		Reform Model
Lancaster		Transformation
School Year	WSAS Reading Goal	End-of-Year Progress
2016-17	Lancaster will increase the number of students performing at the proficient level in ELA by 2.0% to 2.5% as measured by Forward	Will provide when the data is no longer embargoed.
2017-18	Lancaster will increase the number of students performing proficient according to the Wisconsin State Assessment in ELA from 2.7% to 4.7% by the end of the 2017-2018 school year.	
School Year	WSAS Mathematics Goal	End-of-Year Progress
2016-17	Lancaster will increase the number of students performing at the proficient level in math by 2.0% to 2.5% as measured by Forward	Will provide when the data is no longer embargoed.
2017-18	Lancaster will increase the number of students performing proficient according to the Wisconsin State Assessment in Math from 2.7% to 5% by the end of the 2017-2018 school year.	
School Year	Other School Goals	End-of-Year Progress
2016-17	Lancaster will decrease the overall suspension rate from 31.7% to 25%.	44.3%
2017-18	Lancaster will decrease the overall suspension rate from 25% to 20%.	
2018-19	Lancaster will decrease the overall suspension rate from 20% to 15%.	

**VI. SCHOOL PLAN (cont'd)**

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**VI. SCHOOL PLAN (cont'd)**

School Name

Lancaster

1. Attach an addendum to address any information requested in DPI's feedback from the application submitted in January 2017.
2. Each school must address all of the requirements of the reform model selected during the three-year grant cycle. Indicate the timeline for implementing each requirement in the table below.

<b>Transformation Model Requirements</b>	<b>School Year During Grant Cycle</b> in which requirement will be address <i>Select one from the dropdown</i>
Replace the principal who led the school prior to commencement of the transformation model. (Principals hired within the last two years as part of a transformation effort are exempt.)	<Select School Year>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and b. Are designed and developed with teacher and principal involvement.	2017-18
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	2018-19
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	2017-18
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	2019-20
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	2018-19
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	2017-18
Establish schedules and strategies that provide increased learning time.	2019-20
Provide ongoing mechanisms for family and community engagement.	2017-18
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<Select School Year>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<Select School Year>

## VI. SCHOOL PLAN (cont'd)

School Name

Lancaster

3. In the table below, list the Evidence-Based Practice to be implemented this school year in each of the areas of greatest need identified. Provide an explanation of how each anticipated change will address the root cause of the need and the evidence used to make the decision. See the example below for assistance with this question.

Identified Need	Evidence-Based Practice to be Implemented to Effect Change	Rationale for Using the Evidence-Based Practice to Address the Identified Need
<b>EXAMPLE:</b> <i>Decrease overall Suspensions and Office Discipline Referrals</i>	<b>EXAMPLE:</b> <i>Implement Positive Behavior Intervention Supports System (PBIS)</i>	<b>EXAMPLE:</b> <i>The Wisconsin PBIS network has supports to help implement PBIS and this aligns well with our schools' work on implementing the Response to Intervention system.</i>
Decrease overall suspensions and office discipline referrals	Implement Positive Behavior Intervention Support System (PBIS)	The Wisconsin PBIS Network has supports to help implement PBIS and this aligns well with our school's work on implementing the Response to Intervention system.
Increase the number of students performing in the proficiency level in reading from 10% to 12%.	Achieve3000	According to Achieve3000, "Based on decades of scientific research, Achieve3000's proven and patented method of online differentiated instruction engages all learners at their individual reading levels and constantly challenges them to improve their literacy skills." Additionally, it is used with our 4-8th graders which is the group of students that are experiencing the most difficulty achieving proficiency.
Increase the number of students performing in the proficiency level in math from 14% to 16%.	Number talks	According to the book, Principles to Actions: Ensuring Mathematical Success for All. (2014. Reston, VA: NCTM), one of the eight High Leverage Mathematics Teaching Practices is to "facilitate meaningful mathematical discourse." Number talks are a powerful strategy that strengthens mathematical discourse, fluency and computation strategies. During number talks, students are asked to communicate their thinking when presenting and justifying solutions to problems they solve mentally. These exchanges lead to the development of more accurate, efficient, and flexible mathematical understanding and require students to be able to communicate their mathematical thinking and make connections to others' thinking.

4. What evidence will you collect to measure the success of the change?

The evidence we will collect to measure the success of change will include:

PBIS – suspension data, ODR data, Check-In Check-Out data, SAIG group data, attendance data, Class Dojo data, # of students who participated in incentives data

Achieve 3000 - usage reports, leveled reports, progress monitoring reports

Number talks – walk-through data, formative assessment data, universal screener data, observation data



<b>VI. SCHOOL PLAN (cont'd)</b>		
School Name		Reform Model
Martin Luther King Jr. School		Transformation
School Year	WSAS Reading Goal	End-of-Year Progress
2016-17	MLK will increase the number of students performing at the proficient level in ELA by 2.0% to 5.9% as measured by Forward.	Will provide when the data is no longer embargoed.
2017-18	MLK will increase the number of students performing at the proficient level in Reading /Language Arts by 5.9% to 8.9% as measured by Forward.	
School Year	WSAS Mathematics Goal	End-of-Year Progress
2016-17	MLK will increase the number of students performing at the proficient level in math by 2.0% to 2.5% as measured by Forward.	Will provide when the data is no longer embargoed.
2017-18	MLK will increase the number of students performing at the proficient level in math by 2.5% to 5.5% as measured by Forward.	
School Year	Other School Goals	End-of-Year Progress
2016-17	Dr. Martin Luther King Jr. School will increase attendance by 3 percentage points from 85.3% to 88%.3.	89.2%
2017-18	Dr. Martin Luther King Jr. School will increase attendance by 3 percentage points from 88.3% to 91.3%.	
2018-19	Dr. Martin Luther King Jr. School will maintain attendance at or above 91.3%	

	<b>VI. SCHOOL PLAN (cont'd)</b>	
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School Name

Martin Luther King Jr. School

1. Attach an addendum to address any information requested in DPI's feedback from the application submitted in January 2017.
2. Each school must address all of the requirements of the reform model selected during the three-year grant cycle. Indicate the timeline for implementing each requirement in the table below.

<b>Transformation Model Requirements</b>	<b>School Year During Grant Cycle</b> in which requirement will be address <i>Select one from the dropdown</i>
Replace the principal who led the school prior to commencement of the transformation model. (Principals hired within the last two years as part of a transformation effort are exempt.)	<Select School Year>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and b. Are designed and developed with teacher and principal involvement.	2017-18
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	2018-19
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	2017-18
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	2019-20
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	2017-18
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	2018-19
Establish schedules and strategies that provide increased learning time.	2019-20
Provide ongoing mechanisms for family and community engagement.	2017-18
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<Select School Year>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<Select School Year>

**VI. SCHOOL PLAN (cont'd)**

School Name

Martin Luther King Jr. School

3. In the table below, list the Evidence-Based Practice to be implemented this school year in each of the areas of greatest need identified. Provide an explanation of how each anticipated change will address the root cause of the need and the evidence used to make the decision. See the example below for assistance with this question.

Identified Need	Evidence-Based Practice to be Implemented to Effect Change	Rationale for Using the Evidence-Based Practice to Address the Identified Need
<b>EXAMPLE:</b> <i>Decrease overall Suspensions and Office Discipline Referrals</i>	<b>EXAMPLE:</b> <i>Implement Positive Behavior Intervention Supports System (PBIS)</i>	<b>EXAMPLE:</b> <i>The Wisconsin PBIS network has supports to help implement PBIS and this aligns well with our schools' work on implementing the Response to Intervention system.</i>
Improving literacy in grades K-3	Implementation of reading foundation: PALS resources Smarty Ants Odyssey	PALS resources will help improve foundational skill for scholars identified as "ID."
Improving literacy in grades 4-8	Implementation with fidelity of: Achieve3000 Odyssey	MPS has provided data that shows an increase of scale scores and percentage increase on STAR Assessments when used with fidelity.
Improving mathematics	Implementation with fidelity of: Odyssey ST-Math District curriculum in mathematics (Envision 2.0 and CMP3-Intervention resources)	MPS has provided data that reflects growth when using Odyssey and ST-Math with fidelity
Improving school cultural by using PBIS and infusing African-American immersion to reduce overall office referrals and/or suspensions	Continue to implement Positive Behavior Invention Support Systems (PBIS) with fidelity	The Wisconsin PBIS Network has supports to help implement PBIS and its aligns well with our school's work on implementing the Response to Intervention system.

4. What evidence will you collect to measure the success of the change?

The evidence we will collect to measure the success of change will include:

Results for our school's data from Star Assessments (three times a year); data from progress monitoring (STAR); PALS results; Achieve3000, Odyssey usage and our ORD and suspensions data through culturally responsive lens data. We will also use classroom feedback from teachers and student work samples.

## VI. SCHOOL PLAN (cont'd)

School Name		Reform Model
Roosevelt		Transformation
School Year	WSAS Reading Goal	End-of-Year Progress
2016-17	In 2014-2015, the proficiency rate for students was 6%, we will increase proficiency on the Forward Reading assessment by 2% from 6% to 8% in the first year.	Will provide when the data is no longer embargoed.
2017-18	Increase proficiency on the Forward Reading assessment from a projected 8% to 13% in the second year.	
School Year	WSAS Mathematics Goal	End-of-Year Progress
2016-17	In 2014-2015, the proficiency rate for students was 3.5%, we will Increase proficiency on mathematics Forward assessment from 3.5% to 7% in the first year.	Will provide when the data is no longer embargoed.
2017-18	Increase proficiency on Forward Mathematics assessment from 7% to 10.5% in the second year.	
School Year	Other School Goals	End-of-Year Progress
2016-17	In 2015-2016, the suspension rate was 38.7 %. Roosevelt will decrease the suspension rate by 5% to 33.7% for the 2016-2017 school year.	39.8%
2017-18	Roosevelt will decrease the suspension rate by 5% from a projected 28% to 23%.	
2017-18	Roosevelt will increase attendance by 3.5% from 88% to 91.5% by the end of the school year.	84%
2018-19	Roosevelt will increase attendance by 3.5% from 91.5% to 95% by the end of the school year.	

**VI. SCHOOL PLAN (cont'd)**

School Name

Roosevelt

1. Attach an addendum to address any information requested in DPI's feedback from the application submitted in January 2017.
2. Each school must address all of the requirements of the reform model selected during the three-year grant cycle. Indicate the timeline for implementing each requirement in the table below.

<b>Transformation Model Requirements</b>	<b>School Year During Grant Cycle</b> in which requirement will be address <i>Select one from the dropdown</i>
Replace the principal who led the school prior to commencement of the transformation model. (Principals hired within the last two years as part of a transformation effort are exempt.)	2017-18
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and b. Are designed and developed with teacher and principal involvement.	2017-18
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	2019-20
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	2017-18
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	2019-20
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	2017-18
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	2018-19
Establish schedules and strategies that provide increased learning time.	2019-20
Provide ongoing mechanisms for family and community engagement.	2017-18
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<Select School Year>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<Select School Year>

## VI. SCHOOL PLAN (cont'd)

School Name

Roosevelt

3. In the table below, list the Evidence-Based Practice to be implemented this school year in each of the areas of greatest need identified. Provide an explanation of how each anticipated change will address the root cause of the need and the evidence used to make the decision. See the example below for assistance with this question.

Identified Need	Evidence-Based Practice to be Implemented to Effect Change	Rationale for Using the Evidence-Based Practice to Address the Identified Need
<b>EXAMPLE:</b> <i>Decrease overall Suspensions and Office Discipline Referrals</i>	<b>EXAMPLE:</b> <i>Implement Positive Behavior Intervention Supports System (PBIS)</i>	<b>EXAMPLE:</b> <i>The Wisconsin PBIS network has supports to help implement PBIS and this aligns well with our schools' work on implementing the Response to Intervention system.</i>
Decrease suspension rate	Implement Positive Behavior Intervention Support System (PBIS)	The Wisconsin PBIS Network has supports to help implement PBIS and it aligns well with our school's work on implementing the Response to Intervention system.
Provide rigorous instruction	Pilot Reading Apprenticeship with our 6th grade students	Reading Apprenticeship has been proven to increase teacher's effectiveness of disciplinary teaching.
Increase student engagement	Visual Thinking Strategies  Reading Apprenticeship	Visual Thinking Strategies (VTS) is a research-based program that uses skilled facilitation of visual art discussions to increase student engagement, performance and enjoyment of learning.  Reading Apprenticeship supports the disposition of students to engage, problem solve and persevere when faced with academic texts.
Improve attendance	Implement Positive Behavior Intervention Support System (PBIS)	The Wisconsin PBIS Network has supports to help implement PBIS and it aligns well with our school's work on implementing the Response to Intervention system.

4. What evidence will you collect to measure the success of the change?

To monitor the success of our progress on improving attendance and decreasing suspensions and office discipline referrals, we will use the Milwaukee Public Schools Data Dashboard that tracks our schools daily and monthly attendance. It also provides a comparison of the number of referrals written daily, monthly and yearly. To monitor the success of increasing student engagement, we will rely on district and school level walkthrough tools and reports. To monitor the success of providing rigorous instruction we will collect data on writing assessments that have been aligned to Visual Thinking Strategy (VTS) objectives.

<b>VI. SCHOOL PLAN (cont'd)</b>		
School Name		Reform Model
Sherman		Transformation
<b>School Year</b>	<b>WSAS Reading Goal</b>	<b>End-of-Year Progress</b>
2016-17	Sherman will increase their ELA scores from 7% proficiency to 10% proficiency as measured by the Wisconsin Forward Exam.	Will provide when the data is no longer embargoed.
2017-18	Sherman will increase their ELA scores from 10% proficiency to 13% proficiency as measured by the Wisconsin Forward Exam.	
<b>School Year</b>	<b>WSAS Mathematics Goal</b>	<b>End-of-Year Progress</b>
2016-17	Sherman will increase their math scores from 2% proficiency to 7% proficiency as measured by the Wisconsin Forward Exam.	Will provide when the data is no longer embargoed.
2017-18	Sherman will increase their math scores from 7% proficiency to 10% proficiency as measured by the Wisconsin Forward Exam.	
<b>School Year</b>	<b>Other School Goals</b>	<b>End-of-Year Progress</b>
2016-17	Sherman will increase student attendance from 90.9% in the 2015-2016 school year to 92% by the completion of the 2016-2017 school year.	89.5%
2017-18	Sherman will increase student attendance from 89.5% in the 2016-2017 school year to 92% by the completion of the 2017-2018 school year.	
2016-17	Sherman will reduce its incident referrals from 386 in the 2015-2016 school year to 348 by the completion of the 2016-2017 school year.	455 Referrals
2017-18	Sherman will reduce its incident referrals from 455 in the 2016-2017 school year to 410 by the completion of the 2017-2018 school year.	

	<b>VI. SCHOOL PLAN (cont'd)</b>	
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School Name

Sherman

1. Attach an addendum to address any information requested in DPI's feedback from the application submitted in January 2017.
2. Each school must address all of the requirements of the reform model selected during the three-year grant cycle. Indicate the timeline for implementing each requirement in the table below.

<b>Transformation Model Requirements</b>	<b>School Year During Grant Cycle</b> in which requirement will be address <i>Select one from the dropdown</i>
Replace the principal who led the school prior to commencement of the transformation model. (Principals hired within the last two years as part of a transformation effort are exempt.)	<Select School Year>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and b. Are designed and developed with teacher and principal involvement.	2017-18
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	2019-20
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	2018-19
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	2019-20
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	2017-18
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	2019-20
Establish schedules and strategies that provide increased learning time.	2019-20
Provide ongoing mechanisms for family and community engagement.	2017-18
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<Select School Year>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<Select School Year>



**VI. SCHOOL PLAN (cont'd)**

School Name

Sherman

3. In the table below, list the Evidence-Based Practice to be implemented this school year in each of the areas of greatest need identified. Provide an explanation of how each anticipated change will address the root cause of the need and the evidence used to make the decision. See the example below for assistance with this question.

Identified Need	Evidence-Based Practice to be Implemented to Effect Change	Rationale for Using the Evidence-Based Practice to Address the Identified Need
<b>EXAMPLE:</b> <i>Decrease overall Suspensions and Office Discipline Referrals</i>	<b>EXAMPLE:</b> <i>Implement Positive Behavior Intervention Supports System (PBIS)</i>	<b>EXAMPLE:</b> <i>The Wisconsin PBIS network has supports to help implement PBIS and this aligns well with our schools' work on implementing the Response to Intervention system.</i>
Decrease overall suspension and office discipline referrals	Implement Positive Behavior Intervention Support System (PBIS)	The Wisconsin PBIS Network has supports to help implement PBIS and tis aligns well with our schools' work on implementing the Response to Intervention System.
Implement Early Learning Model to increase academic rigor in literacy and math	Implement Journeys Comprehensive and English Language Arts program and Odyssey Math as well as hire a resource para position.	The Journeys and Odyssey Math have district implementation supports and align with our Response to Intervention System
Decrease overall suspension and referral data to improve school-wide climate/culture.	Continue to Implement Positive Behavior Intervention Strategies (PBIS), which form the foundation for classroom and school culture, while aligning and integrating Turnaround Arts strategies into the PBIS Framework as well as hire a crisis worker.	The Wisconsin PBIS Network has supports to help implement PBIS and it aligns with our schools' work on implementing the Response to Intervention System.

4. What evidence will you collect to measure the success of the change?

Local, district, and state screeners results, walk-through tool data, formal and informal observations by administration and implementers. Walk-through tool data, informal and formal classroom observations by implementers and administration as well as referral and suspension data.

## VI. SCHOOL PLAN (cont'd)

School Name		Reform Model
South Division		Transformation
School Year	WSAS Reading Goal	End-of-Year Progress
2016-17	South Division will increase the percentage of students who tested proficient or better on the ACT for reading from 4.2% (2015-2016) to 7.5% (2016-2017).	Will provide when the data is no longer embargoed.
2017-18	South Division will increase the percentage of students who tested proficient or better on the ACT for reading from 7.5% (2015-2016) to 10.8% (2017-2018).	
School Year	WSAS Mathematics Goal	End-of-Year Progress
2016-17	South Division will increase the percentage of students who tested proficient or better on the ACT for math from 2.1% (2015-2016) to 5.4% (2016-2017).	Will provide when the data is no longer embargoed.
2017-18	South Division will increase the percentage of students who tested proficient or better on the ACT for reading from 5.4% (2016-2017) to 8.7% (2017-2018).	
School Year	Other School Goals	End-of-Year Progress
2016-17	South Division will increase its four-year graduation rate from 49.1% (2015-2016) to 54%	Will provide when the data is no longer embargoed.
2017-18	South Division will increase its four-year graduation rate from 54% to 59.4%	
2018-19	South Division will increase its four-year graduation rate from 59.4 to 70%	
2017-18		

**VI. SCHOOL PLAN (cont'd)**

School Name

South Division

1. Attach an addendum to address any information requested in DPI's feedback from the application submitted in January 2017.
2. Each school must address all of the requirements of the reform model selected during the three-year grant cycle. Indicate the timeline for implementing each requirement in the table below.

<b>Transformation Model Requirements</b>	<b>School Year During Grant Cycle</b> in which requirement will be address <i>Select one from the dropdown</i>
Replace the principal who led the school prior to commencement of the transformation model. (Principals hired within the last two years as part of a transformation effort are exempt.)	<Select School Year>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and b. Are designed and developed with teacher and principal involvement.	2017-18
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	2019-20
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	2017-18
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	2019-20
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	2018-19
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	2017-18
Establish schedules and strategies that provide increased learning time.	2019-20
Provide ongoing mechanisms for family and community engagement.	2017-18
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<Select School Year>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<Select School Year>

## VI. SCHOOL PLAN (cont'd)

School Name

South Division

3. In the table below, list the Evidence-Based Practice to be implemented this school year in each of the areas of greatest need identified. Provide an explanation of how each anticipated change will address the root cause of the need and the evidence used to make the decision. See the example below for assistance with this question.

Identified Need	Evidence-Based Practice to be Implemented to Effect Change	Rationale for Using the Evidence-Based Practice to Address the Identified Need
<b>EXAMPLE:</b> <i>Decrease overall Suspensions and Office Discipline Referrals</i>	<b>EXAMPLE:</b> <i>Implement Positive Behavior Intervention Supports System (PBIS)</i>	<b>EXAMPLE:</b> <i>The Wisconsin PBIS network has supports to help implement PBIS and this aligns well with our schools' work on implementing the Response to Intervention system.</i>
Improve the culture and climate of South Division's public areas and classrooms.	Implement Positive Behavior Intervention Support System (PBIS)	The Wisconsin PBIS Network has supports to help implement PBIS and tis aligns well with our schools' work on implementing the Response to Intervention System.
Increase student's proficiency in reading comprehension.	<p>Implement reading comprehension strategies that include :</p> <p>Classroom Strategies for Interactive Learning by Doug Buehl and the work of Fisher &amp; Frey's Literacy for Life</p> <p>Rational for explicitly teaching strategies</p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <p>Coaching/Mentoring- Research and Strategies of Elena as found in The Art of Coaching and the authors of Taking the Lead on Adolescent Literacy, Judith Irvin, Julie Meltzer, Nancy Dear, Martha Jan Mickler</p>	These strategies are going to be supported by our partnership with Alverno College. These strategies and partnership have been chosen because South Division's need assessment has identified that reading especially in the areas of comprehension is a major area of deficiency in the students. A partnership is needed to provide this information and instruction to South Division staff after the staff was surveyed and expressed that it needs additional support in increasing student comprehension that cannot be provided effectively from within. As a result of this partnership and implementation of these strategies South Division is expecting to see an increase in students' performance in the area of reading comprehension.
Improve students' number sense and use of mental math of our Algebra 9 students.	Implement Number Talks into our Algebra 9 classes.	This strategy was selected because the school district has supports to help implement Number Talks and it aligns well with our overall goal of improving ACT math scores. We are focusing on ninth graders because our data shows 9th graders have the biggest deficiency in this area and it will create sustainable skills in these students.

4. What evidence will you collect to measure the success of the change?

Attendance, Referrals, Suspensions, Tardies. STAR Reading Scores and ACT Scores. STAR Math Scores and ACT scores

VI. SCHOOL PLAN (cont'd)		
School Name		Reform Model
Vincent		Transformation
School Year	WSAS Reading Goal	End-of-Year Progress
2016-17	Increase Reading from 3.7 % to 5.7% in by the end of the 2016-2017 School Year.	Will provide when the data is no longer embargoed.
2017-18	Increase Reading from 3.7 % to 5.7% in by the end of the 2016-2017 School Year.	
School Year	WSAS Mathematics Goal	End-of-Year Progress
2016-17	Increase mathematics from 1.5% to 3.5% by the end of the 2016-2017 school year.	Will provide when the data is no longer embargoed.
2017-18	Increase mathematics from 3.5% to 6.5% by the end of the 2016-2017 school year.	
School Year	Other School Goals	End-of-Year Progress
2016-17	Increase student daily attendance from 73.3% to 78.3% by the end of the 2016-2017 school year.	70.4%
2017-18	Increase student daily attendance from 78.3% to 83.3% by the end of the 2016-2017 school year.	
2016-17	Increased graduation rates from 57.2% to 62.2% for regular diplomas and from 57.8% to 62.8% for HSED	Will provide when the data is no longer embargoed.
2017-18		

## VI. SCHOOL PLAN (cont'd)

School Name

Vincent

1. Attach an addendum to address any information requested in DPI's feedback from the application submitted in January 2017.
2. Each school must address all of the requirements of the reform model selected during the three-year grant cycle. Indicate the timeline for implementing each requirement in the table below.

<b>Transformation Model Requirements</b>	<b>School Year During Grant Cycle</b> in which requirement will be address <i>Select one from the dropdown</i>
Replace the principal who led the school prior to commencement of the transformation model. (Principals hired within the last two years as part of a transformation effort are exempt.)	<Select School Year>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and b. Are designed and developed with teacher and principal involvement.	2017-18
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	2019-20
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	2017-18
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	2019-20
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	2017-18
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	2017-18
Establish schedules and strategies that provide increased learning time.	2018-19
Provide ongoing mechanisms for family and community engagement.	2018-19
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<Select School Year>
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<Select School Year>

**VI. SCHOOL PLAN (cont'd)**

School Name

Vincent

3. In the table below, list the Evidence-Based Practice to be implemented this school year in each of the areas of greatest need identified. Provide an explanation of how each anticipated change will address the root cause of the need and the evidence used to make the decision. See the example below for assistance with this question.

Identified Need	Evidence-Based Practice to be Implemented to Effect Change	Rationale for Using the Evidence-Based Practice to Address the Identified Need
<b>EXAMPLE:</b> <i>Decrease overall Suspensions and Office Discipline Referrals</i>	<b>EXAMPLE:</b> <i>Implement Positive Behavior Intervention Supports System (PBIS)</i>	<b>EXAMPLE:</b> <i>The Wisconsin PBIS network has supports to help implement PBIS and this aligns well with our schools' work on implementing the Response to Intervention system.</i>
Decrease overall suspension and office discipline referrals.	Implement Positive Behavior Intervention Support System (PBIS).	The Wisconsin PBIS Network has supports to help implement PBIS and it aligns well with our schools' work on implementing the Response to Intervention System.
Increase overall proficiency levels in Reading.	Implement Achieve3000 as an intervention support system for reading.	The use of Achieve3000 as a supplemental support system will allow for differentiated instruction to assist in preparing students for college and career readiness.

4. What evidence will you collect to measure the success of the change?

- Suspension data
- Referral data
- Monthly Achieve3000 data usage
- Monthly Lexile Level growth report

**VII. SCHOOL PLAN (cont'd)**

*This chart has been intentionally disabled.  
Enter the school plan in Tracker.*

<b>Current Year Activities</b>	<b>Timeline for Activities</b>	<b>Person(s) Responsible</b>	<b>Grant Funds Requested</b>	<b>Progress</b> <i>Complete for Interim and End-of-Year Reports</i>

*Enter Plan in Tracker*



**VIII. LEA SUPPORT AND MONITORING PLAN**

*This chart has been intentionally disabled.  
Enter the LEA's plan in Tracker.*

Enter the LEA's plan for monitoring and supporting each school to implement the selected reform model.

**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 <i>Complete for End-of-Year Reports</i>

*Enter Plan in Tracker*

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**IX. LEA SUPPORT FOR SCHOOL IMPLEMENTATION**


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

1. Align other initiatives with the model requirements.

Lancaster: Lancaster will align the selected reform requirements with the framework of the Turnaround Arts Eight Pillars of Effectiveness and integrated arts education to support core instruction and school community.

Martin Luther King Jr. School: To support student outcomes such as Turnaround Arts infusion of African-American Immersion and professional development for teachers we will be able to integrate the requirements for the Transformation Reform Model.

Roosevelt: Roosevelt will align the selected reform requirements with the framework of the Turnaround Arts Eight Pillars of Effectiveness and integrated arts education to support core instruction and school community.

Sherman: Sherman will align the selected reform requirements with the framework of the Turnaround Arts Eight Pillars of Effectiveness, integrated arts education, trauma informed care to support core instruction and school community.

South Division High School: Community Schools and arts integration strategies are aligned in South Division's plan. South will align the district's arts integration objectives in its curriculum as well. We will increase student engagement through arts integration of creativity and artistic expression while infusing the Community School Model.

Vincent High School: The Agricultural program aligns with the requirements by allowing Vincent's staff with ongoing, high quality, job embedded professional development and to partner with the Chicago High School for Agricultural Sciences. During the implementation years, Vincent will focus on strategies that will support literacy and mathematics in the four agricultural pathways. In addition to the agricultural pathways, Vincent will align the district's arts integration objectives in its curriculum as well. We will increase student engagement through arts integration of creativity and artistic expression while still infusing the four agricultural pathways in all of Vincent's content classes and lastly, by making connections between history and culture. This will equip staff with the necessary skills and strategies to effectively implement our focused reform efforts.

2. Modify LEA requirements, practices or policies (such as schedules, structures, teacher contracts, etc.) to enable the schools served to implement their plans fully and effectively.

Lancaster: Lancaster revised their class schedule to incorporate school-wide interventions and allow staff to receive professional development on trauma informed care. This support will help staff and students in the classroom who have been traumatized. In addition, Lancaster has participated in District's job fair opportunities to select certified staff for the Lancaster's community. Finally, Lancaster is in the beginning stages of a recommitment letter. This will allow Lancaster's staff to recommit to the reform model selected.

Martin Luther King Jr. School: Martin Luther King Jr. were able to modify and create new structures for school-wide intervention program by changing the schedule. This structure will increase the support for reading foundational skills and algebra readiness for intellectual engagement strategies for our students.

Roosevelt: At this time, Roosevelt is in the process of recruiting a new principal. An acting principal have been assigned to support Roosevelt's SIG grant and school-wide initiatives.

Sherman: At this time, Sherman does not have to modify any changes in our policies to execute the plan.

South Division High School: Although, South Division does not have any policies that needs to be modified at this time, South Division leadership team will receive additional services to improve learning focused supervision, and participate in the Comprehensive Assessment of Leadership for Learning that will support and strength leadership for teaching and learning school-wide.

Vincent High School: Vincent decided on three significant changes for the Transformation Reform Model. The first change was to reduce the number of students to grow an authentic agricultural program. The reduction will allow Vincent to grow the program that will allow the program to be sustained over time. The second change was the modified schedule. Vincent switched from period classes that were 55 minutes to an 85-minute block schedule to support project/problem based learning.

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### IX. LEA SUPPORT FOR SCHOOL IMPLEMENTATION (cont'd)

Implementing a block schedule will provide increased learning time for students to participate in extended learning opportunities and will afford more teaching time with our students. Lastly, Vincent drafted a recommitment letter for the staff at Vincent. This letter was used to unite staff under a common pathway.

#### 3. Sustain the reforms after the funding period ends.

Lancaster: After the funding period ends, Lancaster will have solid systems and built capacity with all stakeholders through distributive leadership and increased family and community engagement in the school community.

Martin Luther King Jr. School: After the funding ends, Martin Luther King Jr. will have solid systems that will create a positive change and improve instructional effectiveness; raise rigor and relevance, transformed student learning experiences and achievement by using arts integration strategies. These improvements will be sustainable for classrooms and the entire school by changing the culture of the school.

Roosevelt: After the funding period, Roosevelt will be able to sustain systems that will increase teacher knowledge in arts integration, increased engagement strategies that will increase student achievement, family/community engagement and lastly a positive school culture.

Sherman: After the funding period, Sherman will be able to sustain systems that will increase teacher knowledge in arts integration, increased engagement strategies that will increase student achievement and lastly increased parent engagement.

South Division High School: After the funding period ends, South Division will have firm systems, improved relationships with all stakeholders, increased student engagement and achievement, extended learning opportunities for students and families, solid professional development for teachers, and a linkage between schools and partners that will support social supports.

Vincent High School: Growing an authentic agricultural program will attract students who will want to enroll at Vincent. Increasing student enrollment and building a school community and culture that promotes creativity through arts integration and the agricultural pathways will equip and increase teacher knowledge and raise student engagement and achievement.

### X. LEA CONSULTATION WITH STAKEHOLDERS

Describe the LEA's consultation with families, community members, and other relevant stakeholders regarding the implementation of school improvement plans in each school served.

Beginning in the August and early September, the district's support team will communicate and collaborate with families, community members and other relevant stakeholders regarding the implementation of school improvement plans by conducting surveys and facilitating listening sessions in all of the SIG schools with the district's Family and Community Engagement Specialist and school teams. In addition, the district SIG Specialists and School Improvement Coordinators will attend Governance Council Meetings to continually share the progress of implementation of the reform model.

IX. BUDGET DETAIL		
Grant Period <b>7/1/2017 – 6/30/2018</b>	LEA Milwaukee Public Schools	Project No. <i>For revisions only</i>

**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 <i>Indicate Percent</i>	d. Date(s) Service to be Provided	e. Total Costs	
				Salary	Fringe
Lancaster - Natalie Bishop	School Improvement Coordinator I	1	7/1/17--6/30/18	\$61,657	\$32,863
Lancaster - Various	Planning for SIG implementation during summer	N/A	7/1/17--6/30/18	\$8,596	\$4,582
Lancaster - Various	Substitute Teachers (20)	N/A	7/1/17--6/30/18	\$4,000	\$2,132
Lancaster - Various	After School Support (6 Teachers)	N/A	7/1/17--6/30/18	\$703	\$375
Lancaster - Various	Planning for SIG during school year (9 staff)	N/A	7/1/17--6/30/18	\$2,370	\$1,263
Lancaster - Various	Staff Participation in Acting Right PD and Visual Thinking Strategies PD (30 staff)	N/A	7/1/17--6/30/18	\$6,320	\$3,369
Lancaster - Various	ALT MPS RETREAT (9 staff)	N/A	7/1/17--6/30/18	\$1,758	\$937
Lancaster - Various	Staff Participation in Kennedy Center Conference (5 Staff)	N/A	7/1/17--6/30/18	\$3,130	\$1,668
MLKing Jr. - Various	Teachers, Summer Planning	N/A	7/1/17--6/30/18	\$2,344	\$1,249
MLKing Jr. - Various	Paraprofessionals, Summer Planning	N/A	7/1/17--6/30/18	\$97	\$52
MLKing Jr. - Toknoka Glass	SIG Coordinator	N/A	7/1/17--6/30/18	\$76,094	\$40,558
MLKing Jr. - Various	Saturday Academy Teachers	N/A	7/1/17--6/30/18	\$2,609	\$1,391
MLKing Jr. - Various	Substitute Teachers (15)	N/A	7/1/17--6/30/18	\$3,000	\$1,599
MLKing Jr. - Various	SIG Planning	N/A	7/1/17--6/30/18	\$2,370	\$1,263
MLKing Jr. - Various	ALT MPS RETREAT (11 staff)	N/A	7/1/17--6/30/18	\$2,149	\$1,145

MLKing Jr. - Various	Paraprofessional	1	7/1/17--6/30/18	\$18,243	\$9,724
Roosevelt - Shalanda Driver	School Improvement Coordinator I	1	7/1/17--6/30/18	\$57,158	\$30,480
Roosevelt - Various	Planning and PD Time	N/A	7/1/17--6/30/18	\$41,286	\$22,005
Roosevelt - Various	Substitute Teachers (33)	N/A	7/1/17--6/30/18	\$8,800	\$4,690
Roosevelt - Various	After School Support (5 teachers)	N/A	7/1/17--6/30/18	\$2,896	\$1,544
Roosevelt - Various	ALT MPS RETREAT (11 staff)	N/A	7/1/17--6/30/18	\$586	\$312
Sherman - Vacant	School Improvement Coordinator I	1	7/1/17--6/30/18	\$72,344	\$38,559
Sherman - Tyler Thompson	Paraprofessional for Math Resources	1	7/1/17--6/30/18	\$20,529	\$10,942
Sherman - Harrell Smith	Safety Assistant	1	7/1/17--6/30/18	\$27,793	\$14,814
Sherman - Various	Staff Participation in Acting Right PD and Visual Thinking Strategies PD (18 staff)	N/A	7/1/17--6/30/18	\$3,134	\$1,670
Sherman - Various	Planning for SIG implementation during summer	N/A	7/1/17--6/30/18	\$4,371	\$2,330
Sherman - Various	Substitute Teachers (15)	N/A	7/1/17--6/30/18	\$3,000	\$1,599
Sherman - Various	ALT MPS Retreat (8 staff)	N/A	7/1/17--6/30/18	\$1,563	\$833
Sherman - Various	Saturday Academy Teachers	N/A	7/1/17--6/30/18	\$4,923	\$2,624
South - Heath Garland	School Improvement Coordinator I	1	7/1/17--6/30/18	\$83,842	\$44,688
South - Various	Staff Participation in Number Talks PD, Management/Relationship PD, Instructional Leadership PD, After School Tutoring, 9th Grade Family Night, and Focus Groups	N/A	7/1/17--6/30/18	\$22,803	\$12,154
South - Various	Staff Participation in Summer Management/Relationship PD, PBIS PD, Normed Behavior Expectations, Normed Public Areas, Expectations for Students & Parents, and Instructional Leadership PD	N/A	7/1/17--6/30/18	\$7,973	\$4,250
South - Various	Substitutes for Conference Dates	N/A	7/1/17--6/30/18	\$3,200	\$1,706

Vincent - Jennifer Santiago	School Improvement Coordinator I	1	7/1/17--6/30/18	\$85,987	\$45,831
Vincent - Jason Hood, Danielle Jacobs	Classroom Size Reduction Teachers	2	7/1/17--6/30/18	\$98,757	\$52,367
Vincent - Richard Polk	Safety Assistant	1	7/1/17--6/30/18	\$23,276	\$12,406
Vincent - Various	All Staff School Year Collaboration	N/A	7/1/17--6/30/18	\$21,380	\$11,396
Vincent - Various	ELA Tutors (2)	N/A	7/1/17--6/30/18	\$3,792	\$2,021
Vincent - Various	All Staff PD Time	N/A	7/1/17--6/30/18	\$4,600	\$2,452
District - Tonja Whittle	District SIG Monitor	1	7/1/17--6/30/18	\$90,143	\$48,046
District -Paul Moga	Culturally Responsive /Black and Latino Male	1	7/1/17--6/30/18	\$92,819	\$49,473
District- Kari Hanson	Turnaround Arts Manager	1	7/1/17--6/30/18	\$79,101	\$42,161
District- Christina Ratatori	Turnaround Arts Coordinator	1	7/1/17--6/30/18	\$68,486	\$36,503
District - Teaira McMurtry	School Improvement Coordinator	1	7/1/17--6/30/18	\$74,010	\$39,447
District-Monique Parks	Innovation Coach	1	7/1/17--6/30/18	\$68,073	\$36,283
District - Terisa Folaron	School Improvement Coordinator	1	7/1/17--6/30/18	\$81,331	\$43,349
District - Various	Staff Development	N/A	7/1/17--6/30/18	\$15,000	\$7,995
Totals				\$1,368,423	\$729,370
<b>Total Salary &amp; Fringe</b>				<b>\$2,097,793</b>	
<b>All project totals must equal salary and fringe totals on budget summary page.</b>					

## IX. BUDGET DETAIL (cont'd)

Grant Period 7/1/2017 – 6/30/2018	LEA Milwaukee Public Schools	Project No. <i>For revisions only</i>	
<b>2. Purchased Services Summary (300s)</b>			
a. Type of Service Purchased	b. Date(s) Service to be Provided	c. Specify Agency/Vendor or Supplier <i>If Known</i>	d. Total Costs
Lancaster - Turnaround Arts National Trainer	7/1/17--6/30/18	Focus 5	\$4,500
Lancaster - Turnaround Arts National Trainer	7/1/17--6/30/18	Visual Thinking Strategies	\$4,000
Lancaster - Playworks	7/1/17--6/30/18	Playworks	\$6,750
Lancaster – Duplicating	7/1/17--6/30/18	Duplicating for postcards	\$250
Lancaster –Conference	7/1/17--6/30/18	DPI conference	\$539
Lancaster –Conference	7/1/17--6/30/18	WI reading conference	\$4,200
Lancaster –Conference	7/1/17--6/30/18	WI math conference	\$4,300
Lancaster –Conference	7/1/17--6/30/18	Turnaround Arts retreat	\$2,700
Lancaster –Conference	7/1/17--6/30/18	Kennedy Center arts conference	\$3,886
Lancaster –Conference	7/1/17--6/30/18	Model Schools conference	\$10,000
MLKing Jr. - Heggerty Phoenemic Curriculum	7/1/17--6/30/18	Literacy Resource, Inc.	\$3,905
MLKing Jr. - Professional Development and Curriculum Support	7/1/17--6/30/18	Ubunte Research & Evaluation, LLC.	\$27,000
MLKing Jr. - PBIS Arts Strategies	7/1/17--6/30/18	Acting Right	\$4,000
MLKing Jr. – Conference	7/1/17--6/30/18	DPI conference	\$825
MLKing Jr. – Conference	7/1/17--6/30/18	WI reading conference	\$1,452
MLKing Jr. – Conference	7/1/17--6/30/18	Kennedy Center arts conference	\$1,005
MLKing Jr. – Conference	7/1/17--6/30/18	Turnaround Arts conference	\$6,820
MLKing Jr. – Conference	7/1/17--6/30/18	Visual Thinking Strategies conference	\$2,974
Roosevelt - In School Support/Tutoring	7/1/17--6/30/18	City Year	\$50,000
Roosevelt - Professional Development	7/1/17--6/30/18	Reading Apprenticeship	\$6,750

Roosevelt - Professional Development	7/1/17--6/30/18	Visual Thinking Strategies	\$4,000
Roosevelt – Duplicating	7/1/17--6/30/18	Duplicating for materials	\$3,243
Roosevelt – Conference	7/1/17--6/30/18	DPI conference	\$550
Roosevelt – Conference	7/1/17--6/30/18	WI math conference	\$1,860
Roosevelt – Conference	7/1/17--6/30/18	WI reading conference	\$1,520
Roosevelt – Conference	7/1/17--6/30/18	Disciplinary Literacy conference	\$215
Roosevelt – Conference	7/1/17--6/30/18	Turnaround Arts retreat	\$2,700
Roosevelt – Conference	7/1/17--6/30/18	Model Schools conference	\$8,000
Sherman - Turnaround Arts National Trainer	7/1/17--6/30/18	Acting Right	\$4,000
Sherman - Turnaround Arts National Trainer	7/1/17--6/30/18	Visual Thinking Strategies	\$4,000
Sherman – Conference	7/1/17--6/30/18	Turnaround Arts retreat	\$2,700
Sherman – Conference	7/1/17--6/30/18	Visual Thinking Strategies conference	\$3,000
Sherman – Conference	7/1/17--6/30/18	WI math conference	\$1,800
Sherman – Conference	7/1/17--6/30/18	WI reading conference	\$2,730
Sherman – Conference	7/1/17--6/30/18	Midwest arts integration conference	\$1,600
Sherman – Conference	7/1/17--6/30/18	DPI conference	\$540
South - Instructional PD	7/1/17--6/30/18	Alverno	\$60,000
South - 9th Grade	7/1/17--6/30/18	City Year	\$50,000
South - Community School Coordinator	7/1/17--6/30/18	United Way	\$80,000
South - Leadership Coaching	7/1/17--6/30/18	Admin External Coach	\$66,116
South – Conference	7/1/17--6/30/18	DPI conference	\$598
South – Conference	7/1/17--6/30/18	WI math conference	\$1,785
South – Conference	7/1/17--6/30/18	WI reading conference	\$1,365



South – Conference	7/1/17--6/30/18	PBIS conference	\$4,840
South – Travel	7/1/17--6/30/18	College visits	\$10,664
Vincent - Freshman Academy	7/1/17--6/30/18	City Year	\$50,000
Vincent - Student Field Trips	7/1/17--6/30/18	CHSAS	\$2,000
Vincent - Staff Field Trips	7/1/17--6/30/18	CHSAS	\$5,000
Vincent - Young Men's Motivational Speaker	7/1/17--6/30/18	Motivational speaker for male students	\$10,000
Vincent - Young Women's Motivational Speaker	7/1/17--6/30/18	Motivational speaker for female students	\$10,000
Vincent - Student Field Trips	7/1/17--6/30/18	Field trips to a college or university	\$1,200
Vincent – Conference	7/1/17--6/30/18	WI reading conference	\$1,400
Vincent – Conference	7/1/17--6/30/18	DPI conference	\$579
Vincent – Conference	7/1/17--6/30/18	PBIS conference	\$2,360
Vincent – Conference	7/1/17--6/30/18	ASCD educational leadership conference	\$3,500
Vincent – Conference	7/1/17--6/30/18	Link Crew conference	\$6,500
Vincent – Conference	7/1/17--6/30/18	PLC conference	\$6,500
Vincent – Bus Tickets	7/1/17--6/30/18	Bus tickets for tutored students	\$1,310
District – Travel	7/1/17--6/30/18	Car allowance	\$5,000
District - Conference	7/1/17--6/30/18	Various conferences	\$35,000
District – Leadership Development	7/1/17—6/30/18	Leadership Development	\$236,263
<b>Total</b>			<b>\$840,294</b>
<b>Must agree with Purchase Services Total on Budget Summary.</b>			

## IX. BUDGET DETAIL (cont'd)

Grant Period <b>7/1/2017 – 6/30/2018</b>	LEA Milwaukee Public Schools	Project No. <i>For revisions only</i>
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## 3. Non-Capital Objects Summary (400s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
	Lancaster - Professional Resource Books for Staff	\$2,000
	Lancaster - Postage for Postcards	\$175
	Lancaster - Morning Meeting Professional Resource Books	\$1,000
	Lancaster - Assessment Folders and Crates	\$1,400
	Lancaster - Intervention Binders (40)	\$1,000
	Lancaster – PBIS Incentives	\$5,378
	Lancaster - School Supplies (352)	\$20,911
	MLKing Jr. - Heggerty Supplemental Materials (10)	\$2,000
	MLKing Jr. - Saturday Academy Materials (30)	\$500
	MLKing Jr. - Interventional Materials (10)	\$1,000
	MLKing Jr. - PBIS Incentives	\$736
	MLKing Jr. - PBIS Reading Materials	\$1,712
	MLKing Jr. - Professional Development Reading Materials	\$7,960
	Roosevelt - Postage	\$250
	Roosevelt – Books for Book Study	\$3,000
	Roosevelt - School Supplies for Students	\$4,040
	Roosevelt – Student & Staff Celebration	\$6,295
	Sherman - PD Materials	\$300
	Sherman - Professional Resources for Staff	\$2,000
	Sherman - Supplies/resources for Students	\$852
	South - Comprehensive Assessment Leadership for Learning	\$1,500

	South - Book: Making Number Talks Matter (10)	\$245
	South - Book: Number Talks Whole Numbers Grades 4-10 (10)	\$750
	South - Book: Number Talks Fractions, Decimals, and Percentages (10)	\$585
	South - Family Involvement Events	\$4,000
	South - Postage	\$2,000
	South - Marketing Materials	\$2,000
	South - 9th Grade Supplies for 9th Grade Family Night	\$375
	South - PBIS Incentives for Students and Staff	\$10,000
	South - Parent & Family Committee Incentives	\$7,000
	Vincent - PD Materials	\$500
	Vincent - PBIS Attendance Incentives	\$1,000
	Vincent - PBIS Honors & GPA Incentives	\$1,000
	Vincent - Springboard Student Supplies	\$7,431
	District – General Office Supplies	\$7,452
	<b>Total</b> <b>Must agree with Non-Capital Objects total on Budget Summary.</b>	\$108,347

**IX. BUDGET DETAIL (cont'd)**

Grant Period <b>7/1/2017 – 6/30/2018</b>	LEA Milwaukee Public Schools	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
	Lancaster - Headphones (352)	\$12,000
	Lancaster - Chromebooks (32)	\$10,272
	Lancaster - Surface Tablet (1)	\$1,000
	Lancaster - Document Camera Projectors (5)	\$4,000
	MLKing Jr. - Chromebooks (32)	\$10,272
	MLKing Jr. - Chromebook Cart (1)	\$1,109
	Sherman - Walkie Talkies (3 pairs)	\$1,000
	South - Surface Tablet (1)	\$1,000
<b>Total</b>		<b>\$40,653</b>
<b>Must agree with Capital Objects total on Budget Summary.</b>		

**5. Other Objects Summary (900s)**

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

**X. BUDGET SUMMARY**

LEA  Milwaukee Public Schools	<b>Grant Period</b> Begin Date 7/1/2017	Initial Request  9/25/2017	<b>Date Submitted</b> First Revision 11/15/2017	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
<b>Instructions (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	\$144,843	\$144,843	
	b. Fringe Benefits (200s)	\$77,201	\$77,201	
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Instruction</b>		\$222,044	\$222,044
<b>Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series)</b> 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)	\$1,223,580	\$1,223,580	
	b. Fringe Benefits (200s)	\$652,169	\$652,169	
	c. Purchased Services (300s)	\$689,484	\$840,294	
	d. Non-Capital Objects (400s)	\$106,355	\$108,347	
	e. Capital Objects (500s)	\$193,455	\$40,653	
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>		\$2,865,043	\$2,865,043
<b>Support Services—Administration</b> (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
<b>TOTAL Support Services—Admin.</b>		\$0	\$0	\$0
<b>Indirect Cost</b>	Approved Rate 6.35%	\$152,248	\$152,248	\$0.00
<b>TOTAL BUDGET</b>		<b>\$3,239,335</b>	<b>3,239,335</b>	<b>\$0.00</b>

<b>DPI Approval</b>	Signature of DPI Reviewer 	Date Signed Mo./Day/Yr. 12/15/17
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