



Wisconsin Department of Public Instruction  
**TITLE I, 1003(a), COHORT II SUPPLEMENTAL SCHOOL  
 IMPROVEMENT CONTINUATION APPLICATION**  
 PI-9580-SSIF-C4 (New 05-17)

**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 Academy of Science	Mailing Address <i>Street, City, State, ZIP</i>  2000 W. Kilbourn Ave., Milwaukee, WI, 53233
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Contact Person  Chris Schwab	Title  Chief Academic Officer
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E-Mail Address  cschwab@mascience.org	Phone Area/No.  414-933-0302
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Grant Coordinator <i>If other than contact person.</i>  Bonny Wesson	Title  Chief Financial Officer
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E-Mail Address  bwesson@mascience.org	Phone Area/No.  (414) 933-0302
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Grant Coordinator's Mailing Address *Street, City, State, ZIP*  
 2000 W. Kilbourn Ave., Milwaukee, WI, 53233

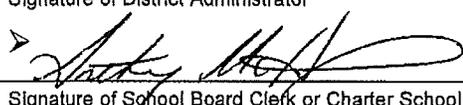
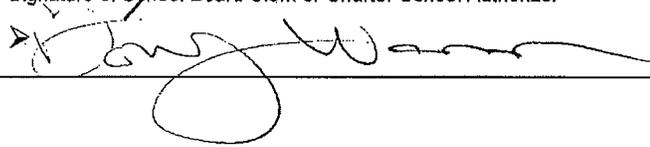
Beginning Date <i>Mo./Day/Yr.</i>  7/1/2017	Grant Period Ending Date <i>Mo./Day/Yr.</i>  6/30/2018	Total Funds Requested for Grant Period  \$290,000
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**II. CERTIFICATION/SIGNATURES**

**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  	Date Signed <i>Mo./Day/Yr.</i>  8/15/17
Signature of School Board Clerk or Charter School Authorizer  	Date Signed <i>Mo./Day/Yr.</i>  8/15/17

### III. GENERAL 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 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 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 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 §200.308e(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(l)(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 Academy of Science

Name and Title of Authorized Representative

Anthony McHenry, Chief Executive Officer

Signature

[Handwritten signature of Anthony McHenry]

Date Signed Mo./Day/Yr.

8/15/17

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.

**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 \$290,000.

School Name	NCES School / District ID No.	Model	2017-18 Funds Requested
Milwaukee Academy of Science	550004202234	Transformation Model	\$290,000

**VI. SCHOOL PLAN**

For each school the LEA commits to serve, 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	Area of School Improvement	
Milwaukee Academy of Science	Teacher Retention and Support	

School Year	WSAS Reading Goal	End-of-Year Progress
2013-14	12-13 data showed 8% of the students scored prof/adv on the WKCE test in reading. Goal for the 13-14 school year is that 10% of the students will score	In 13-14, data showed 11% of the students who took the WKCE scored in the prof/adv category - met goal
2014-15	13-14 data showed 11% of the students scored prof/adv on the WKCE test in Reading. Goal for the 14-15 school year is that 14% of the students will	In 14-15, data showed 17% of the students who took the Badger exam scored in the prof/adv category - met goal. (DPI has warned about comparing results of WKCE and Badger exam)
2015-16	14-15 data showed 17% of the students scored prof/adv on the Badger Exam in the area of Reading. Goal for the 15-16 school is that 20% of the students	In 15-16, data showed 5.6% of the students who took the Forward Exam scored in the proficient/advanced category - goal not met
2016-17	15-16 data showed 5.6% of the students scored proficient/advanced on the Forward Exam in ELA. The goal for the 16-17 school year is that 15% of the	In 16-17, data showed 8.3% of the students who took the Forward Exam scored in the proficient/advanced category - goal not met but progress made
2017-18	16-17 data showed 8.3% of the students scored proficient/advanced on the Forward Exam in ELA. The goal for the 17-18 school year is that 15% of the	

School Year	WSAS Mathematics Goal	End-of-Year Progress
2013-14	In 12-13, data showed 23% of the students at MAS who took the WKCE scored prof/adv in math. The	In 13-14 data showed that 24% of the students at MAS who took the WKCE assessment in Math scored prof/adv. Although
2014-15	In 13-14, data showed 24% of the students at MAS who took the WKCE scored prof/adv in math. The	In 14-15, 12% of the students who took the Badger Exam scored prof/adv. in the area of Math. Goal not met. (DPI has warned
2015-16	In 14-15, 12% of the students who took the Badger Exam scored prof/adv in the area of math. In 15-16,	In 15-16, data showed that 10.3% of the students at MAS who took the Forward Exam in Math scored proficient/advanced -
2016-17	In 15-16, 10.3% of the students who took the Forward Exam scored proficient/advanced in the area of math.	In 16-17, data showed that 14.0% of the students at MAS who took the Forward Exam in Math scored proficient/advanced -
2017-18	In 16-17, 14.0% of the students who took the Forward Exam scored proficient/advanced in the area of math.	

## VI. SCHOOL PLAN (cont'd)

School Year	Other School Goals	End-of-Year Progress
2013-14	The class of 2013 ACT average composite score was 15.4. End of year goal was 16.	The class of 2014 ACT average composite score was 15.5 Goal not met.
2014-15	The class of 2014 ACT average composite score was 15.5. End of year goal was 18.0.	The class of 2015 ACT average composite score was 16.6. Significant increase, but goal not met.
2015-16	The class of 2015 ACT average composite score was 16.6. The class of 2016 took the test as juniors, and average composite at that time was 18.2. End of year goal was 19.0.	The class of 2016 ACT average composite score was 19.1. Goal met.
2016-17	The class of 2016 ACT average composite score was 19.1. The class of 2017 took the test as juniors, and average composite score at that time was 16.6. End of year goal is 19.2.	The class of 2017 ACT average composite score was 17.8. Goal not met but significant increase from the cohort's average composite score of 16.6 from the 15-16 school year.
2017-18	The class of 2017 ACT average composite score was 17.8. The class of 2018 took the test as juniors, and average composite score at that time was 17.1. End of year goal is 19.2.	

## 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)
Milwaukee Academy of Science	Teacher Retention and Support	<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.

In the 17-18 school year, the Milwaukee Academy of Science (MAS) will engage in several professional development activities that support the ASI. First we will be providing subject and curriculum specific professional development for all teachers assigned to implement newly or recently adopted curriculum programs. This includes Benchmark Advance (ELA) and Eureka Math training for staff members in grades K4-5<sup>th</sup> grade and Science Dimensions training in grades 6-8. By both updating curriculum materials and resources for the school and providing the corresponding training, MAS will be supporting teachers and also engaging in activities that will lead to improved student achievement.

In addition to the subject and curriculum specific professional development opportunities outlined above, MAS will continue to devote professional development time to offering internal training on data-driven instructional practices and will allocate time for teachers to engage in data analysis of student achievement results on interim assessments after that training. Providing this training supports the ASI in that it increases teachers' sense of efficacy by allowing them to monitor and measure specific gains made in student achievement over the course of the interim assessment program for the year.

The leadership team as well as all deans and instructional leaders will continue to attend Schools That Can network trainings in order to expand their skill sets that relate to their particular roles. These skill sets are also the ones that support teachers and lead to increased student results, thus supporting the ASI.

In order to expand our staff's understanding of the community served by the school and to better support our students, MAS will engage in culturally relevant pedagogy training throughout the 17-18 school year. Teachers have been requesting specific strategies and training that will allow them to better serve their students, and this training will support the ASI by providing that training and focus. Similarly, MAS will continue to offer training in PBIS to better support teachers in the classroom management and to create a positive school climate and environment.

## VI. SCHOOL PLAN (cont'd)

Finally, MAS will, for the first time ever, offer training around Academic and Career Planning for staff who work with students in grades 6-12. This training will meet the needs of our students by rounding out their educational experience and focusing on engaging students beyond the academic content of the school and will also meet the stated needs of teachers who have responded in surveys saying that they would like to know more about how to help students on their ultimate career paths.

In order to monitor the implementation of new learning, the administrative team will create and adopt walkthrough observation tools to monitor and measure evidence of new learning impacting the activities of the school and individual classrooms. The data collected through the use of these observation tools will inform both future professional development opportunities as well as individual coaching feedback given to teachers by administrators through Educator Effectiveness activities and the school's supervision and evaluation program.

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

It is expected that the ASI will lead to measurable improvement in student achievement by meeting the above stated goals as well as leading to improvement in other areas that the school measures with the City of Milwaukee for our city charter. This includes metrics for other assessments such as PALS, MAP, and ACT Aspire as well as other academic areas like high school credit acquisition, graduation rates, and post-secondary acceptance rates. Additionally, MAS expects to see improvement in engagement metrics such as attendance and suspension rates, student retention (defined as continued enrollment in the school, not grade level retention), and teacher retention.

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.

When the development office at MAS pursues both funding from external resources as well as partnerships with external organizations, it is always seeking alignment with our ASI and the school improvement model requirements. For example, MAS is currently planning an after-school program in collaboration with the Boys and Girls Club for grades K4-5 that will lead to increased learning time for our students. The development office has also increased opportunities for experiential learning for our students by helping MAS partner with the Medical College of Wisconsin, Marquette University, Discovery World, and Aurora Health Care just to name a few key partners. Again, these activities increase learning time for students and also will lead to increased student, family, and community engagement with the school.

- 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.

For the 17-18 school year, MAS has made several modifications to practices and policies that will enable it to implement the school improvement model requirements fully and effectively. First, grades 1-5 have moved to a departmentalization model that will provide more flexible work conditions through fewer subjects to be planned for teachers. This modification is expected to lead to increased staff satisfaction and, therefore, retention as well as to increased student achievement by giving teachers expanded planning time for more effective instruction. Additionally, this structural change allowed the elementary school to expand block scheduling in science and social studies to effectively implement instructional programming in those subject areas. The middle school has also adjusted its schedule to increase science instructional time and to incorporate an advisory period that will allow staff to build stronger relationships with and among students as well as to implement Academic and Career Planning activities that will lead to greater student and family engagement. Additionally, the high school has made structural adjustments to implement credit recovery programming both during and after school to increase credit acquisition, graduation rates, and student retention at MAS. The high school has also added an assistant principal role to the administrative structure for the 17-18 school year and beyond to offer increased support to both students and staff. This position's roles and responsibilities have also been defined to align with the overall school goals.

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

MAS will sustain the reforms and improvement efforts after the funding period ends through both pursuing additional funding and also through institutionalizing the new practices, policies, and routines the school has adopted over the course of the work funded by the School Improvement Grant. On the funding front, MAS will continue to pursue plans to increase student enrollment, primarily through the HS, in order to increase per pupil revenue. MAS will also continue to pursue general funding requests through external organizations such as the Bradley Foundation, WE Energies, The Greater Milwaukee Foundation, Geiger Family Foundations, the Benidt Foundation, and other sources. MAS will also continue to increase philanthropy toward the school through involving our staff and their extended networks in our culture of philanthropy. Additionally, individual donors will be increased through our annual gala, weekly tours, online giving campaigns, and specific fundraising events like our annual golf outing.

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

Sustainability of reforms and improvement efforts through institutionalizing our new practices, policies, and routines will be achieved through structural divisions of labor among the leadership and administrative team while also designating key staff in each academy to support common initiatives like PBIS, ACP, data-driven instruction, supervision and evaluation, etc. By providing the necessary training and support to these key staff members as well as monitoring and measuring the fidelity with which all of our initiatives and programs are implemented, we will institutionalize the reforms and improvements we have made to ensure that they are sustained beyond the funding period.

**VII. SCHOOL PLAN (cont'd)**  
*This chart has been intentionally disabled.  
 Enter your plan into Tracker.*

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

Enter Plan in Tracker

**VIII. LEA SUPPORT AND MONITORING PLAN**  
*This chart has been intentionally disabled.  
 Enter your plan into Tracker.*

Detail the LEA's plan for ensuring that each funded school is sustaining 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 Complete for End-of-Year Reports
Enter Plan	Plan	Plan	Plan	Tracker







	<b>IX. BUDGET DETAIL (cont'd)</b>	
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Grant Period <b>7/1/2017 – 6/30/2018</b>	LEA Milwaukee Academy of Science	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
<b>Total</b>		<b>\$0</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				
<b>LEA</b>  Milwaukee Academy of Science	<b>Grant Period</b> Begin Date 7/1/2017	Initial Request	<b>Date Submitted</b> 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
<b>Instructions (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	\$176,565		
	b. Fringe Benefits (200s)	\$43,875		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Instruction</b>		\$220,440	\$0
<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)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)	\$69,560		
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>		\$69,560	\$0
<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      %	\$0.00	\$0.00	\$0.00
<b>TOTAL BUDGET</b>		\$290,000.00	\$290,000.00	\$290,000.00

<b>DPI Approval</b>	Signature of DPI Reviewer	Date Signed Mo./Day/Yr
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**IX. BUDGET DETAIL**

Grant Period <b>7/1/2017 – 6/30/2018</b>	LEA Milwaukee Academy of Science	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 <i>Indicate Percent</i>	d. Date(s) Service to be Provided	e. Total Costs	
				Salary	Fringe
Schoonover, Cynthia	Dean of Instruction	1	7/1/2017 — 6/30/2018	\$59,740	\$17,950
Gruse, Staci	Assistant Principal	1	7/1/2017 — 6/30/2018	\$60,175	\$13,000
Utsey, DeAnna	Dean of Students	1	7/1/2017 — 6/30/2018	\$56,650	\$12,925
Mentoring Stipends	Stipends	1	7/1/2017 — 6/30/2018	\$9,200	\$0
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			—		
<b>Totals</b>				<b>\$185,765</b>	<b>\$43,875</b>
<b>Total Salary &amp; Fringe</b>				<b>\$229,640</b>	
<b>All project totals must equal salary and fringe totals on budget summary page.</b>					







X. BUDGET SUMMARY				
LEA  Milwaukee Academy of Science	<b>Grant Period</b> Begin Date 7/1/2017	Initial Request	<b>Date Submitted</b> 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
<b>Instructions (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	<del>\$176,565</del> <sup>\$185,765</sup>		
	b. Fringe Benefits (200s)	\$43,875		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Instruction</b>		\$220,440	\$0
<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)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>		\$0	\$0
<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)	<del>\$69,560</del> <sup>\$60,360</sup>		
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Admin.</b>		<del>\$69,560</del> <sup>\$60,360</sup>	\$0
<b>Indirect Cost</b>	Approved Rate %	\$0.00	\$0.00	\$0.00
<b>TOTAL BUDGET</b>		\$290,000.00	\$290,000.00	\$290,000.00

<b>DPI Approval</b>	Signature of DPI Reviewer 	Date Signed Mo./Day/Yr. 9/5/2017
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