

Grant Application: Title I Part A 401

Organization: 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT Award Year: 2015

Table of Contents

1. Funds Available and Budget Summary	1
2. School Participation	2
3. Manage Budget	4
4. Summary of Comments	10
5. Summary of Narrative	11
6. Contact Information	31
7. Summary of Attachments	33



Grant Application
Status: Submitted for Review

District:0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT
Finance Code: Formula - 401 - SFY 2015,
Title I, Part A: Improving the Academic Achievement of the Disadvantaged, FFY 2014, CFDA 84.010A, S010A140023A
State Fiscal Year: 2015 **Printed on: 09/11/2014**

Primary MDE Contact Information - Email: mde.esea@state.mn.us Phone: 651-582-8579

Funds Available and Budget Summary

UFARS Course Code	Carry Forward %	Federal Obligate By	Federal Expend By	Funds Allocation	Unexpended Funds
000-401 2015 Award	15.0%	09/30/2016	11/14/2016	\$438,756.91	\$438,756.91
011-Balance forward from 401 2014 Award	.0%	09/30/2015	11/14/2015	\$19,481.32	\$19,481.32
012-Balance forward from 401 2013 Award	.0%	09/30/2014	11/14/2014	\$0.00	\$0.00
				\$458,238.23	
UFARS Report Period	Budget Obligation Period	Budget Draw Period	Total Funds Budgeted	Unbudgeted Funds	
07/01/2014 - 06/30/2015	07/01/2014 - 06/30/2015	07/01/2014 - 11/14/2015	\$458,238.22	\$0.01	

Application Section: Funds Available and Budget Summary -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

School Participation

District Participation Information

Enrollment Data Date: 10/01/2013 District 2013 AYP Status: Not Making AYP, N/A 2014 Carryover Waiver: Yes Total District FRP Enrollment: 1841 Grade Span: KG-12 Minimum PPFU: \$248.91	Target District as a Whole: No Use 35% Rule: No Use Rank Ordering by Grade Span: No State Fiscal Year: 2015 Average District % FRP: 43.91% District AYP Notification Letter File Upload: N
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School Participation Detail

Grade Span	Program	Site Class	School Name	MMD	Served 2014	To be Served 2015	%FRP	# FRP	KG-12 Enrollment	Real PPFU	School Allocation	Actions School Info File Uploaded
Public School - Participating: 3												
11-12		50	TRANSITIONS SCHOOL	Insufficient D, N/A, N/A	No	No	81.82%	18	22	\$.00	\$.00	
05-08		41	FRIDLEY MIDDLE AREA LEARNING CENTER	Not Making AYP, N/A, N/A	No	No	74.07%	20	27	\$.00	\$.00	
KG-04	Targeted	10	STEVENSON ELEMENTARY	Making AYP, N/A, N/A	Yes	Yes	68.67%	388	565	\$453.02	\$175,771.76	
09-12		42	FRIDLEY MOORE LK AREA LEARNING CTR	Making AYP, N/A, N/A	No	No	64.00%	32	50	\$.00	\$.00	
05-08	Targeted	20	FRIDLEY MIDDLE	Making AYP, N/A, N/A	Yes	Yes	62.44%	512	820	\$240.02	\$122,890.24	
KG-04	Targeted	10	HAYES ELEMENTARY	Making AYP, N/A, N/A	Yes	Yes	57.30%	322	562	\$416.34	\$134,061.48	
09-12		32	FRIDLEY SENIOR HIGH	Making AYP, N/A, N/A	No	No	52.66%	455	864	\$.00	\$.00	
KG-12		51	FRIDLEY EXTENDED SCHOOL YEAR	N/A, N/A, N/A	No	No	.00%	0	0	\$.00	\$.00	
KG-08		45	FRIDLEY TARGETED SERVICES	N/A, N/A, N/A	No	No	.00%	0	0	\$.00	\$.00	
Subtotal: Public School							60.03%	1,747	2,910		\$432,723.48	

Application Section: District and School Participation -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

District Participation Information

Enrollment Data Date: 10/01/2013	Target District as a Whole: No
District 2013 AYP Status: Not Making AYP, N/A	Use 35% Rule: No
2014 Carryover Waiver: Yes	Use Rank Ordering by Grade Span: No
Total District FRP Enrollment: 1841	State Fiscal Year: 2015
Grade Span: KG-12	Average District % FRP: 43.91%
Minimum PPFU: \$248.91	District AYP Notification Letter File Upload: N

School Participation Detail

Grade Span	Program	Site Class	School Name	MMD	Served 2014	To be Served 2015	%FRP	# FRP	KG-12 Enrollment	Real PPFU	School Allocation	Actions School Info File Uploaded
Nonpublic School - Participating: 1												
09-12		0	TOTINO GRACE HIGH SCHOOL	N/A, N/A, N/A	No	No	10.15%	81	798	\$.00	\$.00	
KG-12	Targeted	40	AL-AMAL SCHOOL	N/A, N/A, N/A	Yes	Yes	3.94%	13	330	\$240.02	\$3,120.26	Y
KG-12		0	WOODCREST BAPTIST ACADEMY	N/A, N/A, N/A	No	No	.00%	0	155	\$.00	\$.00	
Subtotal: Nonpublic School												
							7.33%	94	1,283		\$3,120.26	
Total: 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT												
							43.91%	1,841	4,193		\$435,843.74	

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
Homeless				
Homeless Set-Aside	329-Postage and Parcel Services	District Level	Postage costs of mailing information to families.	\$25.00
	401-Supplies And Materials - Non-Instructional	District Level	Noninstructional supplies for outreach to homeless families.	\$25.00
Total Budgeted Homeless Set-Aside				\$50.00
Total Budgeted Homeless				\$50.00

Parent Involvement				
Parent Involvement Set-Aside	185-Other Salary Payments - Licensed or Certified	District Level	Extended time for parent involvement activity.	\$100.00
	303-Federal Sub Awards and Contracts-Under \$25,000	District Level	Presenter for Parent Involvement Event	\$200.00
	430-Supplies And Materials - Non-Individualized Instructional	Please Define-AL-AMAL SCHOOL(14-31-006)	Instructional Supplies for Family Involvement	\$50.00
Total Budgeted Parent Involvement Set-Aside				\$350.00
Total Budgeted Parent Involvement				\$350.00

LEA Activities

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
Summer School Set-Aside	185-Other Salary Payments - Licensed or Certified	District Level	Extended time for licensed teachers for Ready, Set, Go	\$5,647.78
	186-Other Salary Payments - Non-Licensed or Non-Certified	District Level	Extended time for paraprofessional working in Ready, Set, Go	\$250.00
	210-FICA/Medicare	District Level	FICA/Medicare expenses for staff working in Ready, Set, Go	\$448.23
	214-PERA (Public Employees Retirement Association)	District Level	PERA expense for paraprofessional working in Ready, Set, Go	\$17.88
	218-TRA (Teacher Retirement Association)	District Level	TRA expenses for licensed teachers working in Ready, Set, Go	\$367.11
	430-Supplies And Materials - Non-Individualized Instructional	Please Define-()	Instructional supplies for nonpublic summer program	\$123.37
Total Budgeted Summer School Set-Aside				\$6,854.37
Total Budgeted LEA Activities				\$6,854.37

General

General School Level Expenses	140-Licensed Classroom Teacher	Please Define-AL-AMAL SCHOOL(14-31-006)	Salary for Licensed Title I teacher	\$2,704.31
		Public School-FRIDLEY MIDDLE(14-01-023)	Salary for Licensed Title I teacher	\$77,498.58
		Public School-HAYES ELEMENTARY(14-01-546)	Licensed Teacher Salaries (Mary Quiring 1.0 FTE, Molly Borg 0.50 FTE)	\$99,212.00
		Public School-STEVENSON ELEMENTARY(14-01-550)	Salaries for licensed Title I teachers (Phil Boyd 1.0 FTE, Amanda Banks 1.0 FTE)	\$127,195.00

Application Section: Manage Budget and Narrative -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
	161-Paraprofessional/personal care assistant	Public School-HAYES ELEMENTARY(14-01-546)	Salary for highly qualified paraprofessional for Title I program	\$6,630.39
		Public School-STEVENSON ELEMENTARY(14-01-550)	Salary for Highly Qualified Title I paraprofessional	\$5,456.84
	210-FICA/Medicare	Please Define-()	FICA/Medicare expenses for Licensed Title I teacher	\$224.20
		Public School-FRIDLEY MIDDLE(14-01-023)	FICA/Medicare expenses for Title I teacher	\$5,928.60
		Public School-HAYES ELEMENTARY(14-01-546)	FICA/Medicare expenses for Title I staff	\$8,096.95
		Public School-STEVENSON ELEMENTARY(14-01-550)	FICA/Medicare expenses for Title I staff	\$10,147.87
	214-PERA (Public Employees Retirement Association)	Public School-HAYES ELEMENTARY(14-01-546)	PERA expenses for Title I paraprofessional	\$480.46
		Public School-STEVENSON ELEMENTARY(14-01-550)	PERA expenses for Title I paraprofessional	\$354.64
	218-TRA (Teacher Retirement Association)	Please Define-AL-AMAL SCHOOL(14-31-006)	TRA expenses for Title I teacher	\$191.75
		Public School-FRIDLEY MIDDLE(14-01-023)	TRA expenses for Title I teacher	\$5,812.35
		Public School-HAYES ELEMENTARY(14-01-546)	TRA expenses for Title I teachers	\$7,298.48
		Public School-STEVENSON ELEMENTARY(14-01-550)	TRA expenses for Title I teachers	\$9,539.63

Application Section: Manage Budget and Narrative -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
	220-Health Insurance	Public School-FRIDLEY MIDDLE(14-01-023)	Health Insurance expenses for Title I teacher	\$15,208.44
		Public School-HAYES ELEMENTARY(14-01-546)	Health insurance expenses for Title I staff	\$9,621.33
		Public School-STEVENSON ELEMENTARY(14-01-550)	Health Insurance expenses for Title I staff	\$31,268.70
	230-GRP LIFE INSURANCE	Public School-FRIDLEY MIDDLE(14-01-023)	Group Life Insurance expenses for Title I teacher	\$69.60
		Public School-HAYES ELEMENTARY(14-01-546)	Group life insurance expenses to Title I staff	\$127.57
		Public School-STEVENSON ELEMENTARY(14-01-550)	Group Life Insurance expenses for Title I staff	\$156.43
	235-GRP DENTAL INSURANCE	Public School-FRIDLEY MIDDLE(14-01-023)	Group Dental Insurance expenses for Title I teacher	\$534.00
		Public School-HAYES ELEMENTARY(14-01-546)	Group dental insurance expenses for Title I staff	\$619.44
		Public School-STEVENSON ELEMENTARY(14-01-550)	Group Dental Insurance expenses for Title I staff	\$1,332.33
	250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	Public School-FRIDLEY MIDDLE(14-01-023)	TSA expenses for Title I teacher	\$1,900.00
		Public School-HAYES ELEMENTARY(14-01-546)	TSA expenditures for Title I employees	\$1,375.00

Application Section: Manage Budget and Narrative -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
		Public School-STEVENSON ELEMENTARY(14-01-550)	TSA Benefit for Title I teachers	\$2,624.00
	251-Employer-Sponsored Health Reimbursement Arrangements	Public School-FRIDLEY MIDDLE(14-01-023)	Costs of employer-sponsored health reimbursement for Title I staff	\$1.00
		Public School-HAYES ELEMENTARY(14-01-546)	Costs for Employer-Sponsored Health Reimbursement for Title I staff	\$1.00
		Public School-STEVENSON ELEMENTARY(14-01-550)	Costs of employer-sponsored health reimbursement for Title I staff	\$1.00
	270-Workers Compensation	Public School-FRIDLEY MIDDLE(14-01-023)	Workers Compensation expense for Title I teacher	\$1.00
		Public School-HAYES ELEMENTARY(14-01-546)	Workers Compensation expense for Title I teacher	\$1.00
		Public School-STEVENSON ELEMENTARY(14-01-550)	Workers Compensation expense for Title I teacher	\$1.00
	430-Supplies And Materials - Non-Individualized Instructional	Public School-FRIDLEY MIDDLE(14-01-023)	Instructional Supplies for Title I Program	\$1,409.62
		Public School-HAYES ELEMENTARY(14-01-546)	Instructional Supplies for Title I program	\$1,409.62
		Public School-STEVENSON ELEMENTARY(14-01-550)	Instructional supplies for Title I program.	\$1,409.61
Total Budgeted General School Level Expenses				\$435,843.74
Total Budgeted General				\$435,843.74

Application Section: Manage Budget and Narrative -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
Administrative				
Administrative Set-Aside	110-Administration/Supervision	District Level	Salary from program supervision	\$10,445.00
	210-FICA/Medicare	District Level	FICA/Medicare for program supervision expenses	\$784.70
	218-TRA (Teacher Retirement Association)	District Level	TRA expenses for program administration	\$883.38
	220-Health Insurance	District Level	Health Insurance Expenses for program supervision	\$1,237.00
	230-GRP LIFE INSURANCE	District Level	Grp life insurance expenses for program supervision	\$13.92
	235-GRP DENTAL INSURANCE	District Level	Grp Dental Insurance expenses for program supervision	\$53.40
	250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	District Level	TSA expenses for program supervision	\$208.90
Total Budgeted Administrative Set-Aside				\$13,626.30
Total Budgeted Administrative				\$13,626.30

Indirect Cost				
Indirect Cost Set-Aside	895-Federal And Nonpublic Indirect Cost (Chargeback)	District Level	Indirect costs of administering the grant	\$1,513.81

Grand Total Budgeted				\$458,238.22
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Application Section: Manage Budget and Narrative -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

Comments - None

Section	When	User	Comment
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Narrative - Manage Budget

PLEASE DEFINE

Subsection Description		Question	Answer
2.1 Improvement			
	2.1.1	Does your public web site contain MMR information for the general public?	Yes
	2.1.2	How does the LEA communicate MMR information to the community?	MMR information is available on the district website and distributed through a school newsletter that is mailed to every resident in the school district.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.1 Comprehensive Needs Assessment			
<p>A Comprehensive Needs Assessment (CNA) is a data driven process focused on identifying student academic needs by linking state accountability results, local level student achievement, non-academic data, fidelity of implementation and perception data to examine the root causes and set program targets for action. After a thorough analysis, the implementation team should summarize and prioritize the needs, select the focus of improvement and choose evidence based strategies for program implementation. This information should be shared with staff, parents and community members to better understand the focus of the Title I program.</p>	<p>1.1.1</p>	<p>Describe the trends and findings from your CNA for reading (English Language Arts).</p>	<p>The needs assessment was completed on August 22, 2014. When reviewing the 2014 MCA and the Spring NWEA MAP test results the following findings were noted: On the 2014 third grade MCA III 47.7% of students tested were proficient in reading. The percentage of students earning proficient scores in reading decreased from 49.3% proficient in 2012-13. On the 2014 fourth grade MCA II 51.6% of students tested were proficient in reading. The percentage of students earning proficient scores in reading increased from 49.0% proficient in 2012-13. On the 2014 fifth grade MCA II 52.8% of the students tested were proficient in reading. The percentage of students earning proficient scores in reading increased from 41.2% proficient in 2012-13. On the 2014 sixth grade MCA II 38.6% of students tested were proficient in reading. The percentage of students proficient in reading decreased from 47.5% proficient in 2012-13. On the 2014 seventh grade MCA II 39.9% of students tested were proficient in reading. There was a decrease in the percentage of students earning proficient scores in reading in 2012-13 (43.5%). On the 2014 eighth grade MCA II 42.6% of students tested were proficient in reading. There was an increase in the percentage of students earning proficient scores in reading in 2012-13 (39.9%). On the 2014 tenth grade MCA II, 53.8% of the students tested were proficient in reading. The percentage of students earning proficient scores decreased when comparing the results from 2012-13 (54.8%). When looking at all students who took the Reading MCA III during the 2013-14 school year 46.6%% earned proficient scores compared with the state percentage of 59.1%. In 2012-13 46.5% of all Fridley students earned proficient scores on the MCA III Reading Test. NWEA RESULTS When comparing the results from the Fall, 2013 administration of the NWEA MAP test and the Spring, 2014 administration test, the 67% of students</p>

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
			enrolled at Hayes Elementary, 66% of students enrolled at Stevenson Elementary and 61% of students enrolled in middle school met or exceeded normative growth.
	1.1.2	Using the trends and findings of your CNA, list your priorities for reading (English Language Arts).	Based on the review the 2014 MCA II results the following needs were identified as being the most urgent to focus on for the next two years and will be the focus of district-wide staff development and district/school action plans. • All students in reading
	1.1.3	Using the data collected from your CNA, write a student achievement SMART goal for reading (English Language Arts).	<p>The percentage of students in grade 3 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 47.7% in 2014 to 50.0% in 2015. The percentage of students in grade 4 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 51.6% in 2014 to 54.6% in 2015. The percentage of students in grade 5 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 52.8% in 2014 to 55.8% in 2015. The percentage of students in grade 6 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 38.6% in 2014 to 41.6% in 2015. The percentage of students in grade 7 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 39.9% in 2014 to 41.9% in 2015.</p> <p>The percentage of students in grade 8 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 42.6%% in 2014 to 45.6% in 2015. The percentage of students in grade 10 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 53.8% in 2014 to 56.8% in 2015.</p>

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
	1.1.4	Describe the trends and findings from your CNA for mathematics.	<p>NOT UPDATED YET-WAITING FOR RESULTS OF MCA MATH 2014</p> <p>On the 2014 third grade MCA III 66.5% of the students tested were proficient in math. The percentage of students earning proficient scores in math decreased when comparing 2012-13 and 2013-14. On the 2014 fourth grade MCA III 71.6% of the students tested were proficient in math. The percentage of students earning proficient scores in math increased when comparing 2012-13 and 2013-14. On the 2014 fifth grade MCA III 50.8% of the students tested were proficient in math. The percentage of students earning proficient scores in math decreased when comparing 2012-13 and 2013-14. On the 2014 sixth grade MCA III 49.5% of the students tested were proficient in math. The percentage of students earning proficient scores in math decreased when comparing 2012-13 and 2013-14. On the 2014 seventh grade MCA III 52.6% of the students tested were proficient in math. The percentage of students earning proficient scores in math increased when comparing 2012-13 and 2013-14. On the 2014 eighth grade MCA III 49.5% of the students tested were proficient in math. The percentage of students earning proficient scores in math decreased when comparing 2012-13 and 2013-14 On the 2014 eleventh grade MCA III, 42.7% of the students tested were proficient in math. The percentage of students proficient in math increased when comparing the 2012-13 and 2013-14 results. When looking at all students who took the Math MCA during the 2011-12 school year 56.4% earned proficient scores compared with the state percentage of 61.2. NWEA RESULTS When comparing the results from the Fall, 2013 administration of the NWEA MAP test and the Spring, 2014 administration test, the 75%% of students enrolled at Hayes Elementary, 84% of students enrolled at Stevenson Elementary and 66% of students enrolled in middle school met or exceeded normative growth.</p>

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
	1.1.5	Using the trends and findings of your CNA, list your priorities for mathematics.	Based on the review the 2014 MCA II results the following needs were identified as being the most urgent to focus on for the next two years and will be the focus of district-wide staff development and district/school action plans. • All students in math
	1.1.6	Using the data collected from your CNA, write a student achievement SMART goal for mathematics.	The percentage of students in grade 3 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 66.5% in 2014 to 68.50% in 2015. The percentage of students in grade 4 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 71.6% in 2014 to 73.75% in 2015. The percentage of students in grade 5 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 50.8% in 2014 to 52.32% in 2015. The percentage of students in grade 6 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 49.5% in 2014 to 50.98% in 2015. The percentage of students in grade 7 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 52.6% in 2014 to 54.18% in 2015. The percentage of students in grade 8 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 49.5% in 2014 to 50.98% in 2015. The percentage of students in grade 11 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 43.7% in 2014 to 45.0% in 2015.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
	1.1.7	Describe the trends and findings from your CNA if using Title I funds for any local education agency (LEA) activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	At this time, the district will focus their efforts on improving reading and math achievement for all students during the 2014-15 school year.
	1.1.8	Using the trends and findings of your CNA, list your priorities if you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	The primary areas of concern of Fridley Public Schools are reading and math achievement. That will be the district focus for the 2014-15 school year
	1.1.9	Using the data collected from your CNA, write a student achievement SMART goal for each LEA activity if you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	The number of incoming kindergarten students served in the 2015 summer Ready, Set, Go program will increase from 20 to 25 for the summer of 2015.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.2 Program Narrative			
	1.2.1	Describe the strategy the LEA will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 (parent involvement) and 1119 (qualifications for teachers and principals) designed to address student achievement as indicated in the CNA.	The Title I funded professional development activities are only a portion of the professional development activities planned by the district. The district has developed a comprehensive professional development plan which integrates funding from multiple sources in addition to Title I. These are examples of staff development activities and their funding sources: 1. Literacy Instruction (District funds & Title IIA) 2. Metropolitan Principal Academy seminars (Title IIA) 3. The district will provide training on identifying the Signs of Early Onset of Mental Illness, Adolescent Reading Instruction, and classroom modifications for students. (Title IIA) 4. Differentiation of Curriculum (District funds) 5. Multiculturalism (District funds) 6. Use of data to inform instruction (District funds) 7. Training on the IB Diploma, Middle Years Program and Primary Years Program (District funds and Title IIA) 8. SIOP training (Title II funds) 1. The district developed a literacy plan which will align literacy instruction in grades K-12 . he literacy committee makes recommendations regarding staff development activities to improve literacy instruction. 2. Additionally, a new mathematics curriculum was introduced into grades K-6 during the 2011-12 school year. Staff development around this new curriculum implementation will continue during the 2014-15 school year.
	1.2.2	Describe how your program (Targeted Assistance and/or Schoolwide and/or School Improvement) was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this application), other appropriate school personnel and parents.	In designing the Title I program, parents, administrators and teachers discussed what was best for all children and how children would be successful. Surveys were compiled by parents, administrators and teachers to give input into the design of the Title I program. Meetings were held to design the program with a focus on best practices and student needs.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
	1.2.3	Describe how your LEA intends to coordinate and integrate services for the following student populations in your LEA (as appropriate): English Learners (EL), students with disabilities, Migrant (MEP) students, Neglected and Delinquent students, students who are homeless, and other students.	LEP/Immigrant Students: The ELL teachers meet weekly with the Title I staff. They collaborate in planning instruction for students during these meetings. The ELL teachers focus on instruction of language and vocabulary. Title I teachers focus on reading and math instruction. Staff scheduling is done together to minimize the amount of time students are pulled from regular classroom instruction. Students with disabilities: During weekly meetings with the Child Study team Title I and Special Education staff meet to discuss how to best meet the needs of struggling students. Interventions are discussed at these meetings. Students with disabilities are provided additional instruction by the special education teachers unless the student did not meet eligibility criteria for services in reading and/or math
	1.2.4	Describe how your Title I funds will supplement not supplant general education programs and other existing programs.	Title I services are supplemental services for struggling students to assist in closing the achievement gap. These services allow for an opportunity for children to learn skills for academic progress. The additional service provides extra support for struggling students and additional time on task to ensure master of academic skills. Additionally, Title I funds are used to provide a summer program for incoming kindergarten students who are identified as Title I students and at risk for difficulties in kindergarten.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.3 Targeted Assistance Programs			
(Skip this section if the LEA operates no targeted assistance model Title I programs.) Targeted Assistance Programs identify students who are failing or at risk of failing to meet the state standards and provide Title I services (for example, an inclusion-push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff.	1.3.1	What are the student selection criteria used for identifying Title I students? (Multiple objective measures are required for entrance and exit from the program.)	Student Identification: Students in grades K-8 who are achieving in the bottom 20% of the class working below grade level in reading. Criteria: Teacher recommendation, consistent low achievement, the NWEA Measures of Academic Achievement (MAP assessment, Phonemic Awareness Assessment, Fountas and Pinell assessment and MCA scores.
	1.3.2	Describe the reading services to students, including the service model to be used. (Example: pull out, inclusion – push in, combination.)	Pull-out assistance is given to children who qualify. It will be supplemental to the regular instruction and will focus on review and practice of skills. Services are provided in a small group setting and one-to-one for Reading Recovery students. Student progress is monitored by classroom assessments and data. Collaboration with classroom teachers is done regularly to ensure success for students. The additional services for struggling students assist in closing the achievement gap. These services allow for an opportunity for children to learn skills for academic progress. The additional service provides extra support for struggling students and additional time on task to promote success for students.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
	1.3.3	Describe the mathematics services to students, including the service model to be used. (Example: pull out, inclusion – push in, combination.)	Pull-out assistance is given to children who qualify. It will be supplemental to the regular instruction and will focus on review and practice of skills. Services are provided in a small group setting and one-to-one. Student progress is monitored by classroom assessments and data. Collaboration with classroom teachers is done regularly to ensure success for students. The additional services for struggling students assist in closing the achievement gap. These services allow for an opportunity for children to learn skills for academic progress. The additional service provides extra support for struggling students and additional time on task to promote success for students.
	1.3.4	Describe the program evaluation process including how multiple sources of data will be used for making programmatic decisions that impact student academic achievement.	The program is evaluated annually by looking at the following data: -Results of formative assessments completed in the buildings -Results of the MCA in reading -Results of the NWEA MAP Test in reading -Satisfaction surveys completed by parents of Title I students The results of these evaluations will be used to make modifications in the title I program if there is not sufficient evidence of improvement in reading skills. Changes in curriculum, instructional strategies, grouping, length of time of instruction, and quality of instruction will be evaluated and changes made as needed. Data (guided reading running records, NWEA MAP test, MCA results, teacher observation and report) will be evaluated annually by the Title I team in each building. The team will make recommendations for change.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.4 Schoolwide Programs			
<p>The Schoolwide Program (SWP) model is available to a school in which not less than 40 percent of the children come from low income homes (receive free and reduced price lunch) or the school has been identified as a focus or priority school. All students and staff are considered Title I. To determine whether a site is eligible, refer to the School Participation page.</p>	1.4.1	<p>District will operate one or more Schoolwide Program(s) (SWP). Skip this section if the LEA does not operate schoolwide model Title I programs.</p>	No

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.5 LEA Activities & Programs			
Skip this section if there are no LEA Activities/Programs.	1.5.1	If you are using Title I funds for any LEA activity (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity), describe the activities that are supported with these funds.	Title I funds are used to provide a summer program for incoming kindergarten students who are identified as Title I students and at risk for difficulties in kindergarten.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
1.6 Nonpublic Programs			
The nonpublic Title I program must utilize the Targeted Assistance Program model. (Skip this section if nonpublic schools are not participating.)	1.6.1	Briefly describe these three areas of the Title I program in the nonpublic school. 1. What type of services are provided? 2. Who provides the services? 3. Where are the services provided?	Pull-out assistance is given to children who qualify. It will be supplemental to the regular instruction and will focus on review and practice of skills. Services are provided in a small group setting and one-to-one for Reading Recovery students. Student progress is monitored by classroom assessments and data. Collaboration with classroom teachers is done regularly to ensure success for students. The additional services for struggling students assist in closing the achievement gap. These services allow for an opportunity for children to learn skills for academic progress. The additional service provides extra support for struggling students and additional time on task to promote success for students.
	1.6.2	Briefly describe how the district will evaluate the progress of participating students and how the results will be used to make decisions about the program design.	The program is evaluated annually by looking at the following data: -Results of formative assessments completed in the buildings -Results of the MCA in reading -Results of the NWEA MAP Test in reading -Satisfaction surveys completed by parents of Title I students The results of these evaluations will be used to make modifications in the title I program if there is not sufficient evidence of improvement in reading skills. Changes in curriculum, instructional strategies, grouping, length of time of instruction, and quality of instruction will be evaluated and changes made as needed. Data (guided reading running records, NWEA MAP test, MCA results, teacher observation and report) will be evaluated annually by the Title I team in each building. The team will make recommendations for change.

Narrative - School Participation

School Participation

Subsection Description		Question	Answer
The nonpublic Title I program must utilize the Targeted Assistance Program model. (Skip this section if nonpublic schools are not participating.)	1.6.3	Explain how the district maintains control of the Title I nonpublic funds.	The district insures that services and funds are equitable by following the guidelines provided by the state. Teachers are highly qualified and hired by the district to supply services to students at the non-public school. The PPFU calculated for the nonpublic school students is the same as the PPFU for district students. All purchases of supplies or hiring of personnel for the nonpublic Title I program is done through the district. All materials are labeled and identified as belonging to the Title I program.

Narrative - Manage Budget

Homeless

Subsection Description		Question	Answer
3.1 Homeless Education Programs			
Add the contact information for the LEA "Homeless Education Liaison" to the Contacts section of this grant application.	3.1.1	Name of the LEA "Homeless Education Liaison"?	Cathy Lombard
	3.1.2	Describe how the LEA conducts annual awareness-raising and outreach activities among district personnel and relevant community agencies and organizations concerning the educational rights of families and youth experiencing homelessness under the McKinney-Vento Act.	Fridley provides on-going training with district personnel including enrollment clerks and guidance staff. District administrators receive information at the bi-monthly administrative meetings and the district clerical staff receives information at their monthly meetings. The school nurse meets with the health assistants bi-monthly as well and information is shared with them at these meetings.
	3.1.3	(All McKinney-Vento Subgrantees) Describe any supplementary education services and activities provided for homeless and highly mobile students and how they are coordinated with Title I set-aside funds.	For the 2014-15 school year the district will set aside \$100 for supplementary education services and activities for homeless and highly mobile students. This is the seventh year that these funds have been set aside for this purpose. The \$50 is an estimate of the funds needed to provide these services. The district has been absorbing the cost of these services and not accessing Title I funds to meet these needs. This is method #1. This is the cost of supplies that the homeless liaison uses to provide information on the resources available to homeless students and for outreach to homeless families.

Narrative - Manage Budget

Parent Involvement

Subsection Description	Question	Answer
4.1 Parental Involvement		
If the LEA Title I, Part A allocation, plus carryover and transferred funds is over \$500,000 the LEA's must set- aside a minimum 1% of the allocation for Parent Involvement.	4.1.1 Describe the family engagement activities that support the academic growth of students.	At the Title I Annual meeting in May, 2014, parents of Title I students were surveyed about topics of interest for future "family events". The following are the most frequently requested topics that parents were interested in learning about: 1. Discipline issues 2. Family fun activities 3. How to help your child succeed in school 4. Addressing children's behavior Issues 5. Building family/school partnerships for student success 6. Child development 7. Improving reading skills 8. Improving math skills Based on the survey results parent events will be scheduled to address these topics. Events a combination of school and district events.

Narrative - Manage Budget

Highly Qualified

Subsection Description		Question	Answer
5.1 Staff in Targeted Assistance Schools			
As part of the plan described, each LEA receiving assistance under this part, [section 1119(a)(1)], shall develop a plan to ensure that all public school teachers teaching in core academic subjects are highly qualified. All paraprofessionals working in a program supported with Title I, Part A funds in a targeted assistance program [section 1119(g)(3)] and any paraprofessional in a schoolwide program must be highly qualified. [34 CFR 200.55-59]	5.1.1	Total number of Title I funded instructional paraprofessionals in Targeted Assistance Programs.	2
	5.1.2	Total number of Title I funded instructional paraprofessionals who are highly qualified in Targeted Assistance Programs.	2
	5.1.3	Total number of Title I funded Teachers.	5
	5.1.4	Are all Title I funded teachers highly qualified?	Yes

Narrative - Manage Budget

Highly Qualified

Subsection Description		Question	Answer
As part of the plan described, each LEA receiving assistance under this part, [section 1119(a)(1)], shall develop a plan to ensure that all public school teachers teaching in core academic subjects are highly qualified. All paraprofessionals working in a program supported with Title I, Part A funds in a targeted assistance program [section 1119(g)(3)] and any paraprofessional in a schoolwide program must be highly qualified. [34 CFR 200.55-59]	5.1.5	If all Title I funded teachers are not highly qualified, please describe the plan of action to comply with ESEA/NCLB requirements to assure that all teachers are appropriately licensed. (Note if applicable: the district must set aside up to 5% of the Title I allocation on the Highly Qualified tab, to assist this staff person in getting highly qualified.)	All of the Title I teachers are highly qualified.

Narrative - Manage Budget

Highly Qualified

Subsection Description		Question	Answer
5.2 Staff in Schoolwide Programs			
	5.2.1	Total number of instructional paraprofessionals in Schoolwide Programs.	0
	5.2.2	Total number of instructional paraprofessionals who are highly qualified in Schoolwide Programs.	0
	5.2.3	Are all teachers highly qualified?	No
	5.2.4	If all teachers are not highly qualified, please describe the plan of action to comply with ESEA/NCLB requirements to assure that all teachers are appropriately licensed. (Note if applicable: the district must set aside up to 5% of the Title I allocation on the Highly Qualified tab, to assist this staff person in getting highly qualified.)	No set aside is needed at this time.

Narrative - Manage Budget

General

Subsection Description		Question	Answer
6.1 Description			
	6.1.1	Will your district REAP FLEX funds into Title 1?	No
	6.1.2	Will your district transfer funds into Title I?	No
	6.1.3	Will your district use Title I funds to serve Preschool children?	No

Contacts For Application

Contact Type: School District or Agency Accountant

Name: Matthew Hammer
Title: Accounting Supervisor
Organization Name: Fridley Public Schools
Address Line 1: 6000 W. Moore Lake Dr.
Address Line 2:
City: Fridley
State: MN
Zip Code: 55432
Phone Number: 763-502-5004
Alternate Phone Number:
Fax Number:
Email Address: matt.hammer@fridley.k12.mn.us

Contact Type: Authorized Representative

Name: Peggy Flathmann
Title: Superintendent
Organization Name: Fridley Public Schools
Address Line 1: 6000 W. Moore Lake Dr.
Address Line 2:
City: Fridley
State: MN
Zip Code: 55432
Phone Number: 763-502-5001
Alternate Phone Number:
Fax Number:
Email Address: peggy.flathmann@fridley.k12.mn.us

Contacts For Application

Contact Type: Other

Name: Andrea Baker
Title: Financial Specialist
Organization Name: Fridley Public Schools
Address Line 1: 6000 W. Moore Lake Dr.
Address Line 2:
City: Fridley
State: MN
Zip Code: 55432
Phone Number: (763) 502-5029
Alternate Phone Number:
Fax Number: (763) 502-5041
Email Address: andrea.baker@fridley.k12.mn.us

Contact Type: Program Contact Representative

Name: Cathy Lombard
Title: Director of Special Services
Organization Name: Fridley Public Schools
Address Line 1: 6000 W. Moore Lake Dr.
Address Line 2:
City: Fridley
State: MN
Zip Code: 55432
Phone Number: 763-502-5024
Alternate Phone Number:
Fax Number: 763-502-5041
Email Address: cathy.lombard@fridley.k12.mn.su

Attachments - School Participation

Organization Level	Attachment	When	User	
School Participation				
AL-AMAL SCHOOL	Nonpublic School Consultation	08/28/2014	cathylombard	Original File Name: Nonpublic Consultation Form.pdf
				MDE File Name: 2015_401_SCHOOL_CONSULTATION_310014006000_1409266372496.pdf

***To view or print actual attachments, please refer to the online SERVS application.**

Application Section: Attachments -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT

Attachments - Manage Budget

Organization Level	Attachment	When	User	
Parent Involvement				
DISTRICT	District Parent Involvement Plan	07/25/2014	cathylombard	Original File Name: Parent Involvement Policy Draft.docx MDE File Name: 2015_401_DISTRICT_PI_PLAN_010014000000_1406305058855.docx

***To view or print actual attachments, please refer to the online SERVS application.**

Application Section: Attachments -- 0014-01-000 FRIDLEY PUBLIC SCHOOL DISTRICT