

MEMORANDUM

TO: Chairperson and Members  
Boston School Committee

FROM:

  
Eleanor Laurans  
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: November 1, 2018

Attached please find the grants for approval by the School Committee on November 7, 2018. Full copies of the grant proposals are available for your review and have been filed with the Office of the Secretary to the School Committee.



# GRANT FOR SCHOOL COMMITTEE APPROVAL

November 7, 2018

| Amount   | FY   | Grant Name                                       | Status | Fund Manager     | Focus Area(s)              | Sites                         |
|----------|------|--|--------|------------------|----------------------------|-------------------------------|
| \$15,000 | 2019 | Big Yellow School Bus                            | New    | Anu Jayanth      | Curriculum and Instruction | Districtwide                  |
| \$5,000  | 2019 | Charlestown Community Impact Fund                | New    | Alex Kalmaroff   | Curriculum and Instruction | Charlestown High School       |
| \$19,687 | 2019 | Country Music Association Grant                  | New    | Anthony Beatrice | Curriculum and Instruction | Districtwide                  |
| \$30,000 | 2019 | MassGrad Promising Practices – BATA              | New    | Benjamin Helfat  | At Risk                    | BATA                          |
| \$40,000 | 2019 | MassGrad Promising Practices – BINCA             | New    | Tony King        | At Risk                    | BINCA                         |
| \$40,000 | 2019 | MassGrad Promising Practices – Charlestown       | New    | Alex Kalmaroff   | At Risk                    | Charlestown High School       |
| \$40,000 | 2019 | MassGrad Promising Practices – English           | New    | Caitlin Murphy   | At Risk                    | English High School           |
| \$40,000 | 2019 | MassGrad Promising Practices – Greater Eggleston | New    | Kevin Brill      | At Risk                    | Greater Eggleston High School |

|                  |              |  |     |                  |                     |                              |
|------------------|--------------|--|-----|------------------|---------------------|------------------------------|
| \$40,000         | New          | MassGrad Promising Practices –<br>Madison Park | New | Kevin McCaskill  | At Risk             | Madison Park High School     |
| \$30,000         | New          | MassGrad Promising Practices<br>McKinley       | New | Velevia Saunders | At Risk             | William McKinley High School |
| \$10,000         | New          | Safe and Supportive Schools Grant              | New | Alex Kalmaroff   | Health and Wellness | Charlestown High School      |
| <b>\$309,687</b> | <b>Total</b> |  |     |                  |                     |                              |

## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Big Yellow School Bus Grant  
Status: New  
Grant Type: Competitive  
Start & End Dates: September 1, 2018 – June 30, 2019  
Funding Source: State  
Grantor Contact: Cyndy Gaviglio  
10 St. James Avenue, 3<sup>rd</sup> Floor  
Boston, MA 02116  
Phone: 617-858-2711  
Email: cyndy.gaviglio@state.ma.us

Lead BPS Department and/or School(s): Finance Department and Transportation Department

BPS Fund Manager: Anu Jayanth, Director of Grants and External Funding

Department Head/School Leader: Eleanor Laurans, Chief Financial Officer

Annual Award Amount: \$15,000

Total Award Amount (if grant period more than a year):

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 500

Sites: Districtwide

Key External Partners:

### Grant Description

Big Yellow School Bus provides \$250 grants to help schools meet the transportation costs of educational field trips to non-profit cultural institutions and activities in the arts, sciences, and humanities across Massachusetts.

### Expense Categories this Grant Pays For

~100% to Transportation expenses

### Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

N/A

## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Charlestown Community Impact Fund

Status: New

Grant Type: Competitive

Start & End Dates: October 22, 2018 – May 1, 2019

Funding Source: City

Grantor Contact: Meghan Aldridge  
Boston City Hall  
Office of Administration & Finance  
1 City Hall Square  
Boston, MA 02201  
Phone: 617-635-4457  
Email: meghan.aldridge@boston.gov

Lead BPS Department and/or School(s): Charlestown High School

BPS Fund Manager: Alex Kalamaroff – Director of Outreach & Development

Department Head/School Leader: William Thomas - Principal

Annual Award Amount: \$5,000.00

Total Award Amount (if grant period more than a year):

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 80 students

Sites: Charlestown High School

Key External Partners:

### **Grant Description**

This funding from the Charlestown Community Impact Fund will support school-year literacy intervention programming (\$2,500), and it will support the performing arts and extracurricular music programming (\$2,500).

For literacy intervention—this funding will support professional development for, as well as additional instructional time provided by, staff who are working with students who are significantly below grade level with their regard to their literacy skills.

For the performing arts—this funding will support the CHS Advanced Band and extracurricular digital-recording working.

## Expense Categories this Grant Pays For

~100% of the grant will be allocated to support staffing and program operations

### Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

**Goal #1 (Students' Learning Growth – Literacy Intervention):** All participating students will be able to employ at least four decoding and comprehension strategies that they have developed through their literacy intervention class; all participating students will also advance one Grade Level Equivalent, as it is measured by the Diagnostic Assessment of Reading

**Indicator:** Success will be tracked by Literacy Director (Ms. Weddee Neufville-Henry) and program instructors – using assessments to measure student mastery over decoding and comprehension strategies, and using the Diagnostic Assessment of Reading. We will also track student growth using the Rosner Test of Auditory Analysis Skills

**Goal #2 (Enrollment/Completion – Performing Arts):** At least 25 students will participate in after-school programming provided by Adam Calus, the Instructor of Instrumental Music at Charlestown High School, with Advanced Band members receiving at least 2.5 hours of additional instruction per week.

**Indicator:** Success will be tracked by our program director – using the metrics of student enrollment, student daily attendance, and student program completion.

**Goal #3 (Public Performance – Performing Arts):** As part of the community engagement component of this grant, the Advanced Band will perform at 3 local community events during Fall/Winter 2018/2019. This includes a Charlestown neighborhood Halloween event, a school fundraiser at the Knights of Columbus, and the EdVestors “School on the Move” prize event).

**Indicator:** Performances and the number of community member in attendance will be tracked by our instrumental music program director .

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Country Music Association Foundation Grant

Status: New

Grant Type: Competitive

Start & End Dates: November 8, 2018 – March 1, 2019

Funding Source: Country Music Foundation

Grantor Contact: Falon Keith  
35 Music Square East, Suite 201  
Nashville, TN 37203  
Phone: 615-244-2840  
Email: fkeith@cmaworld.com

Lead BPS Department and/or School(s): Visual and Performing Arts Department

BPS Fund Manager: Anthony Beatrice, Acting Executive Director of the Visual and Performing Arts Department

Department Head/School Leader: Anthony Beatrice, Acting Executive Director of the Visual and Performing Arts

Annual Award Amount: \$19,687.00

Total Award Amount (if grant period more than a year):

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 200+ students per school year

Sites: Districtwide

Key External Partners: Country Music Association Foundation

### **Grant Description**

This grant is for the Boston Public School Visual and Performing Arts project titled "Creating a Culturally and Linguistically Responsive Elementary General Music Education." Phase I includes purchasing world instruments not normally available in the elementary general music classroom (Gamelan, Samba, Taiko), training teachers on how to incorporate those instruments into classroom instruction, collecting songs from the community, developing student-generated folk song picture books, and finally incorporating opportunities for music composition. This grant proposal is specific to the purchasing and professional development of the world instruments.

### **Expense Categories this Grant Pays For**

~92% of the grant will be allocated for the purchasing of one classroom set each of Taiko, Gamelan, and Samba instruments. The instruments will be inventoried and housed in the BPS VAPA warehouse and teachers will sign-out the instruments for five-month increments.

~8% of the grant will be utilized for a two-day professional development workshop focused on how to authentically incorporate the world instruments into the elementary general music curriculum.

**Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** During this 2018-2019 school year, 95% of students participating in the ensemble performance of world instruments will demonstrate measurable progress in music ensemble skills.

**Indicator:** Pre and Post Assessment Data via performance rubric aligned with Massachusetts Arts Curriculum Framework 3.12: Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.



## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Grad Promising Practices - BATA  
Status: New  
Grant Type: Entitlement  
Start & End Dates: Upon Approval – August 30, 2018  
Funding Source: Federal Through State  
Grantor Contact: Lisa Harney  
Office for College, Career, and Technical Education  
MA Department of Elementary and Secondary Education  
75 Pleasant St. Malden, MA 02148  
Phone: 781-338-3903  
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): Boston Adult Technical Academy

BPS Fund Manager: Benjamin Helfat, Headmaster, Boston Adult Technical Academy

Department Head/School Leader: Benjamin Helfat, Headmaster, Boston Adult Technical Academy

Annual Award Amount: \$30,000

Total Award Amount (if grant period more than a year): N/A

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 150 students, 1 staff

Sites: Boston Adult Technical Academy

Key External Partners: Private Industry Council

### Grant Description

To further our mission, with the support of MassGrad Promising Practices funding, BATA will hire a full-time Graduation Coach (Strategy 2: Adult advocates for student support) to join an existing team working with the students identified as seniors to increase the graduation rate. The Graduation Coach will meet this outcome by helping with student academics, facilitating career pathway workshops, providing motivational support, and creating a transition plan for each student through and after graduation.

### Expense Categories this Grant Pays For

~100% of the grant is allocated to support a graduation coaching position

### Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

**Goal #1:** Hire a graduation coach will meet with 100% of our seniors (150) to create a transitional portfolio that includes a resume, career pathway, career survey and at least 1 college essay in order to increase our graduation rate by 10%.

**Indicator:** Number of senior portfolios; Attendance rates of seniors to measure engagement; School Climate Surveys to measure impact; Graduation rate of seniors.

## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Grad Promising Practices Grant - BiNCA

Status: New

Grant Type: Entitlement

Start & End Dates: Upon Approval – August 30, 2018

Funding Source: Federal Through State

Grantor Contact: Lisa Harney  
Office for College, Career, and Technical Education  
MA Department of Elementary and Secondary Education  
75 Pleasant St. Malden, MA 02148  
Phone: 781-338-3903  
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): Boston International and Newcomers Academy

BPS Fund Manager: Tony King, Headmaster, BiNCA

Department Head/School Leader: Tony King, Headmaster, BiNCA

Annual Award Amount: \$40,000

Total Award Amount (if grant period more than a year):

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 350

Sites: Indicate “Districtwide” or name specific schools

Key External Partners:

### Grant Description

Boston International High School will build on existing dropout prevention strategies and roll out new mechanisms for raising our graduation rate by implementing research based practices. We will provide additional training and tools to teachers who serve as advisors in our advisory program. This will support our goal of having each BIHS student connected with a caring adult. Correspondingly, we will employ new family engagement strategies providing culturally and linguistically appropriate parental supports designed to develop a shared vision of educational opportunity between families and the school. We will also plan for a small Alternative Pathway in the school that will support students who are strongly connected to the school community, but who are at high risk of drop in our traditional program.

### Expense Categories this Grant Pays For

The budget for the proposal reflects the values described above. There is an investment in strengthening the advisory program through training, provisioning and improving. We included funds for 5 days of training (often divided into small sessions), as well as funding for the Advisory Committee and the purchase of supplies to build

an effective advisory. Each of these investments is building towards ensuring that each student has a caring adult linked with them.

A large portion of the budget is dedicated to the family engagement through workshops that lead to student/guardian college visits. This investment will lead towards families and the school having a shared vision of the menu of opportunities available after high school. The funding will be used to pay a multilingual, multicultural team of teachers and support staff to prepare and deliver a series of workshops designed to help families both support their student now and to clearly understanding the opportunities available to them in the future. A highlight of the workshops will be a college visit. Many of our families have never had the opportunity to visit and college and this experience allows them to more deeply support the student as they negotiate the college experience.

The budget will also support a planning committee who will design a very small in school pathway for students who have met competency determinations, but are at very high risk of not graduating. The planning committee will design a plan to be piloted in the 2019-2020 school year.

### **Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

#### **Goal #1: Increase Graduation Rate for 2019 Cohort and 2020 Cohort**

We expect that the initiatives and supports provided through the grant to help us increase our graduation rate by 5%. This increase will come as a result of increased family engagement in the college process and a new pathway focused on off track students who have met the competency determination.

**Indicator:** DESE reported graduation rate.

#### **Goal #2: Increase the percentage of students feeling connected to an adult in the building.**

Part of the impetus for the Advisory program was that only 60% of students felt they had an adult that they could go to with a challenge. This year we introduced an advisory program that will have a positive impact on relationship building. We expect to see a 5% increase this year as measure by our annual student survey.

**Indicator:** Annual Student Survey.

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Mass Grad Promising Practices Grant – Charlestown  
Status: New  
Grant Type: Entitlement  
Start & End Dates: Upon Approval – August 30, 2018  
Funding Source: Federal Through State  
Grantor Contact: Lisa Harney  
Office for College, Career, and Technical Education  
MA Department of Elementary and Secondary Education  
75 Pleasant St. Malden, MA 02148  
Phone: 781-338-3903  
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): Charlestown High School

BPS Fund Manager: Alex Kalamaroff, Director of Programming & Development, Charlestown High School

Department Head/School Leader: William Thomas, Principal, Charlestown High School

Annual Award Amount: \$40,000.00

Total Award Amount (if grant period more than a year): \$40,000.00

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 175 students / 12 staff

Sites: Charlestown High School

Key External Partners: Strong Oak & Janet Connors – for Restorative Justice work

### **Grant Description**

This grant supports Diploma Plus, the in-house alternative education program at Charlestown High School, by providing more individualized academic and socio-emotional opportunities for students through three four areas of Restorative Justice programming, Extended Learning Time during the summer, interdisciplinary competency-based learning, and community and family engagement. Additionally, this grant supports a series of school-wide attendance initiatives to increase the daily attendance rate of 9<sup>th</sup> and 10<sup>th</sup> graders, along with more academic engagement for these students.

### **Expense Categories this Grant Pays For**

- ~29% will be used for summer learning time programming for Diploma Plus students
- ~21% will be used to support a series of school-wide attendance initiatives
- ~21% will be used to support interdisciplinary community learning activities and program assessment
- ~18% will be used to support Restorative Justice programming in Diploma Plus
- ~11% will be used for instructional materials and student T-passes for summer learning programming

## Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

**Goal #1: *School-wide Attendance Initiative:*** As part of the Early Warning Indicator work that Charlestown High School is now conducting, one goal of this grant is to increase the school-wide daily attendance rate by at least 3% based a year-over-year comparison with the previous two school years; one strategy to achieve this is through a series of attendance initiative, based on those developed by other high schools that have utilized EWI, including home visits and targeting students once they get 2 absences per quarter.

**Indicator:** The school-wide daily attendance rate increases by at least 3% based on a year-over-year analysis.

**Goal #2: *Family and Community Engagement:*** Strengthening the triangle of student—family—school has been a key part of Diploma Plus’s work to re-engage over-age and under-credited students with their learning. This year, as part of this grant, we are expanding this triangle, turning it into a square, by adding a focus on community engagement and community learning projects, such as internships and student exhibitions, that connect the Diploma Plus curriculum to current issues facing students and their families.

**Indicator:** DP staff will conduct home visits for 100% of participating students (approximately 75 visits in total), from December 2017 through May 2018, to strengthen the triangle of student—family—school, with staff serving as family liaisons to connect students and staff to external support services. Through these home visits, families will: 1.) learn about external support services, 2.) work with students on learning goals, and 3.) provide feedback about what would help them support their children. Academic data will then be correlated with family visits and intervention services, to measure the impact of this work on students’ progress in our competency-based education system.

**Goal #3: *Success for Extended Learning Time:*** We will continue our revised Extended Learning Time program this summer, where students are given extra time and supports to overcome academic skill gaps and advance in our competency-based education system.

**Indicator:** Establish summer programming, with a target enrollment of 25 students (with a budgeting capacity for up to 30 students); each participating student will work with staff to set individualized summer learning goals, with all participating students achieving between five-to-eight competency benchmarks in total, based on those learning goals.

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Mass Grad Promising Practices - English  
Status: New  
Grant Type: Entitlement  
Start & End Dates: Upon Approval – August 30, 2018  
Funding Source: Federal Through State  
Grantor Contact: Lisa Harney  
Office for College, Career, and Technical Education  
MA Department of Elementary and Secondary Education  
75 Pleasant St. Malden, MA 02148  
Phone: 781-338-3903  
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): The English High School

BPS Fund Manager: Caitlin Murphy, Headmaster, English High School

Department Head/School Leader: Caitlin Murphy, Headmaster, English High School

Annual Award Amount: \$40,000

Total Award Amount (if grant period more than a year):

Carry-forward option: Yes or No

Approximate # of students (or teachers, central office staff) served: 75

Sites: The English High School

Key External Partners:

### **Grant Description**

The purpose of this federally-funded non-competitive grant opportunity is to provide supplementary support to school districts with high concentrations of students at-risk for not graduating from high school. These students may: be expectant or parenting teens, have drug or alcohol addictions, have current or previous contact with the courts or juvenile justice system, be at least one year behind expected grade level for the age of the individual, have limited English proficiency, be a gang member, be a former dropout, have high or chronic absenteeism, and/or any other factors that would place students at-risk for not graduating.

### **Expense Categories this Grant Pays For**

-100% of the grant will be used for staffing to support our students who are over-age and under credited. This grant will allow us to hire a Re-Engagement Specialist to staff our Learning Lab, supporting our students who are overage and undercredited. The Re-Engagement Specialist will track attendance and support students in reaching their academic and attendance goals.

**Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** We will reduce the number of students who are off track for their grade level by 20%.

**Indicator:** Student grade level and cohort reports in Aspen.

**Goal #2:** We will increase our graduation rate by 5% by re-engaging students in the 2019 cohort and helping them to recover credits through our Learning Lab program.

**Indicator:** Senior course completion tracker, 2019 graduation rate

**Goal #3:** We will have an average daily attendance in the Learning Lab of 95% in order to ensure that students are making progress in recovering credits.

**Indicator:** Daily attendance sign in sheets, Aspen Attendance



## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Mass Grad Promising Practices – Greater Egleston  
Status: New  
Grant Type: Entitlement  
Start & End Dates: Upon Approval – August 30, 2018  
Funding Source: Federal Through State  
Grantor Contact: Lisa Harney  
Office for College, Career, and Technical Education  
MA Department of Elementary and Secondary Education  
75 Pleasant St. Malden, MA 02148  
Phone: 781-338-3903  
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): Greater Egleston High School

BPS Fund Manager: Kevin Brill, Headmaster, Greater Egleston High School

Department Head/School Leader: Kevin Brill, Headmaster, Greater Egleston High School

Annual Award Amount: \$30,000

Total Award Amount (if grant period more than a year): \$ N/A

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 150

Sites: Greater Egleston High School

Key External Partners:

### **Grant Description**

This grant will support the school in identifying work based learning opportunities for all of our students and develop materials to guide mentors in the process and role of supporting student learning in the real world. In addition the grant will support the school in recruiting students who have not been successful in their current school assignment and developing a process to onboard new students to match them with services and academics to match them with necessary supports.

### **Expense Categories this Grant Pays For**

- ~30% of the grant will be used to support the development of our work based learning initiative.
- ~67% will be used to support recruitment and onboarding of new students.
- ~3% will be used for supplies to support the above work including printing and mailing.

### **Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** More than 90% of students will participate in work based learning by the end of the 2018-19 school year.

**Indicator:** Assignment to internships and attendance will be measured using ImBlaze, an online internship management platform.

**Goal #2:** Student recruitment materials and process will be updated, published on our website and shared with other schools by February 2019.

**Indicator:** Record of posting and distribution will be documented in February.

**Goal #3:** Intake surveys and assessments to identify incoming student needs will be developed and utilized for incoming students by April 1, 2019.

**Indicator:** Assessments will be in place in each student file for students admitted from April 1 forward.

## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Grad Promising Practices – Madison Park

Status: New

Grant Type: Entitlement

Start & End Dates: Upon Approval – August 30, 2018

Funding Source: Federal Through State

Grantor Contact: Lisa Harney  
Office for College, Career, and Technical Education  
MA Department of Elementary and Secondary Education  
75 Pleasant St. Malden, MA 02148  
Phone: 781-338-3903  
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): Madison Park Technical Vocational HS

BPS Fund Manager: Anthonie Marsh, Business Manager, Madison Park Technical Vocational HS

Department Head/School Leader: Kevin McCaskill, Executive Director

Annual Award Amount: \$40,000

Total Award Amount (if grant period more than a year):

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 50

Sites: Madison Park Technical Vocational HS

Key External Partners: Coalition of Schools Educating Boys of Color (COSEBOC)

### Grant Description

Madison Park TVHS will address the social, emotional, and/or health needs of targeted students through the Rites of Passage Program. The COSEBOC Rites of Passage program model ushers boys and young men of color to a healthy state of adulthood by centering experiences on their gifts, cultural and historical identities, character development, leadership development, career exploration, and exposure to optimal experiences that inspire excellence and legacy. It provides educational and life experiences that help guide students through a series of challenges that enable them to heal, grow, and thrive in the face of chronic stress and trauma. In the COSEBOC model, trauma is not seen as an experience to be ignored. Rather, it is an opportunity for boys and young men to build strength and resilience – for themselves, their families, and their communities.

### Expense Categories this Grant Pays For

~\$16,000 in stipends for teachers and support staff  
~\$15,000 for contractual services provided by COSEBOC  
~\$6,000 for travel for students and staff  
~\$3,000 for technology

**Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal 1:** Average daily attendance (ADA) rates will increase for program participants by 3% over previous year's rate.

**Indicator:** Monthly monitoring of ADA rates for program participants

**Goal 2:** 80% program participants will make up prior courses required for promotion and graduation by June 30, 2019.

**Indicator:** Successful completion and passing of required coursework

**Goal 3:** 100% of students will meet the MCAS or MCAS portfolio requirement for graduation.

**Indicator:** MCAS results or MCAS portfolio determination

**Goal 4:** There will be a 50% reduction in discipline referrals for program participants.

**Indicator:** Student discipline reports

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Mass Grad Promising Practices - McKinley  
Status: New  
Grant Type: Entitlement  
Start & End Dates: Upon Approval – August 30, 2018  
Funding Source: Federal Through State  
Grantor Contact: Lisa Harney  
Office for College, Career, and Technical Education  
MA Department of Elementary and Secondary Education  
75 Pleasant St. Malden, MA 02148  
Phone: 781-338-3903  
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): William McKinley High School

BPS Fund Manager: Velecia Saunders, Headmaster, William McKinley High School

Department Head/School Leader: Velecia Saunders, Headmaster, William McKinley High School

Annual Award Amount: \$ 30,000

Total Award Amount (if grant period more than a year):

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 240 Students, 2 school-based staff

Sites: McKinley Preparatory High School

Key External Partners: Office of Opportunity Gap, Wediko Children Services

### **Grant Description**

The purpose of this federally-funded non-competitive grant opportunity is to provide supplementary support to school districts with high concentrations of students at-risk for not graduating from high school. These students may: be expectant or parenting teens, have drug or alcohol addictions, have current or previous contact with the courts or juvenile justice system, be at least one year behind expected grade level for the age of the individual, have limited English proficiency, be a gang member, be a former dropout, have high or chronic absenteeism, and/or any other factors that would place students at-risk for not graduating.

### **Expense Categories this Grant Pays For**

~ 33% of the grant will be allocated across both McKinley High Schools to hire a consultant to unpack our chronic absenteeism data to develop strategies to reengage students who have behavioral, psychiatric and/or emotional concerns.

~33% of the grant will be allocated across both McKinley High Schools to stipend professionals who work with students who are involved with gangs to develop strategies to reengage them in education and career training/internship opportunities.

~16% of the grant will be allocated across both McKinley High Schools to hire a reengagement specialist to partner with the Department of Youth and Family Services (DYS) to establish strategies to reengage students who are returning to school after being detained.

~16% of the grant will be allocated across both McKinley High Schools to engage the Office of Opportunity Gaps, who will further support our work with the Department of Youth Services (DYS), City of Boston, Youth Opportunities Unlimited (YOU), and other partners as well as support pedagogical practices and research.

### **Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** Students average daily attendance will increase by 15% for students who have been identified as having chronic absences across both McKinley High Schools.

**Indicator:** Pre and post Aspen attendance data.

**Goal #2:** Students average daily attendance will increase by 20% for 50% of the students who re-enter McKinley Schools from being detained in the Department of Youth Services (DYS)

**Indicator:** Pre and post Aspen attendance data.

**Goal #3:** Students will increase time on task and proficiency in Math and ELA will increase by 15% for 50% of students who attend a minimum of 80% of the time.

**Indicator:** Pre and post SWIS behavioral data & Pre and Post BPS Interim Assessment Data

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Safe and Supportive Schools Grant

Status: New

Grant Type: Competitive

Start & End Dates: October 11, 2018 – August 31, 2018

Funding Source: State

Grantor Contact: Emily Taylor – Safe and Supportive Schools Specialist  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, Massachusetts 02148  
Phone: 781-338-3225  
Email: stacy.diaz@doe.mass.edu

Lead BPS Department and/or School(s): Charlestown High School

BPS Fund Manager: Alex Kalamaroff, Director of Programming & Development, Charlestown High School

Department Head/School Leader: William Thomas, Principal, Charlestown High School

Annual Award Amount: \$10,000

Total Award Amount (if grant period more than a year):

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 40 staff + school-wide plan (922 students)

Sites: Charlestown High School

Key External Partners:

### **Grant Description**

Last year we received this grant to develop a comprehensive school-wide behavioral health plan. This year we are progressing into the implementation phase, utilizing the lens of Trauma Sensitivity to provide professional development for staff and additional support to students—with the goal of becoming a Trauma Sensitive school. By providing both students and staff with a shared language and vocabulary, Trauma Sensitivity also allows us to develop school-wide strategies and to better implement of Tier I supports through in-class activities and our weekly Advisory. Broadly speaking, this grant is part of a shift in our student support work: a shift from being responsive, crisis-oriented, and operating on a case-by-case basis, to being preventive, judicious, and systematic in our approach, which is fundamental to the long-term successes of this behavioral health work.

### **Expense Categories this Grant Pays For**

~30% of the grant is allocated to support CHS staff who are leading this work  
~30% of the grant is allocated to support CHS teachers in ongoing Trauma Sensitivity work  
~20% of the grant is allocated to support CHS staff who are organizing targeted student support work  
~20% of the grant is going to supplies and resources around Trauma Sensitivity

## Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

**Goal #1: *Trauma Sensitivity Training for Staff*:** Increase the number of CHS instructional staff by at least 25 who (A) display competency in implementing the tenets of Trauma Sensitivity in their classroom, (B) develop classroom-specific strategies around creating a Trauma Sensitive learning environment, and (C) collaborate with colleagues in our Student Support Team on developing Tier I strategies for Trauma Sensitivity.

**Indicator:** We will know this trauma sensitivity training for staff is successful by analyzing: #1. Number of staff participating in professional development and then displaying competency Trauma Sensitivity in their instructional work (observed by Student Support Coordinator); #2. Reducing the number of referral that are immediately elevated to Tier II or Tier III (with the goal that, by training more adults in Trauma Sensitivity, more student needs can be handled at the Tier I level); and #3. Creating a toolkit of Trauma Sensitive best practices that are specific to CHS, which can be shared school-wide by March 2019.

**Goal #2: *Trauma Sensitivity Socioemotional Learning*:** Develop a vertically aligned set of socioemotional competencies that will be integrated into the weekly Advisory curriculum and across grade levels, with instructional staff piloting these competencies in the spring semester and with the goal of a school-wide roll-out in September 2019.

**Indicator:** We will know this socioemotional learning is successful by: #1. Quantitatively tracking students in the pilot groups during the spring semester, and #2. Based off qualitative student feedback, collected in our Advisory model, and #3. Based on feedback from instructional staff regarding their successes and challenges in this more explicit approach to socioemotional learning.

**Goal #3: *Support for Girls Group and LGBTQ+ Programming*:** Continuation and expansion of targeted programming for the CHS Girls Group and LGBTQ+ Club activities, with the goal of refining socioemotional supports for participating students.

**Indicator:** We will know this programming is successful by #1: Tracking the number of participating students and the consistency of their attendance; #2. Through qualitative feedback collected from the students; #3. Through traditional performance metrics, such as participating students' daily attendance rate, as tracked in ASPEN.