

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer



SUBJECT: Grants for Approval

DATE: January 10, 2020

Attached please find the grants for approval by the School Committee on January 15, 2020. 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.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

January 15, 2020

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$29,885	2020	Adult Education Family Literacy	Increase	Kristen D'Avolio	Adult Education	Madison Park Adult Education High School
\$2,000	2020	Career and Technical Education Partnership Planning Grant	New	Michelle Sylvania	College and Career Readiness	Madison Park
\$1,500	2020	Charlestown Community Impact Fund	New	Alex Kalamaroff	Curriculum and Instruction	Charlestown High School
\$60,000	2020	Early College Support Grant	New	Alex Kalamaroff	College and Career Readiness	Charlestown High School
\$109,814	2020	Inclusive Preschool Learning Environments	New	Jason Sachs	Early Childhood	Haynes EEC
\$2,250	2020	Reading Recovery: Massachusetts Early Literacy Intervention Program	Increase	Kelly McDermott	Curriculum and Instruction	~25 sites districtwide
\$108,625	2020	Teacher Diversification Pilot Program	New	Ceronne Daly	Educator Effectiveness	Districtwide
\$530,000	2020	Targeted Assistance Grant – Federal	New	Shira DeCovnick	Transformation	~15 sites districtwide
\$460,000	2020	Targeted Assistance Grant – State	New	Shira DeCovnick	Transformation	~16 sites districtwide
\$1,304,074	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Adult Education Family Literacy
Status: Increase
Grant Type: Competitive
Start & End Dates: July 1, 2019 – June 30, 2020
Funding Source: State
Grantor Contact: Paula Jurigian, Program Specialist
75 Pleasant Street
Malden, MA 02148
Phone: (781)-338-3837
Email: paula.jurigian@doe.mass.edu

Lead BPS Department and/or School(s): Department of Adult Education

BPS Fund Manager: Kristen D'Avolio, Director of Instruction

Department Head/School Leader: Maria I. Harris, Director

Original Annual Award Amount: \$ 596,163
Increase Amount for Remainder of Grant: \$29,885
New FY20 Grant Award: \$626,048

Total Award Amount (if grant period more than a year): \$2,454,307
Year 1: \$596,163, Year 2: \$626,048, Year 3: \$616,048, Year 4: \$616,048

Carry-forward option: No

Approximate # of students: 176 adult students/ families (60 ESOL and 116 adult basic education and high school)

Sites: Dept. of Adult Education/Boston Central Adult High School at Madison Park Technical Vocational High School Building Complex

Key External Partners: OpenAirBoston, , Dorchester Adult Literacy Coalition, One-Stop Career Centers, New England Aquarium, Zoo New England, Museum of Fine Arts, Mayor's Office of Workforce Development

Grant Description

As part of the BPS Adult Education Family Literacy Program, this grant provides adult basic education, high school and ESOL classes to Boston Public Schools parents to support their academic, economic, and civic development in order that they can then support their children's learning.

Expense Categories this Grant Pays For

The grant will be used to pay for 10 part time teachers, and partial salary for the Academic Advisor and Director of Instruction, fringe, professional development, including travel to meetings and conferences, supplies and indirect costs

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

Goal #1: In FY20, 51% of enrolled adult ESOL students will meet or exceed the state's target for measurable student gain, as measured by BestPLUS and TABE Class-E.

Indicator: FY20 test scores.

Goal #2: In FY20, 39% of students enrolled adult basic education will meet or exceed the state's target for measurable student gain, as measured by BestPLUS and TABE Class-E.

Indicator: FY20 test scores.

Goal #3: In FY20, 42% of enrolled adult ASE students will meet or exceed the state's target for measurable student gain as measured by MAPT.

Indicator: FY20 test scores.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Career and Technical Education Partnership Planning Grant

Status: New

Grant Type: Competitive

Start & End Dates: December 1, 2019 – June 30, 2020

Funding Source: State

Grantor Contact: Larry DeSalvatore
75 Pleasant Street
Malden, MA 02148
781-338-3953
ldesalvatore@doe.mass.edu

Lead BPS Department and/or School(s): Office of Career and Technical Education

BPS Fund Manager: Michelle Sylvaria, Executive Director of Career and Technical Education

Department Head/School Leader: Michelle Sylvaria, Executive Director of Career and Technical Education

Annual Award Amount: \$ 2,000

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: The target audience is a planning team of 5 staff including teachers.

Site: Madison Park TVHS

Key External Partners: Private Industry Council, Wentworth Institute of Technology, Benjamin Franklin Institute of Technology, YouthBuild Boston,

Grant Description

The purpose of this federally funded competitive Career and Technical Education (CTE) Partnership Planning Grant (Phase 2) is to support regional and local partnerships to expand existing and/or develop new CTE programs and initiatives that increase student access to CTE opportunities, primarily through more effective use and integration of existing capacity and resources. Eligible students include secondary and other students served under the Strengthening Career and Technical Education in the 21st Century Act. Services provided are to supplement currently funded local, state, and federal programs.

Expense Categories this Grant Pays For

FC 405B will be used to support a planning team of 5 staff who will conduct an after action review of semester 1 of the after school carpentry program that will launch in February 2020. The grant will be used for the following expenses:

100% planning stipends

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

Goal #1: Conduct an after action review in June 2020 as a program evaluation to inform the After School CTE model moving forward.

Indicator: After action review

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Charlestown Community Impact Fund

Status: New

Grant Type: Competitive

Start & End Dates: December 1, 2019 – June 30, 2020

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: \$1,500

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

Carry-forward option: Yes

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

Sites: Charlestown High School

Key External Partners:

Grant Description

This funding from the Charlestown Community Impact Fund will support music programming at Charlestown High School in School Year 2019-2020. The Summer Music Program is designed as an enrichment opportunity for students interested in pursuing music in college and careers

Expense Categories this Grant Pays For

~100% of the grant will be allocated to support staffing and program operations (51202 account)

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

Goal #1 (Enrollment/Completion): To enroll 20 students into the Summer After-School Program, with at least 85% of students completing all instructional hours, and participating in two culminating performances—one in the community and one in the school.

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

Goal #2 (Students' Learning Growth – Performance Assessments): All participating students will be complete at least one public performance as part of the performance assessment for this program. This performance will be either located in the Charlestown neighborhood specifically or in the City of Boston at large. (NOTE: In-school performances do not count.)

Indicator: Will be tracked by program director and used to assess students' growth in this domain.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Early College Support Grant
Status: New
Grant Type: Competitive
Start & End Dates: January 10, 2020 – June 30, 2020
Funding Source: State
Grantor Contact: Kristin Hunt
Massachusetts Director of Early College Programs
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA
Phone: 781-338-3100
Email: Kristin.Hunt@doe.mass.edu

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

BPS Fund Manager: William Thomas, Principal, Charlestown High School

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

Annual Award Amount: \$60,000.00

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: 250 students, 5 staff

Sites: Charlestown High School (CHS)

Key External Partners: Bunker Hill Community College (BHCC)

Grant Description

This grant supports the Early College Pathways Program at Charlestown High School—in collaboration with Bunker Hill Community College and other partners. Charlestown High School currently has two Career Pathways (one in Information Technology, the other in Business). This grants allows Charlestown High School to scale up its Early College model, increase student retention, increase supports for students and families, and launch an Allied Health Pathway.

Expense Categories this Grant Pays For

~66% of the grant is allocated to support the College Advising and Family Engagement Coordinator position
~16% of the grant is allocated to support the 9th grade exploratory course in Business
~8% of the grant is allocated to support outreach and recruitment strategies
~7% of the grant is allocated to support instructional materials
~3% of the grant is allocated to indirect cost

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

Goal #1: *Early College Enrollment:* Increase the number of students who are participating in early college coursework, starting in the 10th grade, with at least 20 students per dual-enrollment class and 85% of participating students receiving 6 college credits through this two-semester course sequence.

Indicator: Currently, in SY19-20, there are 18 students in the 10th grade technology class and 18 students in the 10th grade business class. Our target enrollment for all Early College classes is 20 students minimum, so we will compare current SY 19-20 enrollment and course completion rates to SY 20-21.

Goal #2: *Improve the 11th Grade Transition:* Starting in 11th grade, students take classes on the Bunker Hill Community College campus (whereas 10th grade dual-enrollment courses are taught at CHS). This transition to BHCC can be challenging for students as they now have more academic independence and responsibilities. Our goal is to have at least 80% of participating students earn 6 college credits on BHCC campus during their 11th grade year.

Indicator: Currently, we have 28 Early College students completing 11th grade coursework on the BHCC campus. We will measure the number of college credits they earn in June and compare it to this metric. We will also conduct interviews who were not success during this transition and design more supports based on their feedback.

Goal #3: *Launch Allied Health Pathway in September 2020:* For spring 2020, we are piloting a dual-enrollment Medical Terminology class that will be taught by a BHCC professor at Charlestown High School. And we have been piloting an partnership program at Harvard MedScience. Based on success of these programs, we will create an Allied Health Early College sequence that will launch in full in September 2020.

Indicator: Create an Early College Allied Health course sequence based on lessons learned during spring 2020, and then enroll at least 25 students in the 9th grade Allied Health exploratory course in September 2020.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Inclusive Preschool Learning Environments

Status: New

Grant Type: Entitlement

Start & End Dates: July 1, 2019 - June 30, 2020

Funding Source: State

Grantor Contact: Evelyn Nellum
Phone: (617)-988-6646
Email: evelyn.nellum@state.ma.us

Lead BPS Department and/or School(s): Early Childhood

BPS Fund Manager: Jason Sachs, Executive Director, Department of Early Childhood

Department Head: Jason Sachs, Executive Director, Department of Early Childhood

Annual Award Amount: \$109,814

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: 45 students; 6 teachers/paras

Sites: Rev. Dr. Michael E. Haynes Early Education Center

Key External Partners: N/A

Grant Description

The Inclusive Preschool Learning Environments renewal grant allows lead agencies to serve preschoolers in an inclusive setting with their typically developing peers. Inclusive preschool learning environments must meet certain standards/definitions: Class size shall not exceed 15 with one teacher and one paraprofessional and no more than six students with disabilities (disability must be documented, and the children must have IEPs)

Expense Categories this Grant Pays for

The funding (\$108,814) will cover the portion of the salaries of 3 teachers (\$67,540) and 3 paraprofessionals (\$37,091) in the Haynes proportional to the percentage of students in the classroom without IEPs.

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

Goal #1: Academic outcomes of students with IEPs in the IPLE classrooms will increase by 5% over the grant's life.

Indicator: Measured by the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in K2.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Reading Recovery: Massachusetts Early Literacy Intervention Program Grant

Status: Increase

Grant Type: Competitive

Start & End Dates: Upon Approval – June 30, 2020

Funding Source: State

Grantor Contact: Susan Kazeroid
Center for Instructional Support
MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Phone: 413-519-8422
Email: skazeroid@doe.mass.edu

Lead BPS Department and/or School(s): Department of English Language Arts and Literacy

BPS Fund Manager: Kelly L. McDermott, Reading Recovery Teacher Leader

Department Head/School Leader: Oneida Fox Roye, Director of English Language Arts and Literacy, K-12

Original Award: \$ 126,531

Increase: \$2250

New Award: \$128,781

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: Teachers – 31, Students – 220

Sites: Any BPS School utilizing Reading Recovery as an early literacy intervention, currently including: Josiah Quincy School, Baldwin Early Learning Center, Curley K-8 School, Dudley Street Neighborhood Charter School, Mason Pilot School, Orchard Gardens K-8, Haynes Early Learning Center, Oliver Perry K-8 School, Henderson Inclusion School, Lee Academy Pilot School, Mather Elementary, Holmes Elementary, Everett Elementary, Kenny Elementary School, King K-8 School, Donald McKay K-8 School, East Boston EEC, Curtis Guild School, Dante Alighieri Montessori, Patrick J Kennedy School, Haley Pilot School, Philbrick School, Ellison Parks Early Education Center, Channing Elementary School, Chittick Elementary School and in partnership with Conservatory Lab Charter School

Key External Partners: Lesley University, International Data and Evaluation Center (IDEC)

Grant Description

This grant provides initial training and ongoing Professional Development for Reading Recovery teachers in Boston Public schools; Reading Recovery is a reading intervention for the lowest achieving first graders in each school. Funds cover necessary fees to ensure Boston Public Schools remains one of five training sites in the state of Massachusetts including; mandatory conference attendance, graduate credits, affiliation fees, data collection fees and student and teacher materials for Reading Recovery teachers and teacher leaders as mandated by International Standards and Guidelines.

Expense Categories this Grant Pays For

- ~56.52% of the grant will be allocated for training new teachers in Reading Recovery who will continue this work for no fewer than 3 years at their schools and for classroom teachers to train in Literacy Lessons to understand teaching and learning supports for struggling readers
- ~32.27% will be used to support ongoing professional development for previously trained Reading Recovery teachers
- ~6.13% of the grant will be used to support conference attendance as mandated by International Standards and Guidelines for all Reading Recovery teachers in BPS
- ~2.42% will be allocated to data collection for district, state and federal comparison and reports from the International Reading Recovery Data Evaluation Center
- ~2.73% will be allocated for indirect costs

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

Goal #1: In FY20 we will meet or exceed National Reading Recovery data and 65-70% of Boston Reading Recovery students will meet the average of their classmates after 12-20 weeks in the intervention.

Indicator: FY20 Boston Reading Recovery data will be benchmarked against FY20 National Reading Recovery data using information from the International Data Evaluation Center. Analysis will include comparisons of subgroups at risk to ensure Reading Recovery continues to work to close the Achievement Gap.

Goal #2: In FY20, 100% of Reading Recovery teachers will participate in ongoing professional development, teach for their colleagues and attend Reading Recovery sessions at the Literacy for All Conference in order to become more effective practitioners.

Indicator: Teachers will participate in a minimum of six professional development sessions each year, including a minimum of four behind-the-glass sessions with two lessons each session, in which they collaboratively plan. Each teacher will receive at least one school visit from a teacher leader annually and share new learning from the Literacy for All Conference with their peers.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Teacher Diversification Pilot Program

Status: New

Grant Type: Competitive

Start & End Dates: Upon Approval – August 31, 2020

Funding Source: State

Grantor Contact: Shay Edmond
75 Pleasant Street Malden MA 02148
Phone: (781) 338-3219
Email: sedmond@doe.mass.edu

Lead BPS Department and/or School(s): Office of Human Capital

BPS Fund Manager: Ceronne B. Daly, Managing Director of Recruitment, Cultivation and Diversity Programs and Kim Connolly, Director of Recruitment, Cultivation and Diversity Programs

Department Head/School Leader: Albert Taylor, Chief Human Capital Officer

Annual Award Amount: \$108,265

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: up to 238 potential new teacher candidates, and provisional teachers or paraprofessionals needing to pass their MTEls

Sites: Districtwide

Key External Partners: Pearson

Grant Description

The competitive Teacher Diversification Pilot Program is designed to support local school district efforts to strengthen and diversify existing teacher recruitment and retention programs. Through the use of state funds, participating pilot school districts will engage in thoughtful approaches intended to increase the number of effective and diverse teachers in their schools. Applicants may propose to use grant funds to strengthen existing teacher recruitment and retention programs in the following ways: Financial Assistance for Paraprofessionals, District Graduates or other college Graduates, and Provisionally Licensed Teacher. Grow your own initiative. School districts will identify thoughtful, high-impact strategies to enhance existing 'grow your own' initiatives. Examples of high-impact strategies include, but are not limited to; financial incentives, financial support for paraprofessional, development/ enhancement of educational specific pathway for high school students, development of partnerships, identification and use of research-based teacher retention strategies, etc.

Expense Categories this Grant Pays For

~8.49% MTEL exam vouchers (full and partial)

~88.84 % Hiring incentives, including loan payment reimbursement, relocation expenses, signing bonuses

~2.73% Indirect Cost

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

Goal #1: Increase the number of diverse teachers and highly qualified in the hardest-to-staff subject areas by attracting, recruiting and selecting such candidates by August 2020.

Indicator: Increase by 10% the number of diverse or hardest to staff teachers submitting applications as compared to SY19 and SY20 and % of diverse and hardest to staff applicants hired as compared to SY19 and SY20.

Goal # 2: Increase the number of BPS MTEL Prep participants through the summer of 2020 as compared to SY19. Provide MTEL prep aimed at improving the accessibility of expertise, materials, resources, course offerings and interventions to our most struggling educators of color by reducing cost barriers.

Indicator: Increase accessibility to MTEL Prep courses for 143 participants who are experiencing financial difficulty and are not able to afford the cost of fees on their own.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Targeted Assistance Grant - Federal
Status: New
Grant Type: Competitive
Start & End Dates: November 22, 2019 – August 31, 2020
Funding Source: Federal through State
Grantor Contact: Michael Seymour
75 Pleasant Street
Malden, MA 02148
Phone: 781-338-3514
Email: MSeymour@doe.mass.edu

Lead BPS Department and/or School(s): Office of School Transformation

BPS Fund Manager: Shira DeCovnick, Director, Office of School Transformation

Department Head/School Leader: Corey Harris, Chief Accountability Officer

Annual Award Amount: \$530,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: Approximately 5,000 students across 14 schools

Sites: Higginson Lewis K-8, Frederick Middle, Edwards Middle, Irving Middle, Timilty Middle, McCormack, Madison Park, Sarah Greenwood, King K-8, Mission Hill, Charlestown, English High, Curley K-8, Mario Umana

Key External Partners:

Grant Description

The purpose of this grant is to assist these schools with the implementation and improvement of their school Transformation plans. To be eligible, each school demonstrated a high quality improvement plan that included at least one (often more) federally recognized evidence based strategies associated with ESSA Evidence Tier I-III OR will be creating a Transformation Plan for the first time this year. These funds will support both district-facilitated and school-specific improvement strategies

Expense Categories this Grant Pays For

~63% will be stipends for school-based personnel to expand time for the following activities (amount of time for each varies by school): planning rigorous integrated units; curriculum implementation activities; centrally facilitated professional learning on supporting the SEL needs of students; and ILT intensive planning meetings to take place in spring and summer 2020 to revise schools' transformation plans for the following year for schools that have a standing plan; planning time in Winter and spring 2020 for schools that are creating plans for the first time.
~30% will be used for professional development strategic partners to support leadership development and develop instructional leadership teams' capacity to recognize, coach, and develop standards aligned instruction in staff. One key partner in this will be Unbound Education, which leads evidence-based week-long professional learning on increasing rigor.

~2% of the grant will be used for materials and supplies needed to implement to specific schools' transformation strategies

~2% will be for instructional technology related to one schools' transformation strategy

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

Goal #1: As evidence that their transformation plan is leading to changes in adult structures and practices, all 11 schools that receive an independent annual site visit will earn more practice ratings at the highest level than in SY18-19.

Indicator: American Institutes for Research's Monitoring Site Visit Practice Ratings

Goal #2: As evidence that the investment in staff and community participation in developing and preparing to implement a transformation plan is impactful, at each school creating a plan for the first time, at least 75% of staff will report that they believe the plan their school developed will lead to improved outcomes for students.

Indicator: Centrally administered survey

Goal #3: For schools implementing a Transformation plan this school year, the average growth students make compared to peers of similar performance will increase, on average, across Math and ELA in tested grades OR remain above 51.

Indicator: Student Growth Percentile (DESE Accountability Measure)

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Targeted Assistance Grant - State
Status: New
Grant Type: Competitive
Start & End Dates: November 22, 2019 – August 31, 2020
Funding Source: State
Grantor Contact: Michael Seymour
75 Pleasant Street
Malden, MA 02148
Phone: 781-338-3514
Email: MSeymour@doe.mass.edu

Lead BPS Department and/or School(s): Office of School Transformation

BPS Fund Manager: Shira DeCovnick, Director, Office of School Transformation

Department Head/School Leader: Corey Harris, Chief Accountability Officer

Annual Award Amount: \$460,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: Approximately 6,000 students across 16 schools

Sites: Dearborn, Tech Boston Academy, CASH, Lyon Upper, Hennigan, Chittick, Philbrick, Mather, Clap, Mason, Blackstone, Condon, Joseph Lee, Orchard Gardens, Lyndon, Edison

Key External Partners:

Grant Description

The purpose of this grant is to assist these schools with the implementation and improvement of their school Transformation plans. To be eligible, each school demonstrated a high quality improvement plan that included at least one (often more) federally recognized evidence based strategies associated with ESSA Evidence Tier I-III OR will be creating a Transformation Plan for the first time this year. Two of these schools (Mather and Lyndon) are receiving funds to develop a plan based not on overall school performance but on the performance of subgroups. These funds will support both district-facilitated and school-specific improvement strategies

Expense Categories this Grant Pays For

~54% will be stipends for school-based personnel to expand time for the following activities (amount of time for each varies by school): planning rigorous integrated units; curriculum implementation activities; centrally facilitated professional learning on supporting the SEL needs of students; and ILT intensive planning meetings to take place in spring and summer 2020 to revise schools' transformation plans for the following year for schools that have a standing plan; planning time in Winter and spring 2020 for schools that are creating plans for the first time.

~35% will be used for professional development strategic partners to support leadership development and develop instructional leadership teams' capacity to recognize, coach, and develop standards aligned instruction in staff. One key partner in this will be Unbound Education, which leads evidence-based week-long professional learning on increasing rigor.

~6% of the grant will be used for materials and supplies needed to implement to specific schools' transformation strategies

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

Goal #1: As evidence that their transformation plan is leading to changes in adult structures and practices, all 4 schools that receive an independent annual site visit will earn more practice ratings at the highest level than in SY18-19.

Indicator: American Institutes for Research's Monitoring Site Visit Practice Ratings

Goal #2: As evidence that the investment in staff and community participation in developing and preparing to implement a transformation plan is impactful, at each school creating a plan for the first time, at least 75% of staff will report that they believe the plan their school developed will lead to improved outcomes for students.

Indicator: Centrally administered survey

Goal #3: For schools implementing a Transformation plan this school year, the average growth students make compared to peers of similar performance will increase, on average, across Math and ELA in tested grades OR remain above 51.

Indicator: Student Growth Percentile (DESE Accountability Measure)