

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grant for Approval

DATE: March 10, 2016

Attached please find the grant that will be put forth for School Committee approval on March 16, 2016. Should you wish to review the proposal in more detail, the complete grant proposal has been filed with the Office of the Secretary to the School Committee.

Thank you for your cooperation. If you have any questions, staff is available to respond.

Attachment

cc: Inez Foster, Assistant Director, Resource Development Mayor's Office of Intergovernmental Relations



MEMORANDUM

TO: Tommy Chang
Superintendent

FROM: Eleanor Laurans
Executive Director of School Finance

SUBJECT: Grant for Approval

DATE: March 10, 2016

Attached please find the grant for approval by the School Committee. A full copy of the grant proposal is available for your review and will be filed with the Office of the Secretary to the School Committee.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

March 16, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$173,784	2016	Special Education Program Improvement Grant (Fund Code 274)	New	Kristen Daley	Special Education	Districtwide
\$173,784	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Special Education Program Improvement Grant (Fund Code 274)

Status: New

Grant Type: Entitlement

Start & End Dates: April, 2016 to 8/31/2016

Funding Source: State

Grantor Contact: Helen Skulski
Special Education Planning and Policy Development Office
MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
(781) 338-3379
hskulski@doe.mass.edu

Lead BPS Department and/or School(s): Office of Special Education and Student Services

BPS Fund Manager: Kristen Daley, Director of Administration

Department Head/School Leader: Cindie Neilson, Interim Assistant Superintendent of Special Education

Annual Award Amount: \$173,784

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: 600

Sites: District-wide schools implementing inclusion

Key External Partners:

Key professional development providers: Dr. Devin Kearns, Neag School of Education at the University of Connecticut; Dr. Sarah Powell, University of Texas, Austin; and Dr. Zachary Rossetti, Boston University. Additional professional development will be provided by assorted vendors including: Lexia, SpellRead, Rave-O, Earobics, Sound Partners, Do the Math, TAI Math, ST Math, Ascend Math, and Dreambox.

Grant Description

The Special Education: Program Improvement Grant 274 funds professional development activities, which will advance the knowledge, skills, and capacity of educators to meet the diverse needs of students with Individualized Education Plans (IEPs), ages three through 21, in order to support improved educational results and functional outcomes for these students. This grant program is aligned with the state's overarching goal to prepare all students for success after high school. These grant funds will contribute to these goals by supporting the following state strategies for students with IEPs, instruction, and assessment: improve educator effectiveness, turn around the lowest performing schools and districts, use data and technology to support student performance, and increase college and career readiness.

Expense Categories this Grant Pays For

~97% of the grant will be allocated for professional development and training to increase inclusive practices, support the implementation of Universal Design for Learning, and for the development and implementation of Multi-Tiered Systems of Support (MTSS) for students and providing school staff/teachers with research-based skills and tools necessary for developing and implementing Tier 1, 2, and 3 academic interventions and supports in 12 schools.

~3% of the grant will be allocated for supplies and materials to support the professional development activities.

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

Goal #1: Students in the cohort of eight (8) elementary and K-8 schools participating in RtI and Academic Intervention professional development will demonstrate a 5-10 percentage point increase in proficiency in their SGP.

Indicator: MCAS/PARCC administered in Spring, 2017.

Goal 2: Students in the cohort of eight (8) elementary and K-8 schools participating in the two-day RtI intensive will show significant progress toward literacy and math goals.

Indicator: IEP progress monitoring reports SY2016-17.

Goal 3: Students in the cohort of eight (8) elementary and K-8 schools with teacher and paraprofessional pairs who attended the behavioral and social-emotional support professional development will show a decrease in negative behaviors.

Indicator: The Behavioral Intervention Monitoring Assessment System (BIMAS) average T-scores in conduct, negative affect, and cognitive/attention.