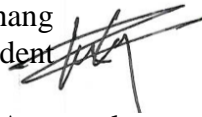


MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: June 2, 2016

Attached please find the grants that will be put forth for School Committee approval on June 8, 2016. Should you wish to review the proposals in more detail, the complete grant proposals have 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: Grants for Approval

DATE: June 2, 2016

Attached please find the grants for approval by the School Committee. Full copies of the grant proposals are available for your review and will be filed with the Office of the Secretary to the School Committee.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

June 8, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$781,370	2017	School Redesign Grant – Cohort V	Continuing	Liza Veto	School Turnaround	Channing Elementary School, Winthrop Elementary School
\$1,526,746	2017 - 2020	School Redesign Grant – Cohort VI	Continuing	Liza Veto	School Turnaround	Dorchester Academy High School, Grew Elementary School
\$1,500,000	2017 – 2019	School Redesign Grant – Cohort VII	New	Liza Veto	School Turnaround	Madison Park Technical Vocational High School
\$2,936	2016	Enhancing Supports for Students in Poverty Grant (Fund Code 295)	New	Cindie Nielson	Special Education	Districtwide
\$87,043	2015, 2016	Scaling Up Diplomas Now	Increase	Fran Gorski	At Risk Students	English High School, McCormack Middle School
\$3,898,095	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Redesign Grant – Cohort V
Status: Continuing, Year 3 of 3
Grant Type: Competitive
Start & End Dates: September 1, 2014 – August 31, 2017
Funding Source: State - Federal through State
Grantor Contact: Amanda Trainor, Office of District and School Turnaround
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone: (781) 338-3551
Email: SRG@doe.mass.edu

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

BPS Fund Manager: Liza Veto, Director, Office of Turnaround and Transformation

Department Head/School Leader: Liza Veto, Director, Office of Turnaround and Transformation

Annual Award Amount: Channing: \$ 411,995, Winthrop: \$ 361,773, total: \$781,370

Total Award Amount: Channing: \$ 1,306,147, Winthrop: \$ 1,162,494

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: Channing: 295 students,
Winthrop: 357 students

Sites: Channing Elementary School, Winthrop Elementary School

Key External Partners:

Channing: Ashmont Counseling, City Year, Lesley University Center for Reading Recovery and Literacy Collaborative. Winthrop: Turnaround Teacher Teams (a program of Teach Plus, T3), ANet, City Year, City Connects, Natixis, Playworks, YMCA, Children's Hospital Partnership

Grant Description

The purpose of this federal grant program is to provide funding for Local Education Agencies (LEAs) to implement School Redesign Plans that are built on federally defined school intervention models—Turnaround, Restart, Transformation, Closure, Whole-School Reform, or Early Learning in the state's eligible Level 4 Schools. As administered by the Massachusetts Department of Elementary & Secondary Education, the grant funds strategies in Level 4 schools' turnaround plans. For more information about each school's specific grant-funded activities, please see below.

Expense Categories this Grant Pays For

Channing Elementary School

- ~ 47% Contractual Services: Lesley PD, state Monitoring Site Visit
- ~ 35% Instructional/Professional Staff: teacher ELT stipends, acceleration academy and before-school intervention stipends.
- ~ 9% Fringe Benefits
- ~ 7% Supplies and Materials
- ~ 2% Support Staff

Winthrop Elementary School

- ~ 39% Contractual Services: Professional Development, ANET, Monitoring Site visits, Open Circle training.
- ~ 38% Instructional/Professional Staff: teacher ELT stipends, acceleration academy and before-school intervention stipends, T3 Teacher Leader coaching stipends
- ~ 13% Administrators: portion of a director of instruction position to support ELT work.
- ~ 7% Fringe Benefits.
- ~ 3% Support Staff: ELT Paraprofessional and secretary

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

Channing Elementary School

Goal #1: By February 2017, 80% of students will meet the Achievement Network mid-year reading benchmark. (Baseline 52% at the end of SY 15-16.)

Indicator: ANet assessment data

Goal #2: By October 2016, 100% of teachers, including specialists and City Year corps members, will apply professional development content to intervention block instruction, as evidenced by lesson plans that include deliberate accommodations and modifications for students in Tiers II and III.

Indicator: School leaders' review of lesson plans

Goal #3: By January 2017, at least 80% of students receiving Tier III math interventions will improve their progress by more than half a year as measured by benchmark assessments.

Indicator: ANet assessment data

Winthrop Elementary School

Goal #1: By December 2016, 90% of classroom teachers will consistently implement daily literacy and math interventions, including guided reading.

Indicator: classroom observations.

Goal #2: By June 2017, 80% of Winthrop students will make progress toward individualized math and reading intervention goals. May 2016 baseline: 44% of students on track to meet individual reading goals and 66% of students on track to meet individual math goals.

Indicator: school data trackers

Goal #3: By June 2017, 80% of Winthrop students will produce writing products that demonstrate an understanding of the academic content addressed through student-to-student discourse. (Note: New measure, no baseline data available.)

Indicator: student work

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Redesign Grant – Cohort VI
Status: Continuing
Grant Type: Competitive
Start & End Dates: September 1, 2015-August 31, 2018
Funding Source: State - Federal through State
Grantor Contact: Amanda Trainor, Office of District and School Turnaround
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone: (781) 338-3551
Email: SRG@doe.mass.edu

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

BPS Fund Manager: Liza Veto, Director, Office of Turnaround and Transformation

Department Head/School Leader: Liza Veto, Director, Office of Turnaround and Transformation

Annual Award Amount: Dorchester Academy: \$369,004, Grew: \$377,987

Total Award Amount: Dorchester Academy: \$1,015,927, Grew: \$1,225,048

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: Dorchester Academy: 120, Grew: 251 students

Sites: Dorchester Academy High School, Grew Elementary School

Key External Partners: Dorchester Academy: Action for Boston Community Development (ABCD), Boston Day and Evening Academy, Boston Suffolk County Family Resource Center, Boston Youth Service Network. Grew: City Year, ANet, Teachers21, Hale Reservation, Eliot School of Fine Arts, Berklee, Imagine That

Grant Description

The purpose of this federal grant program is to provide funding for Local Education Agencies (LEAs) to implement School Redesign Plans that are built on federally defined school intervention models—Turnaround, Restart, Transformation, Closure, Whole-School Reform, or Early Learning in the state's eligible Level 4 Schools. As administered by the Massachusetts Department of Elementary & Secondary Education, the grant funds strategies in Level 4 schools' turnaround plans. For more information about each school's specific grant-funded activities, please see below.

Expense Categories this Grant Pays For

Dorchester Academy High School

- ~ 77% Contractual Services: BDEA will be providing coaching once a week throughout the school year, ABCD career exploration programming and school leadership team support, family engagement activities and monitoring site visits.
- ~ 21% Instructional/Professional Staff: Teacher Extended Time
- ~ 2% Fringe Benefits

Grew Elementary School

- ~ 33% Contractual Services: Teachers 21 will build instructional, Hale Reservation will provide staff training, and social emotional supports
- ~ 27% Instructional/Professional Staff: Teacher Extended Time, ILT summer institute
- ~ 26% Administrators: Coach/ Interventionist position
- ~ 9% Fringe Benefits
- ~ 2% Support Staff
- ~ 1% Other Costs: Bus transportation for field trips

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

Dorchester Academy

Goal #1: By the end of the second trimester in School Year 2016-2017, at least 70% of students will have passed at least 60% of the courses in which they were enrolled.

Indicator: course performance data/course ratings tracked in Salesforce (SY 15-16 baseline = 20.73%)

Goal #2: By April 2017, at least 75% of observed classrooms will receive a score of 5 or higher on the SIOR Student Engagement indicator.

Indicator: annual Monitoring Site Visit Schoolwide Instructional Observation Report provided by DESE (SY 15-16 baseline = 59%)

Goal #3: By the end of SY 2016-2017, at least 70% of students enrolled in an Academic Intervention Period will increase their competency completion rate by 15% (baseline = less than 50%).

Indicator: competency completion data tracked in Salesforce; based on teachers' evaluation of in-class assessments

Grew Elementary School

Goal #1: By the end of January 2017, 90% of students identified as needing Tier 2 instruction will demonstrate more than a half-year improvement in reading levels as evidenced by mid-year benchmarking (using TRC for grades K-2 and Fountas and Pinnell for grades 3-5).

Indicator: mid-year benchmark assessment data (TRC and Fountas and Pinnell)

Goal #2: By June 2017, the Monitoring Site Visit average overall observational data in the Instructional Support Domain will increase by at least one point for both the K-3 and 4-5 grade spans.

Indicator: annual Monitoring Site Visit Schoolwide Instructional Observation Report provided by DESE

Goal #3: By February 2017, Grew will decrease the overall number of students who are below grade level in reading levels by at least 25%.

Indicator: mid-year benchmark assessment data (TRC and Fountas and Pinnell)

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Redesign Grant – Cohort VII

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2016 – August 31, 2019

Funding Source: State - Federal through State

Grantor Contact: Amanda Trainor, Office of District and School Turnaround
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone: (781) 338-3551
Email: SRG@doe.mass.edu

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

BPS Fund Manager: Liza Veto, Director, Office of Turnaround and Transformation

Department Head/School Leader: Liza Veto, Director, Office of Turnaround and Transformation

Annual Award Amount: \$ 500,000

Total Award Amount (if grant period more than a year): \$ 1,500,000 (over 3 years)

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 900 students

Sites: Madison Park Technical Vocational High School

Key External Partners: WriteBoston, Mass Insight, Boston Private Industry Council, Sociedad Latina, Arbor Counseling Services, Youth Development Network, Children’s Services of Roxbury, Boston Scholar Athletes

Grant Description

The purpose of this federal grant program is to provide funding for Local Education Agencies (LEAs) to implement School Redesign Plans that are built on federally defined school intervention models—Turnaround, Restart, Transformation, Closure, Whole-School Reform, or Early Learning in the state's eligible Level 4 Schools. As administered by the Massachusetts Department of Elementary & Secondary Education, the grant funds turnaround strategies for Level 4 schools. For more information about Madison Park’s specific grant-funded activities, please see below.

Expense Categories this Grant Pays For

- ~ 47% Instructional/Professional Staff: teacher stipends for ELT and Saturday School
- ~ 27% Contractual Services: PD from WriteBoston, Mass Insight implementation of pre-AP curricula, and Dr. Michael Fitzpatrick on integration of CTE and academic instruction
- ~ 26% Fringe Benefits

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

Goal #1: By June 2017, at least 80% of graduating seniors will have completed MassCore requirements.

Indicator: MassCore data collected by the Massachusetts Department of Elementary and Secondary Education (Baseline 5.3% for SY 14-15)

Goal #2: By June 2017, the percentage of graduating seniors earning a professional credential in their CTE field will increase by 1% from a baseline of 94% in SY14-15.

Indicator: Technical Attainment Core Indicator 2S1 data collected by the Office of Career and Technical Education

Goal #3: By June 2017, 50% of students taking an AP exam will earn a score of 3 or higher.

Indicator: AP exam performance data collected by the Office of Data and Accountability. (Note: Currently, Madison Park does not offer any Advanced Placement courses.)

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Enhancing Supports for Students in Poverty Grant (Fund Code 295)

Status: New

Grant Type: Entitlement

Start & End Dates: 05/02/2016 to 08/31/2016

Funding Source: State – Federal through State

Grantor Contact: David Parker
Commonwealth of Massachusetts
Department of Elementary and Secondary Education (ESE)
75 Pleasant Street
Malden, MA 02148
dparker@doe.mass.edu

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

BPS Fund Manager: Cindie Neilson, Assistant Superintendent for the Office of Special Education

Department Head/School Leader: Cindie Neilson, Assistant Superintendent for the Office of Special Education

Annual Award Amount: \$2,936

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: 145 teachers and paraprofessionals

Sites: Blackstone, Brighton High, carter Center, Community Academy for Science and Health, Charlestown High, Condon, Curley, English, Frederick, Henderson Upper, Madison Park High, Mildred Ave, Murphy, Quincy Upper, Umana Academy

Key External Partners:

Grant Description

The Enhancing Supports for Students in Poverty Grant provides single districts and partnerships of multiple districts with funds to build educator capacity to accelerate improvements in teaching, learning, and achievement for students in poverty. Boston Public Schools has invested in having Unique Learning Systems, “an online standards based set of interactive tools specifically designed for students with special needs to access the general curriculum”, in all substantially separate classrooms that provide services for our students with Moderate Intellectual Impairment and Multiple Disabilities. This system provides a comprehensive curriculum with differentiated

materials with targeted and modified interventions for our students needing a high level of modification. This systematic approach enables our students to gain access to the curriculum in a manner that allows for increased independence and learning at an accelerated rate.

Expense Categories this Grant Pays For

~ 100% Professional Development for paraprofessionals on behavior management

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

Goal #1. By August 31, 2016, at least 90% of teachers of students with Moderate Intellectual Disabilities and Multiple Disabilities will successfully complete training in Unique Learning Systems*.

Indicator: Attendance at training sessions

Goal #2: By August 31, 2016, at least 90% of paraprofessionals in classrooms of students with Moderate Intellectual Disabilities and Multiple Disabilities will successfully complete training in Unique Learning Systems*.

Indicator: Attendance at training sessions

**The Unique Learning System will allow our students with some of the highest and most complex needs to access rigorous, standards-based curriculum that is differentiated to meet their instructional needs. The instructional tools have pre- and post-assessments built in to the differentiated standards-based curriculum that will allow teachers to track student growth throughout the year. The system also has built in resources for transition planning, which will help the district to better support these students as they transition out of the Boston Public Schools. Additionally, by implementing a common system across schools, teachers and paras will be able to collaborate more effectively, and students will be able to transition more seamlessly between schools, if they transfer throughout the school year.*

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Scaling Up Diplomas Now

Status: Increase

Grant Type: Competitive

Start & End Dates: 07/01/15 – 06/30/16

Funding Source: Federal

Grantor Contact: Contact Name: Daniel Velasco
John Hopkins University Program
287 Columbus Ave. 5th Floor
Boston, MA 02115

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

BPS Fund Manager: Fran Gorski, Accounting Unit Leader

Department Head/School Leader: Eleanor Laurans, Executive Director of School Finance

Annual Award Amount: \$87,043

Total Award Amount (if grant period more than a year): \$189,080

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 2,000

Sites: English High School and McCormack Middle School

Key External Partners: John Hopkins University

Grant Description

Diplomas Now is a proven approach that helps the toughest middle and high schools in America's largest cities ensure that students graduate ready for college or career. It is the first fully integrated approach that improves a school's curriculum and instruction while it provides the right students with the right support at the right time. It is based on research by one of the nation's leading dropout experts who found that about half of all eventual dropouts can be identified by the end of sixth grade, and close to 75 percent by the start of high school. Studies found that middle-school students who fail their courses, have poor attendance and poor behavior seldom graduate. Diplomas Now identifies those students early and works to eliminate their problems.

BPS utilizes Johns Hopkins University's Talent Development Secondary, a school reform model that improves instruction and performance.

Expense Categories this Grant Pays For

100% Salaries and Fringe for Rene Patten at English High School and 50% Salaries and Fringe for Ana Torres at the McCormack Middle School.

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

Goal #1: Develop individual student plans with targeted strategies to improve performance, attendance, and behavioral concerns. The Diplomas Now program has cut chronic absence and discipline problems in half, decreased course failure by up to 75 percent on average, and/or double the number of kids on track to graduate at multiple schools.

Indicator: Grades, attendance rates, well-being assessment.

Goal #2: Develop individual school plans to increase graduation rates to 80% or better. By implementing the Diplomas Now program, some urban schools evaluated have been able to double the number of kids on track to graduate.

Indicator: Graduation Rates