

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: December 3, 2015

Attached please find the grants that will be put forth for School Committee approval on December 9, 2015. Should you wish to review these 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: December 3, 2015

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

December 9, 2015

Amount	FY	Grant Name	Status	Fund	Focus Area	Sites
\$52,655	2016	School Nutrition Equipment Assistance for High Need Districts (Fund Code 722)	New	Naveen Reddy	Food and Nutrition Services	Mario Umana Academy, West Roxbury Academy, Another Course to College Boston Green Academy, Madison Park Technical Vocational School, Henderson K-12 Inclusion Upper School, Lyndon K-8 School, Boston International High School
\$425,274	2016	Strategic Support to Specific Underperforming Schools (Fund Code 323-T)	New	Liza Veto	At Risk	East Boston, Excel, Hennigan, Holmes, Madison Park, Perkins, Snowden, Timilty, Tobin, and Winship
\$477,929	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Nutrition Equipment Assistance for High Need Districts Fund Code: 722

Status: New

Grant Type: Competitive

Start & End Dates: November 13, 2015 - June 30, 2016

Funding Source: State – Federal through State

Grantor Contact: Contact Name: Kerry Callahan
Address: 75 Pleasant Street, Malden, Massachusetts 02148-4906
Phone: (781) 338-3000
Email: KerryC@doe.mass.edu

Lead BPS Department and/or School(s): Food and Nutrition Services (FNS)

BPS Fund Manager: Naveen Reddy, Director – FNS Finance & Business Development

Department Head/School Leader: Kim Rice, Assistant Superintendent of Operations

Annual Award Amount: **\$52,655**

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: Schools below

Sites: Mario Umana Academy, West Roxbury Academy, Another Course to College Boston
Green Academy, Madison Park Technical Vocational School, Henderson K-12 Inclusion Upper School, Lyndon
K-8 School, Boston International High School

Key External Partners: N/A

Grant Description

The purpose of the School Nutrition Equipment Assistance Grant for High Need Districts is to encourage eligible schools to increase their capacity to serve healthier meals that meet the 2014-2015 USDA meal pattern as part of participating in the National School Lunch Program.

Expense Categories this Grant Pays For

Site Name	Equipment Awarded	Funding Allocated
Umana (Mario) Academy	convection oven	\$6,500
West Roxbury Academy	convection oven	\$6,500
Another Course to College Boston Green Academy	tabletop steamer	\$7,931
Madison Park Technical Vocational High School	tabletop steamer	\$7,931
Henderson K-12 Inclusion Upper School	tabletop steamer	\$7,931
Lyndon K-8 School	tabletop steamer	\$7,931
Boston International High School	tabletop steamer	\$7,931
	District Total	\$52,655

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

Goal #1: By Spring 2016, new equipment will be purchased and installed at 7 schools to improve energy efficiency and meal preparation in a number of ways:

- The new convection oven is Energy Star rated which means shorter cooking times, less maintenance, and decreased energy consumption. It will replace equipment for which parts are either no longer available or very difficult and time-consuming to secure.
- New equipment reduces the electric expenses.
- Using energy efficient ovens does more than save money. Replacing one standard convection oven with an approved efficient model will keep about 2,060 pounds of CO₂ — a greenhouse gas — out of the atmosphere annually.
- A recent audit of some of the schools in the District found that fewer than 11% of appliances were Energy Star rated. Of the 89% that were not Energy Star rated, 10% are in fair or poor condition.

Indicator: FNS report to DESE

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Strategic Support to Specific Underperforming Schools
Status: New
Grant Type: Entitlement
Start & End Dates: September 28, 2015 – August 31, 2016
Funding Source: State
Contact Name: Russ Fleming, School Improvement Grant Programs
Address: Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street, Malden, MA 02148
Email: rfleming@doe.mass.edu

Lead BPS Department and/or School(s): Strategy Division

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

Department Head/School Leader: Donna Muncey, Deputy Superintendent

Annual Award Amount: \$ 425,274

Total Award Amount (if grant period more than a year): \$ 425,274 (one year only)

Carry-forward option: No

Approximate # of students served: 5651 students at 10 school sites

Sites: 10 school sites: East Boston, Excel, Hennigan, Holmes, Madison Park, Perkins, Snowden, Timilty, Tobin, and Winship

Key External Partners: Tailored to individual school needs – varies by school

Grant Description

Boston Public Schools has received \$425,274 from DESE to support improvement strategies in the district's lowest performing Level 3 schools (schools in the bottom 20% statewide). These are schools that require additional supports to accelerate students' learning but do not receive School Redesign Grants (as underperforming/Level 4 schools would be eligible to receive).

In addition to the funds provided by DESE, BPS is providing matching funds to further support these schools' improvement strategies. BPS Central Office identified 10 low-performing Level 3 schools best enabled to facilitate rapid improvements to teaching, learning, and achievement. The dollars will be used for curriculum and instruction supports, learning opportunities outside the regular school day (e.g. Saturday and vacation learning opportunities), professional development, and other activities designed to strengthen teaching and

learning. Strategies were selected by school leaders in consultation with both the Turnaround office and their respective Principal Leaders, and are tailored to each individual school's needs.

Expense Categories this Grant Pays For

Approximately 55% of grant funds will be allocated to support designated Level 3 schools to stipend instructional staff to support professional development opportunities, extended common planning time, before and after school student programming, and summer student programming. Programs include vacation academies, guided reading PD, writing retreats, Saturday school, data inquiry facilitation and PD, freshman transition and language transition academies, and other PD services.

Approximately 17% of grant funds will be used to support Level 3 schools through activities such as strategic partnerships to provide professional development, teaching and learning opportunities for staff, and student support services. Opportunities that will be provided by strategic partners include Bread Loaf writing, ASCD Conference, Understanding by Design, Interventionists, Achievement Network coaching support, ESL Pathways PD, Playworks, and Lesley University PD.

Approximately 28% of grant funds will be used to support Level 3 schools with supplies, materials, and additional programmatic needs to support professional development for staff and remedial programming for students. Additionally, equipment and technical licenses will be obtained to build sustainable school services capacity. Materials include Star Program Renaissance Learning, Achieve 3000, Engage NY math materials, restorative justice materials, and freshman transition supplies.

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

Goal #1: All grant-funded schools will complete grant execution work plans by December 31, 2015 that contain milestone activities designed to ensure that strategies are executed fully and on a timeline structured to maximize benefit to students. See attached work plan template and sample entry for a grant-funded strategy. (Final work plans can be made available upon School Committee request.)

Indicator: Completed grant execution work plans submitted by all ten schools to their respective Principal Leaders and the Turnaround Director.

Goal #2: 100% of schools' work plans will contain methods and measures to determine whether grant-funded strategies have positive impacts on student learning.

Indicator: At least quarterly during regular meetings throughout the school year, leaders of grant-funded schools will report on early indicators of grant activity effectiveness, based on methods and measures identified in their grant execution work plans.

Goal #3: At the conclusion of the grant period, all grant-funded schools will assess whether grant-funded strategies led to measurable student improvements and determine which strategies will be continued.

Indicator: At the conclusion of its grant-funded activities, each school will have a meeting with its respective Principal Leader and the Turnaround Director to review results from its measures of strategy effectiveness and determine how best to leverage effective practices in SY 16-17.

Template: Strategic Support Grant work plan

School:

Description of activity/position funded by the grant:

Date that the activity/position will start/be implemented:

Date that the activity/position will end/be completed:

Describe at least three key milestone activities for the successful implementation of this strategy. Who is responsible for completing them? By when?

Milestone activity #1:

Completion date:

Person(s) responsible:

Milestone activity #2:

Completion date:

Person(s) responsible:

Milestone activity #3:

Completion date:

Person(s) responsible:

Planned methods, measures to determine if activity/position has had a positive impact on student learning:

Note: Work plans will contain completed template items above for each grant-funded strategy or activity.

SAMPLE ENTRY FOR A GRANT-FUNDED STRATEGY

Description of activity/position funded by the grant: A weekly, two-hour Saturday math club will be offered to students in grades 3-5 who have been assessed as below grade level during the first semester.

Date that the activity/position will start: The first Saturday in January after students return from break

Date that the activity/position will end: Saturday, June 11, 2016

Describe at least three key milestone activities for the successful implementation of this strategy. Who is responsible for completing them? By when?

Milestone activity #1: Identify students who would benefit from the Saturday math club

Completion date: December 1st

Person(s) responsible: ILT, math department (lead: math teacher leader)

Milestone activity #2: Using background information provided by the ILT, create invitations and registration materials to send home to families (including translated materials)

Completion date: December 5th

Person(s) responsible: ILT with family liaison

Milestone activity #3: Develop curriculum for January and February Saturday math club dates, based on student data from enrolled students

Completion date: December 20th

Person(s) responsible: ILT

Milestone activity #4: Recruit teachers and other staff to participate in the Saturday Math Club.

Completion date: December 15th

Person(s) responsible: Principal, ILT

Planned methods, measures to determine if activity/position has had a positive impact on student learning: Students enrolled in Saturday math club will complete an assessment on their first Saturday participating in the club. We will reassess students again six to eight weeks into their participation to determine if they are beginning to make progress or whether different strategies are needed. Students will also be reassessed in June to determine whether extended participation showed a greater impact on improvement over time.