

**GRANTS REPORT
2014-2015**

Fund	Grant	Purpose/Priorities	Amount
323-C	Strategic Support	<p>To establish student academic success teams that will include classroom teachers, special education and ELL teachers and administrators as well as representation from central office including data specialists, managers, and child study staff. These groups will be working with district data and state data (such as the Early Warning Indicator System) to identify what students are in most need of services, the numbers of students who are retained at the school and who are achieving. Each students' progress will be tracked and can be reported to gauge the effectiveness of the interventions that are being used.</p> <p>As a result of this work, the district will have in place at each of the 14 schools student academic success teams that will be able to identify the students most in need of intervention that will have the greatest likelihood of success in moving each student forward.</p>	\$100,000.00

Use of Funds

- Stipends

**Strategic Support to Commissioner's Districts
To Support Strategic Improvement Strategies in Level 3 & Level 4 Schools**

<http://www.doe.mass.edu/grants/2015/TBD/>

Overview

Leaders in the Commissioner's Districts may utilize these grant funds to enhance the systems of support for the Level 3 and 4 schools receiving Title I assistance in order to accelerate student achievement and turnaround efforts at identified schools.

Strategic use of grant funds should align to the state standards and indicators of effective practice (district standards and Conditions for School Effectiveness) and the current research conducted on successful turnaround strategies in Massachusetts schools. The 2014 research report Turnaround Practices in Action can be found at <http://www.doe.mass.edu/apa/sss/turnaround/default.html>.

The district must work in consultation with their ESE liaison from the Office of District and School Turnaround to determine the most effective use of the funds to maximize the impact on school improvement efforts. Potential strategies for improvement may include: stipends for data reflection and analysis/audit of the school's strengths and areas for improvement, data analysis training, strategic planning support, benchmarking development, etc.

Information and/or documentation required by the Office of District and School Turnaround

ESE requires that districts identify eligible schools, explain in detail how the strategic initiatives funded through this grant program connect to the identified needs of each school, and detail the measures of expected impact/outcomes.

ESE's Office of District and School Turnaround has funding available for the following districts through this grant:

Boston	\$100,000
Brockton	\$50,000
Fall River	\$50,000
Holyoke	\$50,000
Lowell	\$50,000
Lynn	\$50,000
New Bedford	\$50,000
Springfield	\$100,000
Worcester	\$100,000

Submission requirements:

- A brief **narrative** that addresses how the district will use funds to address the scope of work and deliverables outlined above and on the grant webpage (<http://www.doe.mass.edu/grants/2015/TBD/>)
- **Budget** workbook (attached to email)
- **Due** to ESE by COB on **Nov. 21, 2014**

of the above-listed schools. These teams will include classroom teachers, special education and ELL teachers and administrators as well as representation from central office including data specialists, managers, and child study staff. These groups will be working with district data and state data (such as the Early Warning Indicator System) to identify what students are in most need of services, the numbers of students who are retained at the school and who are achieving. Each student's progress will be tracked and can be reported to gauge the effectiveness of the interventions that are being used. Additional data, such as attendance, can also be tracked using our student data system. These activities are fully aligned to the *Conditions for School Effectiveness*, including the use of data for tiered interventions. Our targeted and student specific instruction is also informed by the July 2014 report *Turnaround Practices in Action: A Practice Guide and Policy Analysis*, which will serve as an ongoing resource for our efforts.

As a result of this work we will have in place at each of these 14 schools student academic success teams that will be able to identify the students most in need of intervention and the appropriate intervention that will have the greatest likelihood of success in moving each student forward.

The Worcester Public Schools' Compass includes key guidance documents for the district. Among these documents is this Theory of Action, which guides the decision making of the district: "If all Worcester Public Schools' personnel provide or support high quality teaching and learning then all Worcester Public Schools' students will continuously achieve higher performance levels, thus closing the achievement gaps."

The work of Jim Collins, *Good to Great* has been influential in the development of the shared theory of action. High values for people, the use of data, organizational focus, alignment of action, the use of technology to support improvement, building momentum toward breakthrough, and the core values of excellence, equity and choice are components of our theory of action. We believe that when adults implement a shared vision of research-based, high quality teaching and learning, effective communication structures, and participate in high quality professional development, students will achieve at higher levels and achievement gaps will close. As a result of the planning process, the Worcester Public Schools Framework of High Quality Teaching and Learning was developed.

The Worcester Framework of High Quality Teaching and Learning document defines and standardizes expectations for teaching and learning across the district based on three pillars (1) organizing the classroom (2) instructional design and delivery and (3) student ownership of learning. Implementation of the Worcester Framework began in the fall of 2010. The district monitors the implementation via classroom walkthroughs conducted with school administrators and each building's Instructional Leadership Team (ILT). The HQTL Framework aligns with the new Educator Evaluator rubric for teachers.

This guide informs practices across the domains of curriculum, instruction and assessment and professional development and focuses support from the central office on school improvement and the instructional core.

Strategic Support to Specific Underperforming Schools and Districts

Using the following data, the district has identified 14 schools. These schools will be the focus of our work for this funding opportunity.

DESE Accountability and Assistance Levels and Targets by School

School	Overall PPI Target for Narrowing Proficient Gaps	Overall PPI Target for Narrowing Proficient Gaps ELA	Overall PPI Target for Narrowing Proficient Gaps Math	Overall PPI Target for Narrowing Proficient Gaps Science	ELA Growth	Math Growth	2012 School Percentile	2013 School Percentile	2014 School Percentile
Elm Park Community	Did Not Meet Target	Declined	Declined	No Change	Below Target	Below Target	3	2	1
Rice Square	Did Not Meet Target	No Change	Improved Below Target	Declined	Below Target	On Target	5	4	3
Burncoat Street	Did Not Meet Target	Improved Below Target	Improved Below Target	Improved Below Target	Below Target	Above Target	1	2	4
North High	Did Not Meet Target	Declined	Declined	Declined	Below Target	Below Target	12	8	4
Grafton Street	Did Not Meet Target	No Change	Declined	Declined	On Target	Below Target	4	5	5
Lincoln Street	Did Not Meet Target	No Change	No Change	Above Target	Below Target	On Target	7	6	5
Goddard Sch/Science Tech	Did Not Meet Target	Improved Below Target	Improved Below Target	Improved Below Target	On Target	On Target	7	4	6
Burncoat Middle School	Did Not Meet Target	No Change	Declined	Improved Below Target	Below Target	Below Target	15	12	8
Burncoat Senior High	Did Not Meet Target	On Target	No Change	Improved Below Target	Below Target	Below Target	15	10	8
Quinsigamond	Did Not Meet Target	Declined	Declined	On Target	Below Target	Below Target	19	14	8
Sullivan Middle	Did Not Meet Target	Improved Below Target	Declined	Improved Below Target	Below Target	Below Target	11	10	8
Woodland Academy	Did Not Meet Target	Declined	Improved Below Target	Improved Below Target	Below Target	On Target	4	8	8
Claremont Academy	Did Not Meet Target	Declined	Declined	Declined	Below Target	Below Target	16	14	12
Clark St Community	Did Not Meet Target	Declined	Declined	No Change	Below Target	Below Target	43	27	12

This data clearly shows the schools within our district who are most in need of support. Funding from this grant will allow the district to establish student academic success teams at each

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**Massachusetts Department of Elementary and Secondary Education
 STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**



PART I - GENERAL

A. APPLICANT	District Name:	Worcester	District Code:	0348
Contact Name:	Gregory Bares		Email Address:	BaresG@worc.k12.ma.us
Address:	20 Irving Street Worcester			01609
Contact Telephone:	508 799-3108			

B. APPLICATION FOR PROGRAM FUNDING				
Fund Code	Program Name	PROJECT DURATION		Total Allocation (enter total allocation below)
		FROM	TO	
Fund Code 323-C	Strategic Support to Specific Underperforming School Districts: Improvement Strategies in Level 3 & Level 4 Schools in Commissioner's Districts	Date of Approval	8/31/2015	
Federal				
TOTAL AMOUNT REQUESTED:				\$100,000
<small>This amount is linked to the grand total on the budget page and cannot be edited here.</small>				

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICATION STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS

AUTHORIZED SIGNATORY:		TITLE:	Superintendent
TYPED NAME:	Melinda J. Boone, Ed.D.	DATE:	11-19-14

Mail one copy of this cover sheet with an original signature of the Superintendent/Executive Director to:
 Russ Fleming
 School Improvement Grant Programs
 Massachusetts Department of Elementary and Secondary Education
 75 Pleasant Street
 Malden, MA 02148-4906
 Email the entire budget workbook to : schoolimprovementgrants@doe.mass.edu

DO NOT WRITE BELOW THIS LINE

Massachusetts Department of Elementary and Secondary Education ONLY	
GRANTS MANAGEMENT	
For the Department Authorized Signatory: _____	Date: _____

PART II - PROJECT EXPENDITURES - DETAIL INFORMATION						A. Fund Code 323-C
B. APPLICANT AGENCY Worcester		District Code: 0348		FY 2015		Line Item Narrative Description and Rationale: In the spaces below describe in more detail line item expenditures, providing, for example, information that clearly identifies the individual or group providing a service or the rationale for proposing a purchase.
Contact Person: Gregory Bares	Address: 20 Irving Street		Worcester		01609	
Telephone: 508-799-3108	Email address:					
Summer phone: 508-799-3108	Submission Date:					
PLEASE PROVIDE ALL OF THE INFORMATION REQUESTED ABOVE AND SUBMIT ALL PAGES OF THE BUDGET DETAIL.						
C. ASSIGNMENT THROUGH SCHEDULE A <input type="checkbox"/>						
Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.						
D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS	H. AMOUNT	I. TOTAL	J. LINE ITEM EXPLANATION
1. ADMINISTRATORS:				Do not use decimals		To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):
Supervisor/Director						
Project Coordinator						
Stipends (Provide rate per hour or day and the number of days or hours below, then put the amount in Column H. Distinguish between different positions where possible.)						
SUB-TOTAL						
2. PROFESSIONAL STAFF:				Do not use decimals		To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together): Stipends for instructional staff @ \$37.50 per hour for the following = \$99,000 10 Schools (9 Elementary Plus Claremont Academy) x 6 staff per school x 22 hours x \$37.50 per hour = \$49,500 2 Schools (Middle Schools) x 8 staff per school x 33 hours x \$37.50 per hour = \$19,800 2 Schools (High Schools) x 12 staff per school x 33 hours x \$37.50 per hour = \$29,700
INSTRUCTIONAL/						
Stipends (Provide rate per hour or day and the number of days or hours below, then put the amount in Column H. Distinguish between different positions where possible.)						
Stipends: for instructional staff @ \$37.50 per hour				\$99,000		
SUB-TOTAL					\$99,000	
D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS	H. AMOUNT	I. TOTAL	J. LINE ITEM EXPLANATION
3. SUPPORT STAFF				Do not use decimals		To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):
Aides/Paraprofessionals						
Secretary/Bookkeeper						
Other						
Stipends (Provide rate per hour or day and the number of days or hours below, then put the amount in Column H. Distinguish between different positions where possible.)						
SUB-TOTAL						
* Place an X in the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement only applies to federally-funded grant programs; calculate 9% accordingly in Line Item 4a.						
4. FRINGE BENEFITS:				H. AMOUNT	I. LINE ITEM SUB-TOTAL	
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)						
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)						
SUB-TOTAL						
5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid per hour or per day, whichever is applicable.				H. AMOUNT	I. LINE ITEM SUB-TOTAL	J. LINE ITEM EXPLANATION
		Rate(S)	Hour/Day			
CONSULTANTS -						
SPECIALISTS -						
INSTRUCTORS -						
SPEAKERS -						
SUBSTITUTES -						
OTHER -						
SUB-TOTAL						

PART II - PROJECT EXPENDITURES - DETAIL INFORMATION				A. Fund Code 323-C		Line Item Narrative Description and Rationale:
B. APPLICANT AGENCY Worcester		District Code: 0348		FY 2015		
6. SUPPLIES AND MATERIALS: Items costing less than \$5,000 per unit <i>or</i> having a useful life of less than one year.				H. AMOUNT	I. LINE ITEM SUB-TOTAL	J. LINE ITEM EXPLANATION
TEXTBOOKS AND INSTRUCTIONAL MATERIALS -						
NON-INSTRUCTIONAL SUPPLIES -						
SUB-TOTAL						
7. TRAVEL: Mileage, conference registration, hotel, and meals						To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):
SUPERVISORY STAFF -						
INSTRUCTIONAL STAFF -						
OTHER -						
SUB-TOTAL						
8. OTHER COSTS: Please indicate the amount requested in each category						LINE ITEM EXPLANATION
				Do not use decimals		To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):
Transportation of Students -						
Memberships/Subscriptions -						
Advertising-						
Printing/Reproduction -						
Maintenance/Repairs -						
Rental of Space -						
Rental of Equipment -						
Telephone/Utilities -						
SUB-TOTAL						
9. INDIRECT COSTS: First, click on the 'Indirect Cost Calculator' link to access the worksheet to calculate maximum amount that can be used for indirect costs. Then enter approved rate and the amount from the 'Indirect Cost Calculator' worksheet (cell D13 or D22) in the green cell to the right.		Approved Rate:		Click here Indirect Cost Calculator	\$1,000	
10. EQUIPMENT: Provide a statement of need and cost of each item in the Notes Page. Items costing \$5,000 or more per unit <i>and</i> having a useful life of more than one year.				H. AMOUNT	I. LINE ITEM SUB-TOTAL	J. LINE ITEM EXPLANATION
INSTRUCTIONAL EQUIPMENT						
NON-INSTRUCTIONAL EQUIPMENT						
SUB-TOTAL						
TOTAL FUNDS REQUESTED					\$100,000	