



2010 EdVestors Urban Education Investment Portfolio Finalists

ORGANIZATION	PROJECT DESCRIPTION
BPS: Algebra Expansion	Building upon the work first funded by EdVestors at the Rogers Middle School, and then expanded district-wide through EdVestors' 2009 Investment Portfolio, this initiative aims to accelerate academic achievement in math by increasing the number of schools teaching Algebra in 8th grade. In 2007, less than 1% of the 3,800 students who are not in one of Boston's three selective exam schools had access to Algebra. Thanks to this initiative, that percentage is rapidly increasing. This funding will support continued expansion across the district, providing additional supports to ensure students' success in Algebra I, while also establishing planning funds to consider this work as a possible Strategic Initiative.
BPS: ESL Professional Practice Pathway	Through a series of seminars and internships, the Pathway Program for ESL Licensure and Professional Practice will equip 160 teachers in targeted "high needs" schools with the specialized knowledge, instructional skills, and training needed for effective ESL (English as a Second Language) professional practice. While the focus is on developing <i>effective</i> ESL teachers, the program will also prepare participants for the ESL Massachusetts Test for Educational Licensure (MTEL) and support them through the ESL licensure process of the Massachusetts Department of Elementary and Secondary Education.
Countdown to High School	Countdown to High School will support the transition of 8 th and 9 th grade students in BPS to high schools. With year-long coursework for students and a series of workshops for parents, this initiative aims to facilitate the transition of students from 8 th to 9 th grade – a transition that is particularly challenging for many students and for which there are few existing supports – thereby reducing student failure and increasing the likelihood that students will be successful in high school and graduate on time.
Haley Pilot School: Response to Intervention (RTI)	The Haley Elementary Pilot School will implement a data-based Response-to-Intervention (RTI) model for reading instruction in its full inclusion classrooms. The BPS has expressed interest in expanding the RTI model across more schools to build the capacity of teachers in meeting the needs of all learners, and providing the supports and structures to help all students be successful. Funding will also support the planning process for extending the RTI model to additional district schools.

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Making Music Matters!

A model for school-driven arts education, Making Music Matters! (MMM) currently provides structured instrumental music instruction for 300 3rd through 7th grade students across four schools during the school day. In addition, the program serves as a vehicle for community involvement in the schools and has generated a unique parent collaboration between its partner schools. Next fall, MMM plans to replicate its model at the Bates and Mattahunt Elementary Schools, reaching an additional 240 students.

Teach Plus and Boston Public Schools: Turnaround Schools

Boston Public Schools and Teach Plus will work in partnership to recruit, select, develop and support the highest quality human capital (teachers and principals) to transform the district's lowest performing schools with the goal of significantly raising student achievement in those schools. This initiative will focus on two of the twelve schools identified by the district as "Turnaround Schools."

Visual Understanding in Education: Visual Thinking Strategies

Visual Thinking Strategies (VTS) is an arts-based critical thinking and language curriculum and teaching method. This initiative seeks to expand the VTS approach to all students at the Hennigan and Mather Elementary Schools. The program includes student instruction in critical thinking and communication as they discuss works of art and professional development for teachers in implementing the curriculum. VTS aims to boost academic achievement, facilitating systemic change in how students learn and teachers teach through rigorous, open-ended discussions of works of art.

For more information about any of these initiatives, please contact Bryan Spence, Director of Philanthropic Services, at 617.585.5740 or spence@edvestors.org.