

PR Award #: S423A200129

Organization Name: UNBOUNDED LEARNING, INC

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Absolute Priority: AP 2: (Supporting Effective Principals and Other School Leaders)

Competitive Preference Priorities:

- 1) Promoting Science, Technology, Engineering, or Math (STEM) Education:
- 2) Fostering Knowledge and Promoting the Development of Skills That Prepare Students to Be Informed, Thoughtful, and Productive Individuals and Citizens; and
- 3) Spurring Investment in Qualified Opportunity Zones.

Requested Total Award Amount: \$7,344,419.00

Project Description:

Through the Math Identity Leadership Accelerator (MILA), UnboundEd will engage in extensive learning with 154 school principals, reaching 620 middle school math teachers and 77,500 middle school students. MILA, the 15-month intensive program, will serve two cohorts of school principals: Cohort 1, 77 school principals from April 2021 - June 2022 and Cohort 2, 77 principals from June 2022 - June 2023. The MILA program will increase principals' understanding of math problem solving strategies, culturally responsive pedagogy, and structures necessary to support development in teachers.

Project Expected Project Outcomes:

MILA will increase the number of highly effective school principals in middle schools serving high needs students. School principals will demonstrate changes in understanding of math problem solving and culturally responsive teaching self-efficacy, while enhancing math PLCs. Participating principals will build collaborative planning spaces and engage in learning that develop focused teacher understanding of content and planning for meaningful grade-level instruction that utilizes strategies for math problem solving, including principal and peer observation for instructional norming. Teachers working with participating principals will demonstrate changes in awareness and understanding of math problem solving and culturally responsive teaching self-efficacy. Ultimately, through causing changes in leadership and teaching practice, MILA aims to improve high-need middle school students' knowledge flexibility as demonstrated by increasing math proficiency. Students will report deeper connections to instruction, positive changes in math identity, and greater self-worth and belonging.

Project Partners:

Boston Public Schools, Tulsa Public Schools, Fresno Unified School District, Guilford County Schools, Ferguson-Florissant Public Schools, Springfield Empowerment Zone schools, Green Dot Charter Network, Second Avenue Learning, and HumRRO (independent evaluator).