PART III – REQUIRED PROGRAM INFORMATION

FY15 Expanded Learning Time Implementation Grant Requirements
(Due Friday, June 6, 2014)

Program Narrative

I. District Level Report
II. School Level Reports (for each ELT School in the District)
   A. Activities and Needs Chart
   B. Implementation Self-Assessment
   C. Engaging Instructional Practices
   D. Sample Student Schedule
   E. Sample Teacher Schedule
   F. End-of-Year ELT Performance Agreement Update

Appendix

A. ELT Expectations for Implementation
I. District Level Report [please include no fewer than three (3) and no more than five (5) pages for this section]

Funded by line item 7061-9412, the Massachusetts Expanded Learning Time (ELT) program has provided a limited number of schools in high-poverty districts with $1,300 per pupil funding to implement a mandatory 300 additional hours of time for all students. In no fewer than three (3) and no more than five (5) pages, please address each of the following:

A. Return on Investment [three (3) page max.]*: Provide a compelling argument for continued state support of the district/applicant school(s) that is (are) currently implementing ELT through this grant. In your response, please include the following:

1. What are the accomplishments that your school(s) has (have) demonstrated through the use of this grant (return on investment)? Use performance, attendance, and other relevant data to specifically link the ELT structures and practices to student success.

2. In what ways has the implementation of ELT at your school(s) impacted the practices across the district?

3. Describe the ways in which the district has specifically prioritized and clearly demonstrated support for expanded learning time in its ELT school(s) (and in other district schools, if applicable). Responses may include, but should not be limited to, support in providing access to partners, additional funding to support the implementation of expanded time, providing professional development opportunities to support effective implementation, etc.

4. Explain how the district monitors ELT implementation at its ELT school(s), its progress toward meeting ELT Performance Agreement goals, ELT Expectations for Implementation, and alignment with current district improvement plans. Your response should be specific in describing personnel and or structures in place and the role(s) each plays in ensuring programmatic effectiveness.

*Please note: The above portion of the district summary is not a “needs assessment” but should be a reflection of the state’s return on investment with regard to the achievements in the school(s) and your district as a result of ELT.

B. Sustainability [two (2) page max.]**: In order to scale the availability of high quality ELT for students across the Commonwealth, issues around affordability and fiscal sustainability need to be addressed. Currently, a number of other schools in the Commonwealth implement additional time for all students with significantly less funding and often with no state funding, thus making this line item funding increasingly attractive and any new funding opportunities highly competitive. In order to ensure that you are maximizing the district’s ability to sustain expanded time in the face of increasing pressures and costs, please provide a strategic, long-term plan that explains how the district could continue ELT programming at current amounts of time with a reduction in per pupil funding of $1,000 per pupil rather than $1,300 per pupil.

**Please note that your response must go beyond cutting the level of service provided to students as a result of a reduction in funding. Your response should describe possible solutions in order to maintain the same or a comparable level of service by employing approaches such as, but not limited to, creative labor compensation structures, identifying partners with compatible priorities, reallocating local funds, streamlining both school and central office operations, etc. Further, in order to qualify for FY15 funding, your answers must be complete.
II. School-Level Report:

A. Use the chart below to describe current activities, additional or changing needs, and proposed new activities aligned with needs. Be sure to complete one chart per school for which the district is applying.

<table>
<thead>
<tr>
<th>Current Activities</th>
<th>Additional Needs/Change in Needs</th>
<th>Proposed New Activities to Yield Desired Outcomes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic Time/Activities</td>
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<tr>
<td></td>
<td></td>
<td>Professional Development/Teacher Collaboration</td>
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<td></td>
<td></td>
<td>Enrichment Opportunities</td>
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</table>


B. Implementation Self-Assessment: Using the chart below, please complete the ELT Expectations for Implementation Self-Assessment. Be sure to include one self-assessment per school for which the district is applying. Please give one (1) example supported by data (MCAS, internal assessments, survey data, attendance data, etc.) for the rating assigned to each expectation.

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<thead>
<tr>
<th></th>
<th>Exceeds: fully and consistently meets expectation and is a potential exemplar in this area</th>
<th>Meets: generally meets the expectation and/or minor concerns may exist</th>
<th>Partially Meets/Needs Improvement: meets some aspects of the expectation but not others and moderate concerns exist</th>
<th>FY15 Anticipated Changes Based on Needs Reflected in Self-Assessment?</th>
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<tbody>
<tr>
<td>ELT design is driven by focused, school-wide priorities.</td>
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<tr>
<td>Data is used to drive continuous improvement and strengthen instruction.</td>
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<td>Additional time for academics is used for core instruction and differentiated support.</td>
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<td>Additional time for enrichment is used to deepen student engagement in learning.</td>
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<td>Additional time for teacher collaboration is used to strengthen instruction and improve achievement.</td>
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<td>Additional time is used to enhance school culture.</td>
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<td>School leadership is focused and collaborative.</td>
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<td>District leadership supports ELT.</td>
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</table>
C. **Engaging Instructional Practices**: One priority of this grant is to use additional time to provide more instructional opportunities in mathematics, literacy, science, and other core subjects to support student achievement. **In no more than two (2) pages**, please describe how you will use additional time in FY15 to accelerate student learning and deepen engagement. Applicants should include a description of the *instructional strategies that will be adopted or enhanced in order to actively engage students in core academic learning* (service-learning, project-based learning, etc.). Responses should address and discuss strategies as they relate to an identified need(s) as outlined in section (Aa) of the School-Level Report.

D. **Sample Student Schedule**: Please provide a sample 2014-2015 student schedule for each grade level served in the school.

E. **Sample Teacher Schedule**: Please provide a sample 2014-2015 teacher schedule for each grade level served in the school.

F. **End-of-Year ELT Performance Agreement Update**: Using the Performance Agreement Update sheet provided with the RFP, please report the school’s progress toward each of the measures outlined in each school’s approved ELT Performance Agreement as of the end of the year (June 2014).
Appendix A: ELT Expectations for Implementation

I. ELT Design is Driven by Focused School-wide Priorities
The school’s ELT design (schedule, staff, instructional approaches, assessment systems, budget) is driven by no more than three school-wide priorities, including one school-wide instructional focus. These priorities drive instructional improvement and the use of time. Progress is monitored and evaluated by both the school and district using clear, measurable goals.

II. Data is Used to Drive Continuous Improvement and Strengthen Instruction
The design and implementation of ELT is based on a data-driven assessment of student needs to establish focused school-wide priorities. The school provides the time, structure and training for all staff to participate in frequent data cycles throughout the year.

III. Additional Time for Academics is Used for Core Instruction and Differentiated Support
The school allocates additional time to rigorous core instruction in ways that reflect student needs and are aligned to the current MA Curriculum Frameworks. The school also ensures that all student schedules include academic interventions or acceleration, based on student need.

IV. Additional Time for Enrichment Is Used to Deepen Student Engagement in Learning
The school uses additional time to provide enrichment opportunities for all students which are aligned to the current MA Curriculum Frameworks and support school-wide priorities. Courses are based on student interests and choice, with opportunities for mastery.

V. Additional Time for Teacher Collaboration is Used to Strengthen Instruction and Improve Achievement
The school uses additional time to build professional learning and collaboration focused on strengthening data-informed instruction, aligned with the current MA Curriculum Frameworks and school-wide priorities.

VI. Additional Time is Used to Enhance School Culture
The school leverages time to build a culture of high academic and behavioral expectations for all students, and a culture of professionalism for all adults.

VII. School Leadership is Focused and Collaborative
The principal and Instructional Leadership team are fully committed to using additional time to accelerate student achievement and eliminate opportunity gaps. They engage all stakeholders in the process of ELT design and implementation in support of school-wide priorities.

VIII. District Leadership Supports ELT
The district actively supports all ELT schools in meeting the ELT Expectations for Implementation. It provides leadership, oversight, supervision, strategic planning and creative problem solving to ensure schools can meet rigorous achievement goals and sustain ELT.