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| **Name of Grant Program:** 2020 Early Grades Literacy: Creating Independent Writers | **Fund Code:** 734 |

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| PART III – REQUIRED PROGRAM INFORMATION |

**PART III – REQUIRED PROGRAM INFORMATION/ GRANT NARRATIVE**

Answer each question below, designating the letter of the question with your answer (i.e., write “A” before the response to A., etc.).

1. **Provide the name and contact information for the school-based person who will manage the programmatic aspects of the grant such as: disseminating grant information to participants, scheduling and planning with DESE.**

**Contact Name:**

**District:**

**Email:**

**Telephone:**

**Optional: Provide the name and contact information of the district administration, grants, or business person who will manage EdGrants and financial details.**

**Contact Name:**

**District:**

**Email:**

**Telephone:**

1. **Identify the level of participation your school is interested in applying. List schools in the order of preference for participation**

**Group 1 Participation:**

Schools applying to be part of **Group1** must:

* Identify a team (no more than six members) consisting of one teacher from each of the target grade levels (K-3 or K-2 dependent on school makeup) and one school-based leader responsible for early literacy instruction (an administrator or teacher-leader) that will participate in all grant activities to ***lead teacher learning, planning and implementation of grant priorities***.  Commit to ensuring that all team members participate in all grant activities:  two (2) statewide literacy institutes, three (3) full-day regional/focus meetings and a virtual book study group (Group 1, optional for Group 2).
* Commit to implementing strategies and resources presented in the grant program.
* Facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, individual;
* Participate in a pre-and post-survey and focus groups or individual interviews to gauge teacher learning and progress;

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participants (no more than 6 total)

|  |  |
| --- | --- |
| Principal/School Leader |  |
| Kindergarten Teacher |  |
| Grade 1 Teacher |  |
| Grade 2 Teacher |  |
| Grade 3 Teacher |  |
| Other: Coach, EL, Special Education |  |

**Group 2 Participation:**  
Schools applying to be part of Group 2 commit to all Group 1 requirements **and**:

* Commit grades K-3 staff to eight (8) monthly afternoon meetings facilitated by the Early Grades Literacy Consultant and grant team.  Commit to supporting the implementation of standards-based writing tasks as specified by the grant;
* Facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, individual;
* Commit to showcasing implementation work at the school level at full-day regional/focus meetings
* Participate in a mid-year survey to assess the program effectiveness, including the effectiveness of the consultants;
* Meet quarterly to focus on developing measurable, school-based goals and action planning (school grant leader and literacy consultant);
* Host visits by DESE staff to observe implementation of the grant program

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participants (no more than 6 total)

|  |  |
| --- | --- |
| Principal/School Leader |  |
| Kindergarten Teacher |  |
| Grade 1 Teacher |  |
| Grade 2 Teacher |  |
| Grade 3 Teacher |  |
| Other: Coach, EL, Special Education |  |

Additional educators, up to ten (10), who elect to participate in the eight (8) afterschool, school-based, professional learning meetings.

|  |  |
| --- | --- |
| Grade | Name |
|  | 1. |
|  | 2. |
|  | 3. |
|  | 4. |
|  | 5. |
|  | 6. |
|  | 7. |
|  | 8. |
|  | 9. |
|  | 10. |

1. **Explain why you are seeking to engage in this year-long professional learning series focused on writing. (500-word maximum)**

Include information about the literacy goals of the school and how they align with this grant program, the current structures in place for writing instruction, (curriculum and resources), as well as, any current literacy initiatives the school is engaged with and evidence of how this grant will advance both teacher and student learning.

Note: If the school for which you are applying receives focused/targeted services from DESE’s Statewide System of Support (SSoS), please explain how this grant complements turnaround initiatives/work.

1. **Explain how the school-based administrator will assist educators to implement new learning (strategies and resources) at the school and classroom level throughout SY 2019/2020. (250-word maximum)**

Provide specific details ofhow new learning will be disseminated and implement in grades K-3 (i.e.: vertical integration, grade-level planning, peer observation and debrief, videotaped lessons, continued school-based professional learning, PLC, professional development time, administrator feedback structures, etc.).

1. **Explain what changes in writing instruction and student outcomes you anticipate through participation in this grant program. (250-word maximum)**

Provide clear, specific examples of the changes in writing instruction and student outcomes you expect because of participation in this grant.

**Group 1 Applicants: Go to section H and I**

**Group 2 applicants ONLY:**

1. **Describe how the school will align and plan activities for this level of participation in the Early Grades Literacy program. (250-word maximum)**

Provide clear, specific examples of the school’s current initiatives and how these initiatives align and complement the work outlined in the Early Grades Literacy grant (i.e.: teacher participation in all grant activities, [institutes, regional meetings, after-school meetings], dissemination of grant information vertically throughout grades K-3, participation in multiple surveys, work with a literacy consultant, collaboratively plan, observe and discuss writing instruction)**.**

1. **Describe how the school-based support of an early literacy consultant will help the school create independent writers. (250-word maximum)**

Provide clear, specific examples of how the early literacy consultant aligns with your goals and can be a support for your staff (i.e.: integration of writing in the literacy block and/or across all disciplines, observations, co-planning and teaching, grade level meetings/PLCs, school-based professional learning, data analysis, analysis of writing curriculum).

**Group 1 and Group 2 Applicants:**

1. **Include Part IV: School Assurance signed by the building principal and all identified educators participating in the grant program.**
2. **Include Part V: School District Assurance signed by the Superintendent.**