**Name of Grant Program:** Evaluate and Select HQIM Network Support **Fund Code:** 161

**PART III – REQUIRED PROGRAM INFORMATION**

**PART A - Contact and Demographic Information**

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| ***A1. District/LEA name*** |  |
| ***A2. If multiple LEAs are applying as a consortium under the lead fiscal agent above, list other LEAs included:*** |
| ***A3. Contact Person for this proposal*** | **Name**  |  |
| **Role** |  |
| **Email** |  |
| **Phone** |  |
| ***A4. Additional contact(s) for this grant, as applicable (e.g., district-level leader or school administrator managing this grant, grant manager, finance office, curriculum director)*** |
|  | **Name** |  |  |
| **Role** |  |  |
| **Email** |  |  |
| **Phone** |  |  |
| ***A5. Please select content area for HQIM selection [based on registration]*** | ☐ Digital Literacy and Computer Science (DLCS)☐ ELA/Literacy☐ Mathematics☐ Science |
| ***A6. Grade band for HQIM selection*** | ☐ K-5☐ 6-8☐ 9-12☐ Other:  |

**A7. Provide information about the school(s) that will be implementing new curricular materials for the 23-24 school year**

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| **School Name** | Number of students enrolled in the grade band identified in A5 | Number of core classroom teachers in the grade band identified in A5 | Number of *additional instructional staff* (Title I, paraprofessionals, ELL/ESL, special education, interventionists, etc.) who work with students in the grade band identified in A5 |
| 1.  |   |   |   |
| 2. |   |   |   |
| 3. |   |   |   |
| 4. |   |   |   |
| 5. |   |   |   |
| 6. |   |   |   |
| 7. |   |   |   |
| 8. |   |   |   |

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| **A8.** Please **summarize** your interest in the Evaluate and Select HQIM Network Support grant by addressing broadly (a) what you hope to accomplish by participating in this grant and (b) how the funds will result in improved teaching and learning experiences for your students. [response length limit: 400 words] |
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**A9. Provide a list of individuals who will serve on the Curriculum Council.** The curriculum council is a coalition of diverse stakeholders (e.g., district/school staff, teachers, specialists, administrators, school committee, families, and students, as appropriate) who commit to take actions to move the [IMplement MA](https://www.doe.mass.edu/instruction/impd/implement-ma-process/story.html) process in their school(s)/district and participate in the decision-making process. The curriculum council should include a diversity of team members with different identities, points of view, roles, and expertise across the district. This team needs a solid understanding of standards-aligned instructional practices and an in-depth understanding of what high-quality materials look like on paper and in action. The individuals on the curriculum council may need professional development throughout the process to make informed decisions aligned to the district’s context. This team should include, at a minimum:

* The **district- or network-level leader(s)** who will coordinate this work across schools, if more than one school is involved.
* A **Principal or administrator designee** from each participating school;
* **One teacher** from each participating school who will serve as a teacher-leader of this work in their school;
* One **specialist educator** perthe following student groups, as applicable: English learners and Students with disabilities

Beyond this core team, the applicant may choose to include additional individuals with varying perspectives and areas of expertise on the curriculum council based upon local needs. The curriculum council should reflect attention to the needs of English learners and students receiving special education services.

**Add additional rows as needed.**

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| **Name**  | **Email** | **Role in the school/district (e.g., grade x teacher, paraprofessional, parent/caretaker, etc.)** |
| 1. |   |   |
| 2.  |   |   |
| 3.  |   |   |
| 4.  |   |   |

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| A9. For those who are not required to participate, describe why the individuals listed were chosen to be part of the Curriculum Council? [response length limit: 200 words] |
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**Part B: Planned Activities**

Below outlines some of the activities and time frame for completing Phase 1 and Phase 2 IMplement MA activities. In Phase 1, districts team will craft an instructional vision, identify district parameters and priorities, and ready the Curriculum Council to investigate materials. During Phase 2, district teams will do the actual investigation of the materials, which includes both detailed analysis of the resources themselves and field testing with students and teachers. Associated steps include the following:

* **[Phase 1, Learn and Prepare: September – December].** Establish a timeline; determine and problem-solve around the district decision making process and internal needs (e.g., PD, buy-in, etc.), form the curriculum council; establish a local lens through data collection and analysis; craft and create consensus for a content instructional vision; define parameters and priorities; narrow list of 2-3 materials to investigate; embed and monitor equity pauses
* **[Phase 2, Investigate and Select: January – March].**  Reach out to procure materials for investigation; develop data plan for collecting and analyzing evidence; investigate materials through a materials review and targeted publisher meetings; embed and monitor equity pauses
* **[Phase 2, Investigate and Select: April-June -** **Phase 2: Investigate and Select**. Field test materials in classrooms; analyze collected data; develop consensus process for selection; **make selection by June 1st, 2023;** communicate the final decision to DESE and district stakeholders; begin planning to launch materials; embed and monitor equity pauses

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| **B1.** As you consider how these activities will unfold within your local context, please speak to how your team is prepared to complete these activities in the time frame indicated. If you are applying for funding to support more than one content area, please speak to how the district will balance two processes at once and how the funds will be maximized to ensure both processes are collaborative and inclusive. Please also speak to any concerns or anticipated challenges and any mitigation strategies being considered to address them. [response length limit: 200 words] |
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**Part C: Demonstrating favorable conditions and the resources necessary to make and sustain meaningful curriculum selection and implementation**

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| **C1.** How do the activities in this proposal relate to existing plans and initiatives within the district (e.g., Sustainable Improvement Plan, Strategic Plan, new curriculum implementation in other content areas, district equity plan, Student Opportunity Act plan)? [response length limit: 200 words] |
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| C2. What current systems and structures are used in the participating schools to address equity: decreasing disproportionate experiences and outcomes for historically underserved student groups? [response length limit: 400 words] |
|   |

*Thank you for your interest in the Evaluate and Select HQIM Network Support grant and the investment of time to prepare this proposal.*