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| **Name of Grant Program:** From Research to Practice: Evidence-Based Early Literacy | **Fund Code:** 734 a |

## **Massachusetts Department of Elementary and Secondary Education                                          FY2023**

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| PART III – REQUIRED PROGRAM INFORMATION |

# School Information:

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School Name/District:

Total Number of Students:

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| **Kindergarten** | **Grade One** | **Grade Two** | **Grade 3** |
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The number ofschool-based leadership, coach(es), and teachers that provide literacy instruction.

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| **Principal** | **Assistant**  **Principal** | **Coach** | **Teacher**  **K** | **Teacher**  **Grade 1** | **Teacher**  **Grade 2** | **Teacher**  **Grade 3** | **Teacher**  **SWD** | **Teacher**  **EL** | **Other** |
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The principal or assistant principal will manage all programmatic aspects of the grant program:

* Support the dissemination of grant information to district and staff
* Schedule and plan with the DESE approved literacy consultant for classroom observations, benchmark data meetings, PLCs or grade-level meetings, staff meetings, administrator meetings
* Participate in professional learning along with the grant team (e.g., institutes, regional meetings, after-school professional learning sessions, Literacy Team meetings, data and/or grade level meetings). Principal participation in grant activities along with teachers will promote teacher buy-in to the grant program.
* Observing in classrooms using a designated tool provided by the DESE or developed with literacy consultant assistance
* Observing in classrooms using a designated tool provided by the DESE

**Required**: Provide contact information for the principal or assistant principal managing this grant.

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| Name:  Phone:  Email: |

**Required:** Provide contact information for the person managing the funds or business office contact.

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| Name:  Phone:  Email: |

**Optional**: Information for an additional contact who will require communication about the grant (e.g., grant manager, finance office, curriculum director).

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| Name:  Phone:  Email: |

***To be considered eligible, applicants must*** ***commit to early literacy as a top priority for the school, and understand that participation will require:***

1. Develop measurable, attainable, short-term, school-based goals and action steps in November, March, and May with the support of the consultant.
2. Implement high-quality core instructional materials as determined by EdReports or CURATE
3. Screen and progress monitor using DIBELS 8th edition
4. Use data to plan evidence-based, instruction that meets the needs of all students
5. Commit to assessing all students in the participating grade band three times per year
6. Implement evidence-based, inclusive, and culturally responsive practices and resources presented in the grant program.
7. Create a grant team (no more than six members) of teachers from each of the target grade levels, (K-3 team, K-2 team, or a K-1 team depending upon school makeup) and one school-based leader to participate in 2 full-day professional development days, one half-day, end-of-year Showcase, and disseminate the learning to all grade K-3 staff.
8. Establish a school-based literacy team, to lead the dissemination and implementation of evidence-based, inclusive, and culturally responsive early literacy practices, assessment administration, progress monitoring, and data analysis.
9. Dedicate time in the school day, including common planning time and PD time as needed, for 320 hours of work with an Early Literacy Consultant.
10. Host visits by DESE staff.
11. Participate in six (6), 90-minute, after-school PDs.
12. Plan and participate in one presentation on school implementation at an end-of-year Showcase.
13. Attend all grant meetings, two, face-to-face institutes, one, face-to-face, half-day Showcase, and six, 90-minute after-school meetings.
14. Participate in all required DESE-funded grant evaluation requirements, including meeting surveys, pre-and post-tests of knowledge and practice, and focus groups of participants chosen randomly by DESE.
15. Participate in four, 90-minute, administrator, round-table meetings each year. (Administrators only)

**B**. Current structure of the Early Literacy Instruction in Grades K-3: Background and context are required to provide adequate information to assist in determining which schools are situated to engage in the instructional changes required by this grant.

High-quality, core, instructional materials currently being implemented or will be implemented in September of 2022.

● Name of high-quality instructional materials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

● Publisher/Publish date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

● Has this program been rated as partially meets or above by [EdReports](https://www.edreports.org/reports/ela) or [CURATE](https://www.doe.mass.edu/instruction/curate/reports.html)?

Yes

No

● Do the high quality-instructional materials listed above include high-quality instructional materials addressing phonemic awareness?

Yes

No

Are you using supplemental phonemic awareness instructional materials?

Yes

No

If yes, what instructional materials are you using? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

● Do the high quality-instructional materials listed above include high-quality instructional materials addressing phonics instruction?

Yes

No

Are you using supplemental phonics instructional materials?

Yes

No

If yes, what instructional materials are you using? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Summarize why you want to participate in the Early Grades Literacy Grant, From Research to Practice: Evidence-Based Early Literacy. Your response should answer the following questions.
   1. What do you hope to accomplish through participation in this grant?
   2. How do you plan to align this grant with current initiatives in your school/district?
   3. How do you plan to support the grant priorities throughout grant implementation?
   4. How will you support the alignment of grant initiatives with the implementation of the core instructional materials?

Maximum response length: 500 words

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1. Explain how the school-based leader will support the implementation of all grant activities (e.g., providing substitutes for institutes, scheduled opportunities for teachers to meet to discuss assessment, data, instruction, and instructional materials. The answer should answer the following questions:

How will you…

* communicate the importance of this grant opportunity to staff, parents, and the community?
* provide scheduled opportunities to meet with a school-based literacy consultant to plan lessons, look at data, and engage in learning opportunities?
* ensure that all screening and progress monitoring assessments are administered in a timely manner?
* engage with staff and the literacy consultant to learn about evidence-based early literacy?
* determine what is important to observe in classroom instruction?
* Make the best use of the time the literacy consultant is in the school?

Maximum response length: 400 words

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1. School District Assurance Page (Part IV)

Note: School Assurance Page (PART V) will be completed by the grant administrator once a grant has been awarded to the school/district. PART V will be uploaded to EdGrants along with PARTS I, II, III, and IV.