PART III - REQUIRED PROGRAM INFORMATION (NARRATIVE) AND INSTRUCTIONS

Please provide the following information.

1. **District(s) and Schools Participating**
   Level 3 and 4 school districts. See *Additional Information* for a list of eligible districts.
   - Using the chart below, provide the name of your district, a list of the participating schools and the number of teachers and students who will benefit from the partnership (add rows as needed).
   - If you are applying as part of a regional partnership, identify which district or collaborative will be the lead agency.

<table>
<thead>
<tr>
<th>Name of District</th>
<th>SCHOOL NAME</th>
<th>GRADES</th>
<th>LEVEL (Elementary, Middle or High School)</th>
<th>NUMBER OF TEACHERS who will benefit from grant activities</th>
<th>NUMBER OF STUDENTS who will benefit from grant activities</th>
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There are three funding options:

1. A district may apply for one or more partnerships with professional development providers.
2. A district may serve as a lead agency for a consortium of districts. There must be one narrative (Part III), a Schedule C Form, and one combined budget for each partnership. In addition, each district in the partnership must provide assurances and individual budget information.
3. A collaborative may apply on behalf of districts. There must be one Part III (Narrative), a Schedule C Form, and one combined Part II Budget Detail representing all partnerships. In addition, for each district the collaborative is working with there must be individual assurances and individual district Part II Budget Detail information.

A Standard Contract Form, budget sheets and Schedule C (if applicable) must be submitted for each project duration (upon approval – 6/30/2013 and/or 7/1/2013 – 8/31/2013).

2. **Critical Issue**
   All grant activities should be aligned with the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy*, be related directly to the needs identified in data analysis, and be related to the implemented best practice.

**Curriculum and Instruction – Effective Instruction**

 Identify this year’s critical issue as related to the district’s goals for literacy improvement in its most recent district literacy plan. Please mark with an (x) your district’s priority area(s) for FY2013. Do not mark more than 2 areas.

- [ ] Piloting and providing commentary on model curriculum units and curriculum-embedded performance assessments (required of all Race to the Top districts that selected projects 5A or 5B-C)
- [ ] Designing and implementing innovative summer programs that build content knowledge and strengthen literacy through reading, writing, speaking, listening, using community and cultural resources in science, the humanities, and the arts
- [ ] Providing intensive professional development for teachers and administrators on reading, discussing, and writing about complex, grade-level texts and developing academic vocabulary
Writing or revising district literacy plans to reflect the shifts in the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy

A. Describe how work in your district is aligned to your critical issue/priority area for FY2013.
   1. Describe how the work done through this grant will be consistently delivered and help to develop a continuously improving curriculum.
   2. Indicate how strong instructional leadership and effective instruction will be supported at the school and district levels.
   3. Identify which grade levels will be targeted for this professional development partnership. Please mark with an (x) the grade(s) targeted.
      _PK, _K, _1, _2, _3, _4, _5, _6, _7, _8, _9, _10, _11, _12

Leadership and Governance – District and School Improvement Planning

B. Indicate the status of your district literacy plan by checking the appropriate item(s).
   ___ A district plan focusing on literacy is attached.
   ___ The district’s plan focusing on literacy was updated in school year 2011-12 to include the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy.
   ___ The district’s plan focusing on literacy was not updated in school year 2011-2012.
   ___ The district will be writing or revising a district literacy plan during Fiscal Year 2013.

C. Answer the questions below concerning your district literacy plan.
   1. Describe how the plan is helping to focus the literacy work in the district.
   2. Describe how the plan will be enhanced in FY13.

3. Higher Education/Organizations Participating

   Identify one or more partners from higher education or other organizations (for example, educational consulting groups) with expertise in literacy and specifically in the area identified as the critical issue. Include resumes that demonstrate the expertise of the people who will provide professional development (PD) on the critical issue being addressed. The Department of Elementary and Secondary Education (Department) encourages literacy partnership proposals from a wide variety of partners that will work with elementary, middle, and/or high schools across the Commonwealth.

4. Plan for Initiative

   Describe the plan to implement a recommended effective practice that will address the identified critical issue. Describe the proposed PD in literacy for this grant. Proposed PD should be aligned with the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy, be related directly to the needs identified in data analysis, and be related to the implemented best practice. The description should include the following:

   Assessment – Data-Based Decision Making
   A. Provide a summary of the data analyzed to:
      • determine the need for addressing the identified critical issue and
      • why the school(s) identified in question one were selected

   Professional Development
   B. Indicate the person(s) and organizations responsible for conducting the training.
   C. Provide a detailed description of the content of the training, including the priority area (piloting model curriculum units; designing and implementing innovative summer literacy programs; providing professional development on reading, discussing, and writing about complex, grade-level texts and developing academic vocabulary; revising literacy plans) your district is working on.
   D. Indicate the audience for the training, including the approximate number of staff at each grade who will attend.
E. Indicate the number of sessions and the format (district-based meetings, regional professional development, study groups, grade level meetings, etc).

F. Describe how the professional development aligns with the shifts in the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy.

G. Provide the plan for following up to indicate whether the strategies are being embedded in classroom practice.

H. Indicate the indicators of success, including how teacher classroom practice will change because of the PD.

I. Tell how the district plans to sustain the PD initiative beyond the life of the grant.

5. Research on Implemented Practices

Briefly describe the research on the effectiveness of the implemented practice and related PD that supports the selection of this approach to addressing the identified critical issue.

6. Participation in Meetings

There will be meetings (regional and statewide) sponsored by the Department.

A. On the school and district assurance pages, include the name and contact information of the contact person(s).

B. Indicate that a district-based contact person will attend the meetings.

___ Yes, the district based contact person will attend the meetings.

7. Evaluation

Each grant recipient will be required to participate fully in an evaluation to be conducted by the UMass Donahue Institute. An evaluation/reporting webinar or meeting may be scheduled. This meeting will be helpful to those new to the program and those who have new staff and/or would like to review the requirements of the evaluation process for this grant.

___ Yes, our district would like to participate in a webinar or meeting on the evaluation process.

The proposal narrative should provide an assurance that the partnership will comply with all aspects of the statewide evaluation and identify an individual to serve as evaluation contact for the grant along with his/her contact information (email and phone). Indicate if this is the same as the district contact for the grant.

___ Yes, the person to contact concerning the evaluation is the district contact for the grant.

___ No, the person to contact concerning the evaluation is: ___________________________