## Massachusetts Department of Elementary and Secondary Education FY2022

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| **Name of Grant Program:** Research to Practice: Evidence-based Early Literacy  Early Grades Literacy Grant | **Fund Code:** 734 |

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| PART III – REQUIRED PROGRAM INFORMATION |

# School Information:

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School Name/District:

Number of Students:

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| --- | --- | --- | --- |
| **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** |
|  |  |  |  |

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** |
|  |  |  |  |  |  |  |  |  |  |

The principal or assistant principal will manage all programmatic aspects of the grant program including:

* Dissemination of grant information to district and staff
* Scheduling and planning with the DESE approved literacy consultant
* Participating 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)
* Observing in classrooms using a designated tool provided by the DESE

Please provide contact information for the principal or assistant principal managing this grant.

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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: |

**B. Grant Teams:** Identify the Early Grades Literacy grant team that is committed to implementation of all grant requirements.

**Applicants must commit to early literacy as a top priority for the school. Grant requirements are identified on PART IV (School Assurance Form).**

DESE recommends that the grant team remain consistent from SY2021 to ensure the smooth transition into year 2 of the continuation grant. Each grant team member will receive a $2,000 stipend to continue grant work (e.g., meetings, professional learning, etc.) beyond contractual hours. Each member will be required to review and sign the School Assurance Form (PART IV) in the grant package. Complete the chart below with the grant team members.

***Note: There should be at least one grant member for each grade K-2 or K-3***.

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| --- | --- | --- | --- | --- | --- |
|  | Grade Level/ Position | Participant Name | Email | Returning Team  Member | New  Team  Member |
| Principal/Assistant Principal |  |  |  |  |  |
| Teacher 1 |  |  |  |  |  |
| Teacher 2 |  |  |  |  |  |
| Teacher 3 |  |  |  |  |  |
| Teacher 4 |  |  |  |  |  |
| Teacher 5 |  |  |  |  |  |
| Teacher 6 (e.g. coach, EL, Special Education) |  |  |  |  |  |

Additional educators, up to ten (10), who elect to fully participate in eight (8) afterschool, school-based, professional, learning meetings will receive stipends of $800 for each participating member. Each member will be required to review and sign the School Assurance Form (PART IV) in the grant package. Complete the chart below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level/ Position | Participant Name | Email | Returning Team  Member | New  Team  Member |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |

1. **Budget:** If you are applying for funding to purchase assessment materials for SY 21/22, explain how the funding needed was determined.

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1. Explain the impact this grant has had on teacher practice and student outcomes in SY 2021. Please address the following (maximum of 500 words):
   * How has the literacy consultant assisted teachers in implementing the shifts to direct and explicit instruction using evidence-based instructional practices in the literacy block?
   * How have teachers aligned what they have learned about direct and explicit phonemic awareness and phonics instruction with core instructional materials?
   * How were evidence-based practices in foundational skills disseminated to non-grant team teachers and how did this impact student learning?
   * How has the implementation of evidence-based instruction, practices and assessment and the use of assessment data impacted student outcomes?

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1. What aspects of this grant program have had the greatest impact on instruction and learning in your classrooms? (maximum of 200 words)

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**F**. The Literacy Consultant will work with the grant leader and/or team to develop three, measurable goals, that will guide the school’s work within the grant next fall ***if the school is awarded a continuation grant.***

* 1. Assessment – student growth
  2. Implementation
  3. Dissemination of grant content to all teachers in grades K-3

Each goal will have specific, targeted action steps that will support teachers in the implementation and dissemination of culturally responsive, evidence-based, foundational skills instruction and assessment through November 2021. Evidence of moving towards achieving the goals as well as the effectiveness of professional learning and instructions will be measured by progress monitoring data and/or classroom observations using the Foundational Skills What to Look For Tool.

***Note: The goal setting template will be provided by the Literacy Consultant.***

***Insert Goals and Action Steps Here:***