|  |  |
| --- | --- |
| **Name of Grant Program:** Deeper Learning Implementation Grant | **Fund Code:** 105 |

|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

**DIRECTIONS FOR THIS FORM:**

* Address all applicable areas of Part III.
* As per the RFP, all grant application documents, including this Part III and any supplemental information, must be **EMAILED** to: Kaleidoscope@mass.gov by September 15th, 2023.

**Part A: General information:**

|  |  |
| --- | --- |
| **School and District Name**  |    |
| **Primary Grant Contact**  | Name:   |
|   | Email:   |
| **Team Lead Name (if different from above)**  | Name:   |
|   | Email:   |
| **School Address:**  |    |
| **AMOUNT REQUESTED:**   |   |

**Part B: Grant Goals and Proposed Use of Funds:**

1. Project Description: Please **summarize** your interest in the Deeper Learning Implementation Grant by addressing (a) What you hope to accomplish through participating in this grant, and (b) how it connects to the school instructional vision and district’s strategic priorities and plans for the upcoming year? [response length maximum: 250 words]

|  |
| --- |
|  |

1. Outcomes: Please share your desired outcomes related to 1) professional learning structures, 2) teacher practice, and 3) the student experience. Consider: What specific shifts in professional learning do you want to see, as a result of participating in this grant? What specific shifts in teacher practice do you want to see? As a result of these shifts, what do you want to be different about the student experience?  [response length maximum: 250 words]

Ensure your outcomes are **SMARTIE** *(****Specific****,* ***Measurable****,* ***Ambitious****,* ***Realistic, Time-bound****,* ***Inclusive, Equitable)***

* *Inclusive:* brings traditionally marginalized people into processes, activities, and decision-making in a way that shares power
* *Equitable****:*** indicates an element of fairness or justice that seeks to address systematic injustice, inequity, and oppression

|  |
| --- |
|  |

1. Proposed Use of Funds: Describe the proposed use of funds for grant activities.

|  |  |
| --- | --- |
| Amount    | Description: What will the money be used for?   |
|    |    |
|    |    |
|    |    |

1. Deeper Learning Grant Team: The Deeper Learning Implementation Grant requires a Deeper Learning team of 7-12 members, including at least one school level administrator, at least one member of the Instructional Leadership Team, at least one district level instructional leader, and a team of at least three teachers who teach the same grade level and content area. District teams interested in applying should have identified one to two schools within the district for implementation and piloting.

Who will serve on your Deeper Learning team? How and why were these team members selected, and how are they positioned to bring Deeper Learning to your school? How will you ensure engagement and commitment from district-level leader(s)? Please also speak to any concerns or anticipated challenges related to team membership and any mitigation strategies being considered to address them. [response length maximum: 250 words]

|  |
| --- |
|  |

1. Contact Information: List the name(s) and position(s) of the primary contact and TWO additional individual(s) who may be contacted regarding this proposal.

|  |  |  |  |
| --- | --- | --- | --- |
| Name  | Position  | Email Address  | Phone No.  |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

**Part C: Planned Activities**

The table below lists the Deeper Learning Implementation Grant activities over the course of SY24.

|  |  |
| --- | --- |
| **Key Activities**   | **Approximate Timeline** |
| **Attending Quarterly Convenings**: School Deeper Learning teams will participate in quarterly convenings, organized and facilitated by the Kaleidoscope Collective, to experience the phases of effective planning cycles, plan for school-specific implementation, reflect and iterate on implementation, and strengthen coherence across all instructional systems.  | October/NovemberJanuary/FebruaryMarch/April  |
| **Self-assessment of Deeper Learning:** School Deeper Learning teams participate in a self-assessment, including a learning walk with members of the Kaleidoscope team and a crosswalk with other existing initiatives and school priorities. Self-assessment informs implementation of instructional planning cycles.  | October/early November  |
| **Implementation:** Based on self-assessment and learning from quarterly convenings, Deeper Learning School Teams bring learning back to their schools to implement and/or deepen effective instructional planning cycles and monitor progress. The Kaleidoscope Collective provides 2-3 on site visits to support implementation by attending professional learning (grade-level planning time, professional development, etc.) and/or attending learning walks.  | Ongoing, November-June |
| **Progress Monitoring:** Deeper Learning School Teams participate in progress monitoring related to grant outcomes, including but not limited to: participating in structured inquiries, administering and/or completing teacher/student/participant surveys, facilitating learning walks (at least 3x from October-June), participating in debrief meeting(s) with DESE staff, and/or sharing artifacts for the Deeper Learning Gallery.  | Ongoing, October-June |

Schools must meet the requirements above throughout the course of the year to maintain active status in this grant opportunity.

1. Grant Activities and Timeline: How do the activities in the table above align with the activities that your school is already prioritizing for the upcoming school year? What other initiatives is the school already committed to and what commitments (e.g., time, resources) do these require? How do each of these initiatives, including this grant, work in service of your School Improvement Plan? Please speak to any concerns or anticipated challenges and any mitigation strategies being considered to address them. [response length maximum: 250 words)

|  |
| --- |
|  |

1. Professional Learning Time & Culture: Please provide information about the professional learning time and culture at your school. In your response, please include:
	* 1. Details about your school’s collaborative planning time, including how it is currently being used, if and how Special Education and ESL teachers are included, and who plans and facilitates that time
		2. Details about existing systems for instructional coaching and/or observation feedback
		3. Details about your school’s adult culture and orientation towards growth, collaboration, and equity [response length limit: 250 words]

|  |
| --- |
|  |

1. Grant Implementation: In considering implementation of collaborative instructional planning routines and structures, does your team plan to implement for select grade-level content teams or school-wide? Which two of the three phases of effective planning cycles your school is most interested in implementing and/or deepening practice around and why: unit unpacking, lesson internalization, or looking at student work? [response length maximum: 250 words]

|  |
| --- |
|  |

1. Curriculum Materials: Please provide the name, subject, and grade level of all curriculum materials being used as the core curricular resource. Add more rows as needed. Please indicate which materials are High Quality Curricular Materials, as defined by the following: comprehensive K-12 curricular materials that are rated “meets expectations” or “partially meets expectations” overall based upon a [CURATE](https://www.doe.mass.edu/instruction/curate/) review. If a CURATE review is not available, materials must be rated “all-green” on [EdReports’](https://edreports.org/) Gateway 1 and Gateway 2 to meet the definition of “high-quality.

|  |  |  |  |
| --- | --- | --- | --- |
| Curriculum Name | Subject | Grade Level(s) | Year of Implementation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |