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| **Name of Grant Program:** High-Quality Instructional Materials (HQIM)Implementation | **Fund Code:** 185 |

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| PART III – REQUIRED PROGRAM INFORMATION |

**PART A – District and Contact Information**

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| ***A1. District/LEA name*** |  | | |
| ***A2. Partnered Prep Org, as applicable*** |  | | |
| ***A3. Business office/EdGrants contact*** | **Name** |  | |
| **Role** |  | |
| **Email** |  | |
| **Phone** |  | |
| ***A4. Additional contact(s) for this grant, as applicable (e.g., district-level grant lead/school administrator managing this grant, curriculum director)*** | | | |
|  | **Name** |  |  |
| **Role** |  |  |
| **Email** |  |  |
| **Phone** |  |  |
| ***A5. HQIM and Grades*** | **HQIM:** | | **Grades:** |

**A6. Provide information about the school(s) that are participating in the HQIM Implementation grant.**

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| **School name** | Number of students enrolled in the grade band identified in **A5** (data available [here](https://profiles.doe.mass.edu/)) |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

**A7. Provide a list of individuals who comprise the Implementation Grant Leadership Team who will lead and monitor implementation across schools and meet with the Consultant(s).**

* The **district-level leader(s)** who will coordinate this work across schools, if more than one school is involved;
* Representation from **each of the funded schools,** which may include but not be limited to, Principal, Assistant Principal, Special Education teacher, EL/ESL teacher, interventionist, department chair/lead teacher.

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| **Name** | **Email** | **Role**  (e.g., grade x teacher, EL specialist) | **Is this member a new member from the Spring 2023 grant? (Y/N)** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |

**PART B – Implementation and Sustainability**

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| Please select each checkbox that matches up to three priority implementation goals for SY23-24.  Goal A: Partnered preparation programs have the necessary access to curricular materials and associated training to support future candidates in having a strong foundation in the curricular materials used in the district.  Goal B: Educators understand the instructional approach of the curricular materials adopted by the district, including any grounding theory and research that supports the materials’ instructional approach. Educators also understand how the materials build student understanding over time and support culturally responsive instruction.  Goal C: Educators can unpack and navigate the curricular materials adopted by the district. That is, they can navigate the teacher’s guide and other resources, understanding the recurring systems and structures that are a part of the curriculum, understanding the features of each unit and/or lesson plan, and are able to use these materials to plan for a lesson.  Goal D: Educators can use the materials to provide deeper learning experiences for students. Building off the understandings described in goals B & C, educators can go beyond these foundational aspects and know how to adjust planning and implementation based on the learning needs of all students, while ensuring that the enacted curriculum is inclusive and affirming of a range of linguistic and cultural backgrounds.  Goal E: The district has coherent systems of coaching, collaboration, and/or evaluation that support the consistently skillful use of the instructional materials adopted by the district. The systems reinforce and deepen educators’ skills articulated in goals B, C, and D. These systems pay particular attention to ensuring that educators’ adjustments maintain the rigor and instructional approach of the materials.  Goal F: The district has coherent systems that support the effective collection of assessments of students’ progress and successfully uses that information to make meaningful instructional decisions. These systems also support sharing this information with students, families, and other educators in a culturally responsive way that builds understanding and buy-in with these different stakeholders.  Goal G: The district has strong Tier 2 and Tier 3 student support services aligned to the instructional materials, such that all students can access Tier 1 instruction. Special education, ESL, and/or other support teachers have the foundational understanding articulated in goals B, C, and D. There are systems in place that support coordination of educators to ensure all students can access Tier 1 instruction.  B1. Explain in your own words your goals for this grant and how you see grant funds supporting you to meet those goals in SY23-24. If the landscape analysis led to a change in the goals identified from the initial grant application, please state which goals changed and why. [response length limit: 400 words] | |
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| B2. Please speak to how SY23-24 activities and professional development (PD) are informed by the landscape analysis, align with grant goals, and the district’s implementation plan? [response length limit: 400 words] | |
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| B3. (If applicable) Please discuss your partnership with the local preparation program provider. Briefly describe their participation in SY23-24 grant activities and how the implementation activities support the training of pre-service educators for your district. [response length limit: 400 words] | |
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| B4. How do you intend to collaborate with your implementation consultant to support your implementation work in SY23-24? [response length limit: 200 words] |
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| B5. Please discuss what must happen during this SY23-24 implementation to make skillful HQIM implementation sustainable beyond the grant period and beyond the grades/schools funded for FC185? [response length limit: 400 words] |
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| B6. What current systems and structures are used in the participating schools to address equity or racial equity: decreasing disproportionate experiences and outcomes for historically underserved student groups (e.g., English learners, students with disabilities, students of color, low income)? How do SY23-24 grant activities intentionally attend to these efforts? [response length limit: 400 words] |
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*Thank you for the investment of time to prepare this proposal.*