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

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| PART III – REQUIRED PROGRAM INFORMATION |

# School Information:

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**School Name/District:**

**Total number of students in the participating school(s): If applying for more than one school, add a line for each participating school.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participating School** | **Kindergarten** | **Grade One** | **Grade Two** | **Grade Three** |
|  |  |  |  |  |

**The number of school-based leadership, coach(es), and teachers that provide literacy instruction in the participating school. If applying for more than one school, add a line for each participating school.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School Name/**  **Principal/AP** | **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 as specified in Part V: School Assurance Page.***

**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: |

**Part B: Participating Teachers and Administrators**

***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 to meet the needs of ALL students.
3. Commit to assessing all students in the participating grade band three times per year and progress monitor students “below” or “well-below benchmark” on DIBELS 8th edition.
4. Use data to plan evidence-based, instruction that meets the needs of all students
5. Implement evidence-based, inclusive, and culturally responsive practices and resources presented in the grant program.
6. Maintain a consistent grant team, no more than 6 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, end-of-year Showcase, and disseminate the learning to all grade K-3 staff.
7. Lead the dissemination and implementation of evidence-based, inclusive, and culturally responsive early literacy practices, assessment administration, progress monitoring, and data analysis.
8. Dedicate time in the school day, including common planning time and PD time as needed, for 350 hours of work with an Early Literacy Consultant.
9. Host visits by DESE staff.
10. Participate in six (6), 90-minute, after-school PDs.
11. Plan and participate in one presentation on school implementation at an end-of-year Showcase.
12. Attend all grant meetings, two in-person institutes, and one in-person end-of-year Showcase
13. 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.
14. Participate in four, 90-minute, administrator, round-table meetings each year (administrators only).

Members of the school grant team (no more than 6) will receive a stipend of $1,000 and be responsible for the commitments above. These individuals are also required to sign the School Assurance Form (part IV). Identify the school-based grant team members below:

|  |  |  |
| --- | --- | --- |
| **Grade Level/Position** | **Name** | **Email** |
| Principal/Assistant Principal |  |  |
| Kindergarten Teacher(s) |  |  |
| Grade 1Teacher(s) |  |  |
| Grade 2 Teacher(s) |  |  |
| Grade 3 Teacher(s) |  |  |
| Coach |  |  |
| EL or SWD Teacher(s) |  |  |

Additional educators, up to 32, who elect to ***fully participate*** in six, 90-minute, afterschool, school-based, professional learning meetings will receive stipends of $400 for participating in these meetings. These individuals are also required to sign the School Assurance Form (part IV). Note: add lines as needed.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Name | Email | Signature |
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| 2 |  |  |  |
| 3 |  |  |  |
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| 11 |  |  |  |
| 12 |  |  |  |
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| 14 |  |  |  |

**Part C:** Explain the impact this grant has had on teacher practice and student outcomes in SY 2023. Fully address the following (maximum of 600 words):

* What aspects of this grant program have had the greatest impact on instruction and learning in your classrooms and how has it impacted student outcomes?
  + Evidence of successful implementation of evidence-based practices
  + Changes in instruction
  + Challenges of implementation
  + Literacy consultant support (after-school meeting, data meetings, administrator meetings, embedded coaching, modeling, coteaching, planning
  + Student engagement and learning
  + Student data
* How will you continue to support the implementation of the Early Grades Literacy grant in SY 2024?

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**Part D: August through November School-Based Goals**

The Literacy Consultant will work with the grant leader and/or team to develop three, measurable goals, that will guide teachers as they begin school year 2024. Part VI is a copy of the goal-setting template.

**a. Implementation of evidence-based foundational skills instruction using HQIM**

**b. Data-Driven Decision Making for whole-and small-group instruction**

**c. Targeted Small Group Instruction**

Note: 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 2023. 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 DESE observation tool.

**Part E: Complete the School Assurance Page (Part IV)**

**Part F: Complete the District Assurance Page (Part V)**