**District**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IAG Objectives**

The Intensive Assistance Grant (IAG) is designed to provide a school with intensive support for improving instruction. In part through a high-dosage infusion of funds, schools will be able to build on strengths and remove barriers to successful implementation of district identified instructional priorities. We are asking schools to reflect on where they are today through a submission of artifacts and chart a course of where they want to be in the next 3-5 years. This will be done through: (1) A reflection upon the strengths and needs of the school aligned to the instructional priority the district has identified; (2) Identifying how the most pressing need(s) will be addressed with a large infusion of resources; (3) Note the key benchmarks and interim goals to measure progress and (4) provide a budget description and justification for the coming school year. A primary focus should be on why previous efforts did not yield the desired results and why this current direction is better positioned to succeed.

**Section I: The School’s Instructional Priority (the written application)**

**Note: revisions to the instructional priority can be submitted as needed**

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| **District Instructional Priority (cut and paste from District Instructional Priority Submission, use FY25 if FY26 is not ready yet):** |
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| **High Quality Instructional Materials for the subject area of focus: Please confirm the curriculum your school reports using on** [**DESE’s School and District Profiles**](https://profiles.doe.mass.edu/statereport/Curriculumdata.aspx) **is accurate. If not, please work with your district administrator to** [**update**](https://www.doe.mass.edu/instruction/impd/data-collection.html) **and write the curriculum used in the box below. If curriculum you are focused on for this grant is not high quality as** [**defined by DESE**](https://www.doe.mass.edu/instruction/curate/resources.html)**, please describe the status of the school’s effort to implement HQIM across the subject area of focus. If there are no HQIM materials listed as** [**defined by DESE**](https://www.doe.mass.edu/instruction/curate/resources.html)**, the district should independently review the curriculum to ensure it aligns to college and career-ready standards with meaningful inclusion of representative texts.** See [ImplementMA](https://www.doe.mass.edu/instruction/impd/implement-ma.html) framework for more information on HQIM adoption and implementation*.* |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Subject** | **Curriculum Used** | **Is the curriculum used the same as what is reported on** [**DESE’s School and District Profiles**](https://profiles.doe.mass.edu/statereport/Curriculumdata.aspx)? **If not, please** [**update**](https://www.doe.mass.edu/instruction/impd/data-collection.html)**.** | **Is it high quality as** [**defined by DESE**](https://www.doe.mass.edu/instruction/curate/resources.html)**?** | **If not high quality, describe the school’s effort**  **to implement HQIM moving forward.** | | **ELA** |  |  |  |  | | **Math** |  |  |  |  | | **Science** |  |  |  |  | | **Social Studies** |  |  |  |  | |

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| **School Instructional Priority:** Please tell us what the district’s instructional priority looks like in your school. Please limit this section to 300 words or less.  *Recommended resources:*   * [*Instructional Priority Protocol*](https://www.doe.mass.edu/turnaround/level4/prioritization/2-instructional-priority.docx) * *DESE’s Educational Vision for Culturally and Linguistically Sustaining Practices* * *DESE’s Office of Language Acquisition resources for* [*English Learner Education*](https://www.doe.mass.edu/ele/blueprint/default.html) |
| ***Given the meaningful changes for students outlined in the district’s prioritization plan, what specifically will students in this school experience in their learning because of this focus?*** |
| ***Which specific equity and opportunity gaps will this priority address?*** |
| ***What are the meaningful changes in educator practice that are the focus of this priority?*** |
| ***OPTIONAL: Include links to any related documents such as a district strategic plan, school improvement plan, etc.*** |

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| 1. **Analysis of Strengths and Challenges:** Reflect on your school’s instructional priority.What data led you to identify, refine, or recommit to this priority? What are the underlying systemic factors that contribute to inequitable outcomes in your data analysis (this should be adult in/actions, *not* characteristics of students)? Given where your desired state is, what barriers are/could be in place that would need to be addressed.  *Ensure your findings represent:*    * Data from each of the following four areas described in the [CSDP Coherence Guidebook](https://www.doe.mass.edu/csdp/guidebook/default.html): student outcomes, instruction, stakeholder perspectives (e.g., [VOCAL](https://www.doe.mass.edu/research/vocal/default.html?section=) or other student experience data), and systems/structures.    * Insights gained from using this [Data Equity Pause Protocol](https://www.doe.mass.edu/turnaround/level4/prioritization/1-data-equity-pause-protocol.docx) to consider differences in how specific students or student populations experience instruction in your school.    * Themes from both aggregate and student level analysis, including themes from looking at student work.    * Consider using [MCAS Acceleration Executive Summary (mass.edu)](https://www.doe.mass.edu/mcas/2022/results/action-guide.pdf) to support data interpretation and developing next steps.   Please limit your response in this section to 300 words for fewer. | |
| **Data Analysis Summary (including disaggregating data by student groups):** | |
| **Examples of Factors that Contribute to Inequitable Outcomes:**   * Lack of HQIM * Inadequate implementation of HQIM * School schedules that limit some student's access to core curriculum in the general classroom or mitigate against faculty collaboration opportunities. * Lack of collaborative structures such as Common Planning Time or Instructional Leadership Teams * Inadequate professional learning and coaching to support effective educator practice * Inadequate routines for observation, feedback, and evaluation * Inadequate supports for SWD, EL, and MLL students | **Select 1-2 of these systemic factors the school will prioritize to address this year, and explain why it was selected.** |

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| 1. **Stakeholder Engagement:**   Please limit your response in this section to 300 words for fewer. |
| **How did input from diverse and representative stakeholders (students, families, educators, and community) inform this this priority and the design of this plan?** |
| **How many stakeholders did you meet with? How did you ensure their input was representative?** |
| **What input did you get from stakeholders?** |
| **How will stakeholders be continuously engaged in implementation and monitoring?** |

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| 1. **Outcomes and vision for the future:** Describe what your school will look like when you have successfully brought quality instruction to every classroom every day.   Please limit your response in this section to 300 words for fewer. |
| **List the specific accountability targets that will be met (for example, specific subjects and/or student groups where you expect to see growth and meet/exceed targets as a result of your focus on this priority). Are there other relevant data points?** |
| **Describe what the desired instructional design will look like. How well is your vision showing up in daily practice and classroom experiences?** |
| **Describe the desired system of tiered supports for all your students.** |
| **Describe the desired systems and structures to ensure staff are supported and engaged in a continuous improvement cycle.** |
| **How do you get from where you are, to where you want to be? How is this different than what was tried before?** |

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| 1. **Role Clarity:** What is your strategy to ensure that all stakeholders understand their role in implementing this priority, including students and families? How will you ensure each stakeholder is accountable? What will educators be doing differently? Begin with the district's Role Clarity plan for the District Instructional Priority. Add additional details that are specific to the plan for your school.   Please limit your response in this section to 300 words for fewer.  *Recommended resource:* [*Vertical Alignment Strategy Protocol*](https://www.doe.mass.edu/turnaround/level4/prioritization/3-vertical-alignment-strategy.docx) |
| **What will the district’s central office do to support school leaders in implementing this priority? How will the district create conditions where this work can be effective? In what ways will the district and school leverage takeaways from mid-year progress monitoring?** |
| **What will the school leaders do consistently to support teacher practice to implement this priority?** |
| **What will classroom educators do consistently to support student learning and achieving the desired outcomes?** |

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| 1. **Monitoring Implementation (at both district and school levels):** Begin with the district monitoring plan for the District Instructional Priority, then add additional details that are specific to the plan for your school.   Please limit your response in this section to 300 words for fewer.  *Recommended resource:* [*Street-Level Data Protocol*](https://www.doe.mass.edu/turnaround/level4/prioritization/5-street-level-data.docx) *(Shane Safir & Jamila Dugan)* | | |
| **What 2-4 high-leverage interim benchmarks will you track throughout the year at both the district and school level to gauge changes in adult practice and student learning/experiences?**  **Ex1: By December 15 every teacher will have identified 2-3 adjustments they will make to their instruction based on feedback from observations or common planning time.**  **Ex3: By April 1, every teacher will have been observed and provided quality feedback on implementing the 2-3 adjustments they identified to their instruction.**  **Ex3: By May 1, every teacher will have been observed \_\_\_ times and provided quality feedback on their instruction.** | **Who will monitor these? (e.g., which teams and/or roles at the district and/or school level)** | **How often?**  **(e.g., weekly, monthly, on specific dates)** |
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| 1. **Resources:** What partnerships, programs, or resources will you leverage to implement this priority?  These could include external resources (e.g., supports offered by DESE or other partners) as well as internal resources (e.g., staffing, funding from TAG and other grants, etc.)   Please limit your response in this section to 300 words for fewer.  *Recommended resource:* [*District Systems portion of the Sustainable Improvement Planning guidance*](https://www.doe.mass.edu/turnaround/level4/guidance.html?section=district#accordion) |
| **Supports offered by the district:** |
| **Supports offered by DESE:** |
| **Supports offered by other partners:** |
| **Funding sources:** |
| **Staffing and other resources not captured above:** |

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| 1. **School Leadership:** Who is on the school’s Instructional Leadership Team and what is their role? Describe the flexibility and autonomy that the leadership team has over decisions around resource allocation, scheduling, and decisions around programs and staffing. What various stakeholders are represented on the team (e.g. academics, student support, special education, and Multilingual learners)?   Please limit your response in this section to 300 words for fewer. |
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| 1. **Participants in Implementing the IAG Plan:** The team participants are expected to be reflective of the population that this grant impacts/involves. Describe the racial breakdown of your students. Describe the racial breakdown of the team implementing the grant. If there are large differences between adults and students, what are the barriers causing that? What approaches is the school considering/doing to address them?   Please limit your response in this section to 300 words for fewer. |
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**Section II: Budget (this is also a written section)**

**2025-2026**

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| **Activity** (e.g., Professional development to all teachers to support implementation of new curriculum.) | **Connection to School Instructional Priority** (one sentence per activity) | **Description**: Provide a **brief** explanation of what the activity entails (**1-2 sentencesper activity**). Add more rows as needed. | **Cost** |
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| **Budget in Future Years: please provide a brief description of how IAG funds are tentatively planned to be used in FY27 and FY28. This section should be 1-2 paragraphs.** |
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**Section III: Looking at the level of instruction today and where it will be in 3 years (These questions will be answered in the interview portion of the application which will come after the written portion is submitted.)**

**To Do Prior to the Interview**:

Since this grant focuses on quality instruction in every classroom, schools will conduct an analysis of what the present level of instruction looks like. This will include both assessing the quality of instruction through walkthroughs in a sampling of classrooms as well as collecting a sample of student work that reflects the quality of instruction students are receiving. Both the classroom visits and the student work portfolio will be discussed in the interview with DESE.

1. Using an instructional walkthrough tool like [this](https://www.doe.mass.edu/kaleidoscope/planning/protocols/content-agnostic-observation-tool.pdf), **visit at least 10 classrooms in your school** to observe the quality of instruction being delivered. The classrooms visited should be a representative sample of the overall quality of instruction at the school.
2. **Compile a representative sample of student work across classrooms** that reflects the level of instruction at your school. Select 4-8 examples of student work aligned to the instructional priority. Ensure it’s a representative sample of your student population. Re-read the instructional priority and closely review the task/assignment/prompt and the corresponding student responses.

**Interview Questions:**

Assessing the Current Quality of Instruction and what is the path forward for quality instruction in every classroom, every day:

* Discuss the **trends and patterns** observed from those classroom visits using the [DESE Walkthrough Tool](https://www.doe.mass.edu/kaleidoscope/planning/protocols/content-agnostic-observation-tool.pdf) or other data sources like CLASS, DESE Progress Monitoring Reports, district walkthrough tools, and PLC/ILT meeting notes.
* Discuss the **trends and patterns** from the portfolio of student work.
  + Where do you see evidence of the instructional priority in the student work? Where do you see room for improvement?
  + What are the implications for adult practice?
  + What information did you get from this process that you could not have gotten from other data sources?
* In what ways is the school experiencing success? How can those strengths be leveraged to support areas that need improving?
* Where do other data points (like MCAS and other accountability data) show the largest gaps in student performance? What specific student groups are the most underserved? Does this align with what you are seeing in classrooms? Does this align with the student work samples you viewed?
* What does the data suggest are the biggest barriers to effective instruction happening in every classroom every day? How do you know? Is it leadership challenges, is it related to vision, to tiered systems, PD, other systems and structures, district support, something else?
* Tell us how your written plan will improve the quality of instruction and student outcomes in the next 3-5 years. Why are the strategies you listed the right approach? How are they different from what you have been doing? How will this grant support delivering high-quality instruction to every classroom every day?