



## GRANT INFORMATION GUIDE

# FY 2022 State Personnel Development Grant

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Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21211

**Deadline**  
March 24, 2022  
No later than 5:00 pm EST

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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Secretary-Treasurer, Maryland State Board of Education

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Governor

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## Program Description

The Maryland State Department of Education invites Maryland Local Education Agencies (LEAs) to apply to participate in Maryland's work to narrow the gap and improve mathematics proficiency and social-emotional competency for elementary children with disabilities.

The focus of this work is to develop and implement a systemic approach to specially designed math instruction based on research, with embedded evidence-based social-emotional learning and support strategies. Participating districts and schools will engage in preparation activities during the second half of the 2021-2022 school year and will receive professional learning and coaching in the 2022-23 year and over the following three years, through 2025-26.

District and school leaders will have the opportunity to interact with national and State experts and contribute to Maryland's model for improving outcomes for children with disabilities. As a partner in this work, LEAs will have a significant opportunity to share their voice and contribute to a national collaborative math instructional model.

### PURPOSE

The proposed application is intended to (1) demonstrate evidence-based personnel preparation and professional learning strategies by university faculty, State technical assistance staff, and local instructional coaches; and (2) to demonstrate the delivery of evidence-based specially designed math instruction and social-emotional supports for elementary age students with disabilities by special and general educators. This plan aligns with Maryland's State Systemic Improvement Plan and State-identified Measurable Result and with the actions described in Maryland's Every Student Succeeds Act Consolidated Plan. It establishes sustainable and replicable practices that address school-wide structures for supporting the collaborative implementation of evidence-based instruction for elementary students with disabilities.

### NAME OF GRANT PROGRAM

State Personnel Development Grant (SPDG)

### AUTHORIZATION

PL 108-446 Part D Individuals with Disabilities Education Act (IDEA) state program Improvement Act (IDEA), State Personnel Development Grants

### DISSEMINATION

This grant program was released on February 25, 2022.

### DEADLINE

Proposals are due no later than 5:00 pm on March 24, 2022.

### GRANT PERIOD

April 5, 2022 – September 30, 2026

### PERIOD OF OPERATION

April 1, 2022 – September 30, 2022 and four successive years, beginning October 1 and ending September 30.

## GRANT TIMELINE

This funding opportunity, including all attachments and updates, are found on the [website](#).

Date	Program Milestone
Feb 25, 2022	MSDE disseminates the grant information and opens the application submission window
Feb 28, 2022	The MSDE will hold an information session from 3pm-4pm to answer questions and provide customer service and support
Mar 24, 2022	The grant application period closes – Applications and all attachments are due to MSDE at 5:00pm.
Mar 30, 2022	MSDE completes application review and notifies finalists of interview requests
Apr 4 - 5, 2022	MSDE conducts finalist interviews
Apr 8, 2022	MSDE issues an invitation for program participation to awardees
TBD <i>(based on awardee LEA availability)</i>	MSDE holds the SPDG program orientation with awarded LEA and school officials
TBD <i>(based on awardee LEA availability)</i>	School buy-in survey closes (Survey link will be provided during orientation.)

## ESTIMATED NUMBER OF GRANTS

2

## ESTIMATED AVERAGE GRANT AMOUNT

Grant amounts will vary based upon the approved application.

## STATE RESPONSIBILITIES

MSDE seeks LEAs with a diverse student population, district level personnel who can participate on a District Implementation Team, and stable principal leadership. MSDE will provide:

- Professional learning opportunities from national experts (Doug Fisher, Tom Guskey, Paul Riccomini, Jenny Root)
- A well-defined evidence-based approach to mathematics specially designed instruction with embedded social-emotional supports, with fidelity measures
- An evidence-based coaching model, designed with local, State, and national input
- Funding for a district coach and stipends for school-based educators to learn and plan for instructional delivery
- Funding for district and school personnel to travel, as needed, to attend professional learning and State meetings

- Funding for learning materials
- Technical assistance and structures to facilitate the District Implementation Team and School Implementation Teams

### **DISTRICT (LEA) RESPONSIBILITIES**

- A District Implementation Team committed to meet monthly with SPDG Facilitation and MSDE representation. The District Team is composed of leaders with decision-making responsibility for Special Education, Teaching and Learning, Mathematics, Student Services (oversees behavioral and social-emotional interventions), and Professional Learning/Coaching)
- Schools that include students with disabilities in general education mathematics instruction (with supplementary interventions as appropriate)
- Evidence-based elementary mathematics curriculum (flexible for adaptations)
- Evidence-based mathematics screener and progress monitor for assessing student performance, with a database that provides just-in-time disaggregated performance data reports
- District personnel who have time and capacity to provide professional learning and job-embedded coaching for the general and special education teachers of mathematics
- Students with disabilities represent a variety of learners, including students with significant intellectual and developmental disabilities
- The district provides individual student through a data sharing agreement for the participating schools
- Complete application (with program inventory and student data)
- Complete attestation (included in grant application)

### **SCHOOL RESPONSIBILITIES**

- The proposed schools have a diverse population with 10 – 20% students with disabilities, AND a minimum of 25% of the total student population eligible for free and reduced meals
- A School Implementation Team, composed of general and special educators meets monthly with SPDG staff and District Coach to review school-wide implementation data, oversee implementation planning, and develop teacher support strategies as needed
- The school has a history of collaboration to adapt mathematics instruction for learners with disabilities, including those with significant cognitive disabilities
- Willingness to implement embedded evidence-based social-emotional learning (SEL) strategies within mathematics instruction
- Special and General Educators have (or will have) collaborative time to learn, plan, and implement new practices

### **USE OF FUNDS**

Funds may be used for:

- Salaries

- Stipends
- Materials and supplies
- Travel
- Equipment

Funds may not be used for:

- Construction or renovation
- Bad debts
- Contributions
- Donations
- Fines, penalties
- Entertainment, including alcohol
- Financing and refinancing operations
- Promotional items, memorabilia including models, gifts, and souvenirs
- Food (unless preapproved)

## Application

### ELIGIBILITY

This funding opportunity is designed for and open to Maryland Local Education Agencies.

### REQUIRED COMPONENTS

Interested parties can submit their completed applications online through a unique link that was emailed to the designated point of contact at the LEA. Required application components for the SPDG program are:

1. Online application, which includes:
  - District Implementation Team Contact Information
  - Narrative Responses
  - Attestations
  - SPDG District Program Inventory
2. District Disaggregated Student Data

## The Review Process

MSDE will review submissions to ensure applications clearly articulate how the program will assess, develop, and sustain the infrastructure for successful implementation and scale up of evidence-based practices.

The review of proposals will be a three-part process:

1. MSDE will review applications using the criteria listed in this document.
2. MSDE will conduct interviews with finalists (including LEA and school leaders).
3. MSDE will issue invitations to participate in the grant program.



## REVIEW COMMITTEE

The review committee will consist of the Deputy Superintendent of Teaching and Learning, the Assistant State Superintendent of Early Intervention and Special Education Services, team members from that MSDE Division, and two stakeholders from the SPDG advisory group. The review committee will convene and evaluate applications for funding based on the criteria below.

## READINESS AND SELECTION CONSIDERATIONS

MSDE will evaluate applicants on their ability to demonstrate readiness to implement the new practices with success. Change management experts emphasize the importance of developing a shared understanding of the practice to be implemented, an agreement to implement a changed practice or set of practices, and a shared belief in their collective ability to make the change. When organizational readiness for change is high, schools will be more likely to actively participate in building their skills and persisting in implementation with fidelity.

The proposed **components\*** required to implement the SPDG evidence-based practices in a School with the support of their Local Education Agency (LEA) are:

- Evidence-based elementary mathematics curriculum (flexible for adaptations)
- Evidence-based mathematics screener and progress monitor for assessing student performance
- Agreement to support the implementation of adapted mathematics instruction for learners with disabilities, including those with significant cognitive disabilities
- Agreement to review current social-emotional learning (SEL) strategies and embed evidence-based supports within mathematics instruction
- District personnel who can provide professional learning and job-embedded coaching, using the designed evidence-based standards, for the general and special education teachers of mathematics
- Special and General Educators with time to learn, plan, and implement new practices in elementary mathematics classes
- A District Implementation Team that meets monthly
- A School Implementation Team for each of 2 schools that meets monthly

\*It should be noted that the LEA and participating schools will have a significant voice as collaborators with national and local experts in the design of the instructional and professional learning practices.

## AWARD NOTIFICATION

Notification of awards will be sent by email in the spring. Processing of the official Notice of Grant Awards (NOGA) will begin on April 1st; this process can take 6-8 weeks.

## PROGRAM CONTACT

Marcella E. Franczkowski, M.S., Assistant State Superintendent  
Division of Early Intervention and Special Education Services  
Maryland State Department of Education  
410-767-0238

## Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Year 1
Ongoing	Fiscal and program monitoring
Mar 24, 2022	Due to the Program Manager: <ul style="list-style-type: none"> <li>✓ Online Application Submitted (which includes the implementation team contact information, narrative responses, attestations, and the district program inventory)</li> <li>✓ District Disaggregated Student Data</li> </ul>
April - May 2022	Initial site visit will be conducted
October 31, 2022	Due to the Program Manager: <ul style="list-style-type: none"> <li>✓ Final progress report (the <a href="#">final progress report</a> can be found on the <a href="#">MSDE grants webpage</a>) for the first year (6 month period)</li> <li>✓ Final financial report (the <a href="#">final financial report</a> can be found on the <a href="#">MSDE grants webpage</a>) for the first year (6 month period)</li> </ul>
Date	Reporting Requirements for Years 2-5
Every year, date TBD	Due to the Program Manager: <ul style="list-style-type: none"> <li>✓ Interim progress report (the <a href="#">interim progress report</a> be found on the <a href="#">MSDE grants webpage</a>)</li> </ul>
Every year, date TBD	Due to the Program Manager: <ul style="list-style-type: none"> <li>✓ Final progress report</li> <li>✓ Final financial report</li> </ul>

Notes:

Any requests for programmatic amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#).

Final invoices must be submitted no later than 60 days after the grant period ends.

## Customer Service Support Session

The MSDE will hold an information session from 3pm-4pm on Monday, February 28, 2022. Contact Cathy Wagner to register for the session at [catherine.wagner@maryland.gov](mailto:catherine.wagner@maryland.gov). The PowerPoint presentation will be posted on the [website](#) immediately following the Support Session.

## Federal and State Assurances

All previously submitted assurances with the SFY2022 Local Application for Federal Funds apply to this grant opportunity.

## The General Education Provisions Act (GEPA), Section 427

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

## Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Operations  
Maryland State Department of Education  
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595  
410-767-0123 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

## Appendix

[SAMPLE ONLINE APPLICATION](#)

[DISTRICT ATTESTATIONS](#)

[SCHOOL ATTESTATIONS – SCHOOL 1](#)

[SCHOOL ATTESTATIONS – SCHOOL 2](#)

[SPDG DISTRICT PROGRAM INVENTORY](#)

[DISTRICT DISAGGREGATED STUDENT DATA SPREADSHEET](#)



## State Personnel Development Grant

District-School Elementary Demonstration Site

Mathematics Specially Designed Instruction

**Division of Early Intervention and Special Education Services**

The Maryland State Department of Education invites Maryland Local Education Agencies (LEAs) to apply to participate in Maryland's work to **NARROW THE GAP** and improve mathematics proficiency and social-emotional competency for elementary children with disabilities. The focus of this work is to develop and implement a systemic approach to specially designed math instruction based on research, with embedded evidence-based social-emotional learning and support strategies. Participating districts and schools will receive professional learning and coaching in the 2022-23 year and over the following three years, through 2025-26. District and school leaders will have the opportunity to interact with national and State experts and contribute to Maryland's model for improving outcomes for children with disabilities. As a partner in this work, LEAs will have a significant opportunity to share their voice and contribute to a national collaborative math instructional model.

1. What district are you in?

2. Person submitting application for the district implementation team:

Name:

Title:

Telephone:

Email:



## State Personnel Development Grant

District Implementation Team

**Please include the contact information for each member of the proposed team.**

3. Proposed Lead for Mathematics (Curriculum and Tiered Intervention)

Name:

Title:

Telephone:

Email:

4. Proposed Lead for Specially Designed Instruction

Name:

Title:

Telephone:

Email:

5. Proposed Lead for Social-Emotional Learning

Name:

Title:

Telephone:

Email:

6. Proposed Lead for Family and Community Partnerships

Name:

Title:

Telephone:

Email:

7. Proposed Lead for Professional Learning and Instructional Coaching

Name:

Title:

Telephone:

Email:

8. Other district personnel

Name:

Title:

Telephone:

Email:



State Personnel Development Grant

District Background and Needs

9. What is the compelling reason that your school district should be selected to build your capacity for delivering specially designed mathematics instruction with embedded social-emotional supports?

10. What are the challenges that you've experienced in implementing effective mathematics instruction for children with disabilities?

11. Do you have a district-wide instructional coaching model? If yes, please describe below:



State Personnel Development Grant

SPDG Partnerships - Elementary School 1

12. Provide the school information

School name:

School address:

13. Provide the principal's information

Principal name:

Telephone:

Email:

14. Additional program contact information (if needed)

Name:

Title:

Telephone:

Email:

15. What is the compelling reason that your school should be selected to build your capacity for delivering specially designed mathematics instruction with embedded social-emotional supports?

16. What are the challenges that you've experienced in implementing effective mathematics instruction for children with disabilities?

17. Do you have a school-wide instructional coaching model? If yes, please describe below:



18. Provide the school information

School name:

School address:

19. Provide the principal's information

Principal name:

Telephone:

Email:

20. Additional program contact information (if needed)

Name:

Title:

Telephone:

Email:

21. What is the compelling reason that your school should be selected to build your capacity for delivering specially designed mathematics instruction with embedded social-emotional supports?

22. What are the challenges that you've experienced in implementing effective mathematics instruction for children with disabilities?

23. Do you have a school-wide instructional coaching model? If yes, please describe below:



## State Personnel Development Grant

### District Attestations

**To ensure success for the LEA and participating schools, MSDE requests that the LEAs verify their readiness for engagement in this important work. MSDE stands ready to support the LEA and its schools in implementing new practices that are based on research and customized for the school context.**

24. Check the boxes below to confirm commitment of district leadership.

- District Implementation Team: Superintendent agrees to support the time and priority for the District Implementation Team to meet monthly.
- District Implementation Team: Team members agree to participate in monthly District Implementation Team meetings, facilitated by an LEA Coach and SPDG staff.
- Participation in Design and Evaluation. Superintendent agrees to support the participation of district staff in professional learning and the Stakeholder Advisory Group, including Design Team and Focus Groups.
- Stakeholder Communication: Superintendent will communicate the need for this work with district, school, and community members.
- School Stability: Superintendent agrees not to move the principals of selected schools for 3 years, and to consider any principal replacement regarding continuation of the SPDG work.
- Core Instruction: The district's core mathematics curriculum has been in place for 3 or more years by SY 2022-23.
- Tiered Interventions: The district is, and will continue to work toward, defining and refining its integrated tiered system of supports and mathematics interventions.
- Parent Partnership: The district agrees to work with families to include students who take the alternate assessment as members of the general education school community.
- Professional Learning/Coaching: Superintendent agrees to appoint a local Mathematics Coach to partner with SPDG staff to provide professional learning and coaching activities.
- Professional Learning: The district is, and will continue to work toward, supporting professional learning communities as a means of building educator capacity in the participating schools.
- Incentive for Implementation: The district will provide incentives (time, CPD credit, stipends) for school staff to participate in professional learning and additional planning needed to implement new practices.

25. Upload a signature of the local education agency superintendent. (Accepted formats: pdf, doc, png, jpg, gif)

Choose File

Choose File

No file chosen



## State Personnel Development Grant

### Elementary School 1 Attestations

**To ensure success for the LEA and participating schools, MSDE requests that the school leaders and staff verify their commitment to this important work.**

26. Check the boxes below to confirm commitment of school leadership.

- Principal agrees that this work is important and is willing to prioritize it over the next 4 years; and will articulate the need as reflected in student data and school priority for this work.
- Principal will articulate the need for this work, as reflected by student performance data, educator willingness, and the impact for students with disabilities.
- Principal agrees to participate in monthly School Implementation Teams, facilitated by an LEA Coach and SPDG staff.
- Principal agrees to allocate time for personnel to develop their capacity for implementing the learned evidence-based practices, and planning for adaptations for students with disabilities.
- The school principals have been in the selected school for at least 2 or more years and are not about to retire.
- School Staff are in 80% agreement to participate in the implementation of new/improved mathematics instruction with adaptations for learners with disabilities in mathematics classes. \*To be determined through staff survey.
- General and Special Education Mathematics Teachers will be supported to participate in professional learning, coaching, and provide input related to the efficacy of targeted evidence-based practices.
- Teacher retention: Approximately 75% or more teachers return each year.

27. The school has a systemic approach to social-emotional learning or wishes to implement one (not multiple) SEL interventions in the school.

- Yes
- No
- Will change

28. The school will implement embedded SEL supports and interventions within mathematics instruction and across the school day.

- Yes
- No
- Will change

29. The school has or will implement an evidence-based approach to adapt core mathematics instruction for students with disabilities.

- Yes
- No
- Will change

30. The written master schedule has or will have time allocated for daily core mathematics instruction for at least 45-60 minutes.

- Yes
- No
- Will change

31. School teams use data to identify gaps among various student groups and a process to identify which students need supplemental interventions or intensive instruction.

- Yes
- No
- Will change

32. There is time allocated in the written master schedule within the school day for supplemental interventions for those who need it.

- Yes
- No
- Will change

33. General educators collaborate to adapt instruction for children with a variety of disabilities.

- Yes
- No
- Will change

34. Special educators collaborate to deliver specially designed instruction within general education math classes, through co-taught and other collaborative service delivery models.

- Yes
- No
- Will change

35. There is a written master schedule with collaborative grade-level planning time for general education and special education mathematics teachers.

- Yes
- No
- Will change

36. There is a written master schedule with time for Professional Learning Communities to focus on ongoing skill development.

- Yes
- No
- Will change

37. Attach a copy of your school's master schedule.

No file chosen

38. Upload a signature of the principal for elementary school. (Accepted formats: pdf, doc, png, jpg, gif)

No file chosen



State Personnel Development Grant

Elementary School 2

**To ensure success for the LEA and participating schools, MSDE requests that the school leaders and staff verify their commitment to this important work.**

39. Check the boxes below to confirm commitment of school leadership.

- Principal agrees that this work is important and is willing to prioritize it over the next 4 years; and will articulate the need, as reflected in student data and school priority for this work.
- Principal will articulate the need for this work, as reflected by student performance data, educator willingness, and the impact for students with disabilities.
- Principal agrees to participate in monthly School Implementation Teams, facilitated by an LEA Coach and SPDG staff.
- Principal agrees to allocate time for personnel to develop their capacity for implementing the learned evidence-based practices, and planning for adaptations for students with disabilities.
- The school principals have been in the selected school for at least 2 or more years and are not about to retire.
- School Staff are in 80% agreement to participate in the implementation of new/improved mathematics instruction with adaptations for learners with disabilities in mathematics classes. \*To be determined through staff survey.
- General and Special Education Mathematics Teachers will be supported to participate in professional learning, coaching, and to provide input related to the efficacy of evidence-based practices.
- Teacher retention: Approximately 75% or more teachers return each year.

40. The school has a systemic approach to social-emotional learning or wishes to implement one (not multiple) SEL interventions in the school.

- Yes
- No
- Will change

41. The school will implement embedded SEL supports and interventions within mathematics instruction and across the school day.

- Yes
- No
- Will change

42. The school has or will implement an evidence-based approach to adapt core mathematics instruction for students with disabilities.

- Yes
- No
- Will change

43. The written master schedule has or will have time allocated for daily core mathematics instruction for at least 45-60 minutes.

- Yes
- No
- Will change

44. School team uses data to identify gaps among various student groups and a process to identify which students need supplemental interventions or intensive instruction.

- Yes
- No
- Will change

45. There is time allocated in the written master schedule within the school day for supplemental interventions for those who need it.

- Yes
- No
- Will change

46. General educators collaborate to adapt instruction for children with a variety of disabilities.

- Yes
- No
- Will change

47. Special educators collaborate to deliver specially designed instruction within general education math classes, through co-taught and other collaborative service delivery models.

- Yes
- No
- Will change

48. There is a written master schedule with collaborative grade-level planning time for general education and special education mathematics teachers.

- Yes
- No
- Will change

49. There is a written master schedule with time for Professional Learning Communities to focus on ongoing skill development.

- Yes
- No
- Will change

50. Attach a copy of your school's master schedule.

No file chosen

51. Upload a signature of the principal for elementary school. (Accepted formats: pdf, doc, png, jpg, gif)

No file chosen



## State Personnel Development Grant

### SPDG District Program Inventory

52. Download the District Program Inventory document here, complete it, and upload to the application.

No file chosen



## State Personnel Development Grant

### Submission

This is the end of the application for participation for the State Personnel Development Grant program. Please click "submit" below to submit your application.

## District Attestations

To ensure success for the LEA and participating schools, MSDE requests that the LEA verify their readiness for engagement in this important work. MSDE stands ready to support the LEA and its schools in implementing new practices that are based on research and customized for the school context:

Commitment of District Leadership	
1.	<b>District Implementation Team:</b> Superintendent agrees to support the time and priority for the District Implementation Team to meet monthly.
2.	<b>District Implementation Team:</b> Team members agree to participate in monthly District Implementation Team meetings, facilitated by an LEA Coach and SPDG staff.
3.	<b>Participation in Design and Evaluation.</b> Superintendent agrees to support the participation of district staff in professional learning and the Stakeholder Advisory Group, including Design Team.
4.	<b>Stakeholder Communication:</b> Superintendent will communicate the need for this work with district, school, and community members.
5.	<b>School Stability:</b> Superintendent agrees not to move the principals of selected schools for 3 years, and to consider any principal replacement regarding continuation of the SPDG work.
6.	<b>Core Instruction:</b> The district's core mathematics curriculum has been in place for 3 or more years by SY 2022-23.
7.	<b>Tiered Interventions:</b> The district is, and will continue to work toward, defining and refining its integrated tiered system of supports and mathematics interventions.
8.	<b>Parent Partnership:</b> The district agrees to work with families to include students who take the alternate assessment as members of the general education school community.
9.	<b>Professional Learning/Coaching:</b> Superintendent agrees to appoint a local Mathematics Coach to partner with SPDG staff to provide professional learning and coaching activities.
10.	<b>Professional Learning:</b> The district is, and will continue to work toward, supporting professional learning communities as a means of building educator capacity in the participating schools.
11.	<b>Incentive for Implementation:</b> The district will provide incentives (time, CPD credit, stipends) for school staff to participate in professional learning and additional planning needed to implement new practices.

Signature (Superintendent)

Date:

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## School Attestations – School 1

To support schools in consideration of the competing priorities and pressures on time, MSDE wants to consider setting the stage for school success. The importance of the principal in any important capacity building endeavor is without question.

School 1: Commitment of School Leaders	
1.	Principal agrees that this work is important and is willing to prioritize it over the next 4 years; and will articulate the need, as reflected in student data and school priority for this work.
2.	Principal will articulate the need for this work, as reflected by student performance data, educator willingness, and the impact for students with disabilities.
3.	Principal agrees to participate in monthly School Implementation Teams, facilitated by an LEA Coach and SPDG staff.
4.	Principal agrees to allocate time for personnel to develop their capacity for implementing the learned evidence-based practices, and planning for adaptations for students with disabilities.
5.	The School Principals have been in the selected school for at least 2 or more years and are not about to retire.
School 1: Commitment of School Staff	
1.	School Staff are in 80% agreement to participate in the implementation of new/improved mathematics instruction with adaptations for learners with disabilities in mathematics classes. <i>(To be determined through staff survey.)</i>
2.	General and Special Education Mathematics Teachers will be supported to participate in professional learning, coaching, and provide input re: the efficacy of the evidence-based practices.
3.	Teacher retention: Approximately 75% or more teachers return each year.
School 1: School-based Collaboration and Tiered Instruction Practices	
1.	The school has a systemic approach to social-emotional learning or wishes to implement one (not multiple) SEL interventions in the school.
2.	The school will implement embedded SEL supports and interventions within mathematics instruction and across the school day.
3.	The school has or will implement an evidence-based approach to adapt core mathematics instruction for students with disabilities.
4.	The written master schedule has or will have time allocated for daily core mathematics instruction for at least 45-60 minutes.
5.	School teams use data to identify gaps among various student groups and a process to identify which students need supplemental interventions or intensive instruction.
6.	There is time allocated in the written master schedule within the school day for supplemental interventions for those who need it.

7.	General educators collaborate to adapt instruction for children with a variety of disabilities.
8.	Special educators collaborate to deliver specially designed instruction within general education math classes, through co-taught and other collaborative service delivery models.
9.	There is a written master schedule with collaborative grade-level planning time for general education and special education mathematics teachers.
10.	There is a written master schedule with time for Professional Learning Communities to focus on ongoing skill development.

Signature (School Principal)

Date:

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## School Attestations – School 2

To support schools in consideration of the competing priorities and pressures on time, MSDE wants to consider setting the stage for school success. The importance of the principal in any important capacity building endeavor is without question.

School 2: Commitment of School Leaders	
1.	Principal agrees that this work is important and is willing to prioritize it over the next 4 years; and will articulate the need, as reflected in student data and school priority for this work.
2.	Principal will articulate the need for this work, as reflected by student performance data, educator willingness, and the impact for students with disabilities.
3.	Principal agrees to participate in monthly School Implementation Teams, facilitated by an LEA Coach and SPDG staff.
4.	Principal agrees to allocate time for personnel to develop their capacity for implementing the learned evidence-based practices, and planning for adaptations for students with disabilities.
5.	The School Principals have been in the selected school for at least 2 or more years and are not about to retire.
School 2: Commitment of School Staff	
1.	School Staff are in 80% agreement to participate in the implementation of new/improved mathematics instruction with adaptations for learners with disabilities in mathematics classes. <i>(To be determined through staff survey)</i>
2.	General and Special Education Mathematics Teachers will be supported to participate in professional learning, coaching, and provide input re: the efficacy of the evidence-based practices.
3.	Teacher retention: Approximately 75% or more teachers return each year.
School 2: School-based Collaboration and Tiered Instruction Practices	
1.	The school has a systemic approach to social-emotional learning or wishes to implement one (not multiple) SEL interventions in the school.
2.	The school will implement embedded SEL supports and interventions within mathematics instruction and across the school day.
3.	The school has or will implement an evidence-based approach to adapt core mathematics instruction for students with disabilities.
4.	The written master schedule has or will have time allocated for daily core mathematics instruction for at least 45-60 minutes.
5.	School teams use data to identify gaps among various student groups and a process to identify which students need supplemental interventions or intensive instruction.
6.	There is time allocated in the written master schedule within the school day for supplemental interventions for those who need it.

7.	General educators collaborate to adapt instruction for children with a variety of disabilities.
8.	Special educators collaborate to deliver specially designed instruction within general education math classes, through co-taught and other collaborative service delivery models.
9.	There is a written master schedule with collaborative grade-level planning time for general education and special education mathematics teachers.
10.	There is a written master schedule with time for Professional Learning Communities to focus on ongoing skill development.

Signature (School Principal)

Date:

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Local Education Agency:

**MATHEMATICS INSTRUCTION AND INTERVENTIONS**

	Name	Implementing Educators	Logistics (when, how often, where)
Curriculum			
Core/Tier 1 Interventions			
Tier 2 Interventions			
Tier 3 Interventions			
Universal Screener			
Progress Monitoring tool			
Advanced Learning option			

**SOCIAL-EMOTIONAL INSTRUCTION AND INTERVENTIONS**

	Name/Type	Implementing Educators	Logistics (when, how often, where)
Curriculum			
Core/Tier 1 Interventions			
Tier 2 Interventions			
Tier 3 Interventions			
Universal Screener			
Progress Monitoring tool			
Advanced Learning option			

**PROFESSIONAL LEARNING/COACHING**

	Type of event(s)	Who Provides	Logistics (when, how often, where)
Learning Opportunities - annual			
Learning Opportunities - targeted			
Learning Opportunities - other			
Other:			
Coaching Process:			



