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| **Name of Grant Program:** Playful Learning Institute Continuation Grant | **Fund Code:** 347 |

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| PART III – REQUIRED PROGRAM INFORMATION |

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| **District/ Charter School/ Collaborative:**  |   |
| **Amount Requested** **(See Eligibility Section of RFP for maximum amounts)** | $  |
| **Program Coordinator Name:**  |   |
| **Program Coordinator Title:**  |   |
| **Phone:**  |   | **Email:**  |   |
| **Fiscal Contact Name**  |   |
| **Fiscal Contact Title**  |   |
| **Phone**  |   | **Email**  |   |
| **Superintendent/ Charter School Leader/ Collaborative Leader Name:**  |   |
| **Phone**  |   | **Email**  |   |
| **FY2024 Playful Learning Institute Activities** **(Place a check mark next to the activities that best reflect your team’s work in FY2024.)** | \_\_\_ Focus Curriculum: \_\_\_\_ Preschool \_\_\_\_ Kindergarten \_\_\_\_ 1st Grade \_\_\_\_ 2nd Grade \_\_\_\_ 3rd Grade\_\_\_Playful Learning Instructional Strategies \_\_\_\_ Preschool \_\_\_\_ Kindergarten \_\_\_\_ 1st Grade \_\_\_\_ 2nd Grade \_\_\_\_ 3rd Grade |

**Applicants may be asked to submit additional information if needed for clarity, etc. A minimum of 3-5 sentences can generally be considered a substantive response. Please enter your answers in the unshaded cells in the table below.**

1. **Year 1 (4/2023 through 6/30/2024) Reflection**

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| 1. Describe how grant funds were used during the FY2023-24 grant periods.
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| 1. Describe any district or school-wide efforts made during Year 1 (4/2023 through 6/30/2024) to infuse Playful Learning Strategies into grade PreK-3rd. These efforts might include action plan development and implementation, work with coaches, participation in Communities of Practice, professional development etc. You may include efforts directly supported by Year 1 FC 347 grant funds as well as playful learning efforts that were funded in other ways.
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| 1. In what ways were Year 1 (4/2023 through 6/30/2024) grant activities supported by school and district leadership?
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| 1. How were educators supported in meeting with their PLI teams and what can be improved?
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| 1. Describe the shifts in classroom and school culture that took place throughout the Playful Learning Institute Pilot year? How did these shifts impact students? How did they impact educators and administrators?
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| 1. What data, if any, do you have to know the impact that this work has had on students, educators and administrators thus far? Please briefly describe here.
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| 1. Describe what went well in the FC347 grant process during Year 1 (ex. Coaching, Communities of Practice etc.) and what was challenging. How were these challenges overcome? If these challenges were not overcome, what supports could be provided in the future to overcome them?
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1. **Participating Schools:**

Complete the information below for all participating educators and administrators for the Year 1 school team. For any educators/administrators from the Year 1 grant that are not participating in FY2025, please note them as well and a brief description explaining why in the appropriate space below.

**COPY AND PASTE FOR EACH SCHOOL THAT PARTICIPATED IN THE YEAR 1 GRANT ACTIVITIES**

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| **School Name:** |  |
| **School Based Team Lead Name** |  |
| **School Based Team Lead Email Address:** |  |
| **School Based Team Members (*add additional lines if needed)*** |
| **Name** | **Role or Title** | **Email Address** | **Participated in the Year 1 team?** | **If no longer participating in Year 2 (7/1/2024-6/30/2025), please explain why.** |
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1. **Implementation Plans for FY2025:**

Complete questions 1-3 for participating schools. If there are significant differences between participating schools, please describe them in your responses.

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| 1. Describe the anticipated areas of work that the school team(s) plans to focus on in the 2024-25 school year. How does this build upon/expand the work that the school team started in the 2023-24 school year?
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| 1. The Department has identified additional areas of coaching that teams can focus on in Year 2. In addition to continuing work to implement playful learning instructional practices, school teams are asked to select at least one additional area of work/coaching. Please describe the team’s interest in making one or more of these a focal area for the 2024-25 school year and if so, what would be most helpful in terms of professional development and coaching to get the team started in the selected area(s) of work
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| **Focus Area** | **Description** | **District Response** |
| Family Engagement  | This work/coaching is focused on the design of systems and structures to communicate with families the importance of playful learning, what it looks like in the classroom context and what it can look like at home to continue and extend the learning in culturally and linguistically sustaining ways |  |
| Supporting Students with Disabilities in Substantially Separate Classrooms | This work is designed to ensure that students with disabilities have access to playful learning regardless of classroom setting and includes how to make accommodations and modifications that incorporate playful learning opportunities |  |
| Multi-Tiered System of Support (MTSS) | The work of the PLI in year 1 has been focused on creating a robust Tier 1 learning environment for students. In year 2, the focus of the work in this area would continue to focus on Tier 1 and considering how to strengthen Tier 2 and Tier 3 supports and strategies to engage playful learning as an approach to working with students who need additional assistance. |  |
| Documentation | Through the playful learning opportunities, educators have an opportunity to collect rich data on their students, including their interests, what they are learning and mastery of grade level expectations. In Year 2, the focus of school teams could be on creating systems for collecting and analyzing data to understand the impact that playful learning has on students’ learning and growth goals. |  |
| Adding additional classroom teachers and/or additional playful learning practices | Year 1 included at least 2 classroom teachers from every grade level, Preschool through 3rd grade, within the school building(s) identified for the pilot. Year 2 can include engaging with other grade level educators within the same school building(s). Note: under this option, new classroom educators can access professional development provided for cohort 1 or 2 but will only be eligible for the reduced coaching provided to cohort 2 during the 2024-25 school year. Educators and administrators from the year 1 pilot can receive stipends to support new educators beyond whatever coaching is provided.Additionally, school teams can opt to add one or more of the 6 instructional practices that they didn’t focus on in year 1. |  |
| Mentoring the next cohort of PLI educators and administrators  | During the 2024-25 school year, the Department will be inviting another cohort of districts to join the Playful Learning Institute. Serving as a mentor for both educators and administrators would include being part of professional development and/or professional learning communities to share your experience, strategies and innovative approaches to implementing playful learning instructional strategies with those new to this work. |  |
| 1. Describe how the plans noted above address equity, particularly racial equity, to ensure that all students have access to deeper, more playful learning across content areas.
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