## ***Massachusetts Department of Elementary and Secondary Education FY2026***

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| **Name of Grant Program:**  Partnership for Reading Success – Massachusetts (PRISM) III | **Fund Code**  0594 |

# Image of a prism PRISM III Program Details

The Partnership for Reading Success – Massachusetts (PRISM) III grant will support local education agencies (LEAs), including districts and charter schools, to evaluate, select, purchase, launch, and implement high-quality instructional materials (HQIM) in grades 4-12 for up to three and a half years. This document describes the anticipated program, and the support awarded LEAs will receive each year of the program to support the grade levels that the LEA is focused on. **This grant will empower educators with hands-on support, high-quality instructional materials, and expert guidance to bring relevant, real-world learning experiences to every student.**

LEAs selected to participate in PRISM III will first form a representative leadership team to lead the PRISM III initiative (PRISM Curriculum Council). In addition, DESE will match each LEA/consortium with a DESE-approved and selected PRISM Curriculum & Instruction Coach to guide and coach the Curriculum Council.

* LEAs/consortia can apply for all grades 4-12, or a specific grade band within 4-12.

As part of the PRISM III program, PRISM Curriculum Councils, with guidance from the PRISM Curriculum & Instruction Coach and in alignment with [DESE’s Implement MA Process](https://www.doe.mass.edu/rlo/instruction/implement-ma-process/story.html), will:

* develop or reinvest in a community-wide literacy instructional vision,
* establish a plan for implementing and progress monitoring the core ELA/literacy block to support HQIM implementation, launch, and lesson preparation cycles, and
* focus on enacting and maintaining the leader capacity, systems, and structures necessary to sustain effective HQIM implementation with a focus on evidence-based, inclusive, and culturally and linguistically sustaining ELA/literacy practices for all learners (e.g., common planning time, professional learning communities, ample professional development time, instructional coaches)

# Track 1: Purchase, Launch, and Implement

**PRISM III Track 1 is for LEAs who have already engaged in a comprehensive evaluation and selection process and are ready to purchase materials in Summer 2025 to implement in SY25-26.**

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| **PRISM III Purchase and Prepare – Year 1**  **(July 1, 2025 to August 31, 2025)** | |  | **PRISM III Launch – Year 2**  **(September 2025 to September 2026)** | |
| People in a group Establish and meet regularly with PRISM Curriculum Council Team  Arrow hitting a target Engage in initial curriculum-specific professional learning of new high quality instructional materials  A stack of books Purchase Tier 1 materials for tier 1 ELA/literacy block  A graph showing progress Plan launch and rollout for Year 1 of implementation, as outlined in [DESE’s IMplement MA Process](https://www.doe.mass.edu/rlo/instruction/implement-ma-process/story.html). | |  | A person standing in front of a board After a landscape analysis of the current state of curriculum and instruction in ELA/literacy, develop and enact PRISM Literacy Plan  An image of a checklist Establish lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  A person thinkingConduct teacher-facing curriculum-based professional learning supported by PRISM Curriculum & Instruction Coaches  An arrow hitting a target Engage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan | |
| **PRISM III Implement – Year 3**  **(October 2026 to September 2027)** | |  | **PRISM III Sustain – Year 4**  **(October 2027 to September 2028)** | |
| A person standing in front of a board  An image of a checklist  An arrow hitting a target | Refine lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  Develop, facilitate, and deliver teacher-facing curriculum-based professional learning supported by PRISM Curriculum & Instruction Coaches to support curriculum implementation beyond initial mechanical use  Engage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan |  | A person standing in front of a board  An image of a checklist  An arrow hitting a target | Refine and sustain lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  Develop, facilitate, and deliver teacher-facing curriculum-based professional learning supported by PRISM Curriculum & Instruction Coaches  Engage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan to support sustainability beyond the grant funding period |

# Track 2: Evaluate, Select, Purchase, Launch, and Implement

**PRISM III Track 2 is for LEAs who are ready to evaluate, select, and purchase curricular materials in SY25-26.**

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| **PRISM III Learn and Prepare – Year 1**  **(July 1, 2025 to August 31, 2025)** | |  | **PRISM III Evaluate, Select, and Purchase – Year 2**  **(September 2025 to September 2026)** | |
| A group of people Establish and meet with PRISM Curriculum Council  An arrow hitting a target Plan launch and rollout for full participation in DESE’s HQIM Evaluate and Select Network | |  | A person standing in front of a board After a landscape analysis of the current state of curriculum and instruction in ELA/literacy, refine and enact PRISM Literacy Plan  An image of a checklist Participate fully in DESE’s HQIM Evaluate and Select Network.  A person thinkingPurchase Tier 1 materials for core ELA/literacy block  A group of people Plan launch and rollout for Year 1 of implementation, as outlined in [DESE’s IMplement MA Process](https://www.doe.mass.edu/rlo/instruction/implement-ma-process/story.html).  An arrow hitting a target Engage in initial curriculum-specific professional learning of new high-quality instructional materials | |
| **PRISM III Launch and Implement – Year 3**  **(October 2026 to September 2027)** | |  | **PRISM III Implement and Sustain – Year 4**  **(October 2027 to September 2028)** | |
| A person standing in front of a board  An image of a checklist  An arrow hitting a target | Refine lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  Develop, facilitate, and deliver teacher-facing curriculum-based professional learning supported by PRISM Curriculum & Instruction Coaches to support curriculum implementation beyond initial mechanical use  Engage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan |  | A person standing in front of a board  An image of a checklist  An arrow hitting a target | Refine and sustain lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  Develop, facilitate, and deliver teacher-facing curriculum-based professional learning supported by PRISM Curriculum & Instruction Coaches  Engage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan to support sustainability beyond the grant funding period |

# Track 3: Sustain Implementation of High-Quality Instructional Materials

**PRISM III Track 3 is for LEAs that already have high-quality instructional materials in place and are interested in support with implementation and sustainability.**

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| **PRISM III Analyze and Plan – Year 1**  **(July 1, 2025 to August 31, 2025)** | |  | **PRISM II Implement– Year 2**  **(September 2025 to September 2026)** | |
| A group of people Establish and meet regularly with PRISM Curriculum Council Team  An arrow hitting a target Develop and/or refine instructional vision and PRISM Literacy Plan for core ELA/literacy block  A graph showing progress Engage in curriculum-specific professional learning to support implementation of existing high quality instructional materials | |  | A person standing in front of a board Establish lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  An image of a checklist Conduct teacher-facing curriculum-based professional learning supported by PRISM Curriculum & Instruction Coaches  A person thinkingEngage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan  An arrow hitting a target Meet regularly with PRISM Curriculum Council Team | |
| **PRISM III Refine and Strengthen – Year 3**  **(October 2026 to September 2027)** | |  | **PRISM III Align and Sustain – Year 4**  **(October 2027 to September 2028)** | |
| A person standing in front of a board  An image of a checklist  An arrow hitting a target | Refine lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  Develop, facilitate, and deliver teacher-facing curriculum-based professional learning supported by PRISM Curriculum & Instruction Coaches  Engage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan |  | A person standing in front of a board  An image of a checklist  An arrow hitting a target  A graph showing progress | Refine and sustain lesson prep routines (Student Work Analysis, Lesson Internalization, Unit Unpacking, Instructional Walkthroughs)  Examine alignment of instructional materials across all tiers  Engage in regular progress monitoring and goal setting based on walkthroughs, lesson prep cycle, and PRISM Literacy Plan to support sustainability beyond the grant funding period  Develop, facilitate, and deliver teacher-facing professional learning supported by PRISM Curriculum & Instruction Coaches to support the alignment, implementation, and delivery of high-quality tiered instruction in ELA/literacy |

Full Program Details for PRISM III

*Note: The charts above outline when PRISM III grant activities will take place throughout each track. The information below provides more information about the activities listed in those charts.*

1. **Development of a PRISM Curriculum Council:** With the support of their DESE-approved and selected PRISM Curriculum & Instruction Coach, LEAs will bring together a diverse, committed, and representative PRISM Curriculum Council that will serve as the primary HQIM implementation team. This team will be responsible for leading all implementation work across the entirety of the PRISM grant program and beyond.
   1. This representative team should include special educators, classroom teachers, ESL teachers, paraprofessionals, instructional coaches, principals, reading specialists, and district leadership. Parents, students, and community members should also be considered where appropriate.
   2. The PRISM Curriculum Council may overlap with an existing team such as an Instructional Leadership Team.
2. **[Track 2 Only] Evaluation and Selection**: Each Track 2 PRISM Curriculum Council will be part of the process for evaluation and selection of evidence-based, inclusive, and culturally and linguistically sustaining high-quality curricular materials for ELA/literacy for the proposed grade band with the support of [DESE's IMplement MA: Evaluate and Select High-Quality Instructional Materials (HQIM) Network.](https://www.doe.mass.edu/instruction/impd/implement-ma.html)
3. **[Track 1 and Track 2 Only] Purchase of selected curricular materials:** Recipients will procure the selected high-quality instructional materials for all classrooms in all schools participating in the grant for the identified grade band. For digital materials, this grant will fund the purchase of student licenses for a minimum of 2 years and a maximum of 4 years. This grant will fund half the cost of procurement of ELA/Literacy curricular materials, with the remaining balance paid by the LEA. LEAs will need to submit an itemized quote for approval. This grant will cover 50% of the cost of the approved quote (not to exceed $400,000 per district). Please use the Budget Workbook to calculate estimated costs for this purchase if you do not yet have a publisher’s quote.
   1. For Track 1 LEAs, the expected time frame to make the purchase is July 2025 to August 2025
   2. For Track 2 LEAs, the expected time frame to make the purchase is March 2026 to June 2026.
4. **PRISM Curriculum & Instruction Coach:** Each PRISM Curriculum Council will be matched with an expert ELA/literacy coach and professional development provider, their PRISM Curriculum & Instruction Coach. The PRISM Curriculum & Instruction Coaches will be sourced, managed, and monitored by DESE. However, the district is responsible for entering into a contract with the coach. DESE is not a party to that contract. Please see the Fund Use Details document for more information on this. Programmatically, the PRISM Curriculum & Instruction Coach will provide:
   1. landscape analysis on the current state of curriculum and instruction in the ELA/literacy core block
   2. leadership coaching to build capacity of LEA-based staff
   3. ongoing support responsive to the needs of the schools participating in PRISM to support the LEAs PRISM Literacy Plan for the core ELA/literacy block
   4. curriculum-based professional learning to support technical aspects of curriculum and evidence-based, inclusive, and culturally and linguistically sustaining implementation of the new curricular materials and leadership coaching
   5. The PRISM Curriculum and Instruction Coaches will also:
5. Provide ongoing support responsive to the needs of the schools participating in PRISM to support implementation for the core ELA/literacy block.
6. Lead regular progress monitoring and goal setting based on walkthroughs, lesson prep cycles, and PRISM Literacy Plan.
7. **Stipends are available for PRISM Curriculum Council members**. This team will work together to coordinate and enact the multi-year work of this initiative, across schools if applicable.
8. Funding is available for **educators’ time**, either through:
   1. the use of stipends for educators’ time above and beyond contracted time, or
   2. funds for substitutes to offer grant-participating staff release time from their other responsibilities.