



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

Competitive Grant Application: Due 11:59 p.m. CT, June 28, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are/are not permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Socorro ISD student demographics show need of additional supports to build strong foundations that increase prior expected knowledge to meet grade level expectations on state-wide assessments.	Combine knowledge-based instruction using the Balanced Literacy Framework (BLF) in order to effectively implement all 5 phases in classroom instruction. Add a new Literacy Coach to ensure teachers receive BLF professional development and coaching in order that they and their students are successful.
73% of SISD students are economically disadvantaged (ED). 77% of Kinder-2nd grade students are in the bottom tier of Overall Reading i-Station assessment results.	SISD will implement a BLF initiative that offers additional assistance to build strong foundations among economically disadvantage children. Professional development for ELAR teachers, SCEI Coaches, and campus leaders will be provided through the Literacy Coach and Instructional Officers.
Socorro ISD needs to improve 3rd-5th grade RLA scores amongst its Limited English Proficient (LEP) students who are currently below grade level. Only 314 of 1652 students met standards on the 2021 STAAR.	SISD will provide additional resources for students identified below grade level including after-school tutoring, Saturday workshops, WIN Academy extended-school day, and family engagement literacy initiatives. The Literacy Coach will collaborate with other grants/programs/teachers to verify content.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Socorro ISD teachers will implement a Balanced Literacy Framework in grades Kinder-5th to increase by 5% the Approaches level or higher on the STAAR Reading assessment 2022. Kinder to 2nd grade students will improve on end-of-year (EOY) I-Station by 5%. 90% of RLA teachers in grades Kinder – 5th will attend a minimum of 5 professional development sessions and receive coaching in identified areas of growth during the 2021-2022 school year.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- Upon grant award announcement, we will.
1. Hire a Literacy Coach from a pre-selected pool of applicants with a minimum of five years teaching experience, demonstrated expertise in teaching the TEKS, expertise in utilizing the Texas Resource System, and knowledge of mentoring and coaching strategies.
 2. Set up all financial accounts and get budget amendment approved by school board.
 3. Schedule professional development and conferences for Balanced Literacy Framework.
 4. Create coaching schedule for all kinder-5th grade teachers and SCEI Coaches at 29 campuses.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Ensure all students identified in the needs assessment are receiving additional resources/services.
2. Hold continuing professional development sessions, attend conferences, and provide coaching/mentoring to teachers. Track attendance/sessions held.
3. Measure student progress through interim assessments.
4. Collect data and report on Performance Measures defined in the Program Guidelines.
5. Literacy Coach will collaborate with Instructional Officers and campus SCEI Coaches on grant progress and needed modifications.

Third-Quarter Benchmark

The second-quarter benchmarks will be used to measure the progress towards SISD meeting grant goals:

- End of year I-Station will be used to measure progress for students K-2 for year 2023
- STARR performance test will be used to assess 3rd -5th grade for year 2022
- Continue meeting with Literacy Coach to receive updates on the initiative progress
- Manage needs assessment quarterly to prove the progress of the Initiative to ensure grant success
- Ongoing coaching to the teachers and administrative staff
- Ongoing professional development to teachers and administrative staff

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Through the various benchmarks, the project will be evaluated by looking at teacher growth in the Science of Teaching Reading as observed in student performance. The gradual release of the Balanced Literacy framework will support teachers in learning about a component in depth, then providing time and support to implement each component within the classroom setting. Through observation and coaching, the Literacy Coach and teachers can monitor and adjust literacy practices. The Literacy Coach will use this coaching structure to make informed decisions regarding the delivery of the upcoming component of the framework. The use of teacher surveys will also provide timely feedback on adjustments necessary to ensure implementation of the Balanced Literacy Framework. Overall, research shows that by improving instruction students are directly impacted and reap the benefits. All progress data, coaching, conference, and professional development schedules will be routinely reviewed to:

- 1) Assure all data required for submission to the Texas Education Agency is collected in a timely, secure, and accurate manner,
- 2) Provide campus leadership, SCEI Coaches, and teachers with timely, useful, formative evaluation data, feedback and implementation recommendations, and
- 3) Identify additional resources to achieve greater knowledge-based gains.

The wealth of knowledge-based schooling and Balanced Literacy Framework research and literature will be drawn upon to assist the Literacy Coach and Instructional Officers with the Program Measures detailed on page 13 of the Program Guidelines. The School Improvement Officer will observe program implementation regularly, and make recommendations for program modification to ensure benchmarks and SMART goals show continual progress. Ongoing formative assessments will provide any needed guidance. All evaluation will be data-driven and used to ensure program sustainability.

In the event that benchmarks or summative SMART goals do not show progress, classroom walkthroughs with modeling will be implemented and additional professional development will be scheduled.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance that all literacy coaches have or are currently completing the required HB 3 Reading Academies.
4. The applicant provides assurance that the placement of literacy coaches ensures they are supported with verifiable capacity via internal resources or external partnerships.
5. The applicant provides assurance that each coach will support at least 60 teachers annually if not supporting QOZ or at least 30 teachers annually if supporting QOZ through a mix of in-person and on-line coaching.
6. (For literacy conferences) The applicant provides assurance that the content of hosted literacy conferences will focus on knowledge-building curriculum, and that the applicant has experience and expertise in implementation of a knowledge-building program.

9. Statutory/Program Requirements

Please select the type of opportunity being applied for. Select one or both of the following:

Check this box if applying for the literacy coaching opportunity

Check this box if applying for the regional literacy conferences opportunity

1. Describe how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. (Applies to both opportunities)

SISD currently has systems in place as well as personnel to support this opportunity. Instructional Officers (IOs) are charged with scheduling and delivering high quality professional development for all teachers and school leaders throughout the district. Staff Development Requests (SDR) are submitted by the campuses using a variety of planning tools, including requests made during Content Advisory Committee (CAC) meetings. CAC members are provided with staff development that is grade level and core content appropriate. Topics vary by need and are connected to address issues in curriculum, instruction, technology, and assessment. Teacher support, coaching, and professional development is provided by SCEI State Compensatory Education Instruction Coaches at each campus, IOs and Technology Instructional Specialists from the District. These district-based instructional leaders provide in-class walkthroughs, coaching, and modeling of best practices, along with bringing in outside consultants for supplemental PD. Annual scheduled professional development includes SCEI Academies, week-long teacher professional development prior to each school year, BFF week-long New Teacher Academy, and blended learning instruction for our WIN (Work hard, I can do it attitude, Never give up) Academy teachers who instruct our students who are below grade level.

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9. Statutory/Program Requirements (Cont.)

2. Describe how the applicant will identify children in need of literacy interventions or other support services. (Answer only if applying for the literacy coaching opportunity)

Socorro ISD will use multiple sources to identify children in need of literacy intervention including: 1) Beginning of year (BOY), middle of year (MOY) and end of year (EOY) assessments, 2) Benchmarks and prior-year STAAR testing, 3) I-Station assessments, 4) Teacher/school leader referrals, and 5) Student PEIMS data. The new Literacy Coach will meet with the SCEI Coach/campus leader at each school to identify both student and teacher needs to implement the Balanced Literacy Framework and knowledge-based schooling. The Literacy Coach will be responsible for providing the necessary support services and PD requested, in collaboration with the Instructional Officers and SCEI Coaches.

3. Explain how the applicant will integrate comprehensive literacy instruction into a well-rounded education. (Applies to both opportunities)

The components of the Balanced Literacy Framework are founded on the Science of Teaching Reading (STR). The Balanced Literacy Framework provides a structure for teachers in implement all the components of literacy as learned in STR. The roll-out design of the framework is structured as a Trainer of Trainer (TOT) model. The components are divided by monthly focus. IOs create the professional development for SCEIS to receive as a TOT who turn it around at the campus for teachers. Each component will be the observation focus for the month and will include the study of the component, implementation, monitoring and observation and submission of artifacts. Teachers will implement the focus component, SCEI coaches, administration and the Literacy Coach will observe classrooms seeking evidence of the component and providing teachers feedback. Through collaborative and coordinated Instructional Rounds, SCEI Coaches, Administrators and the Literacy Coach will collect quality artifacts to share during leadership meetings as well as teacher coaching opportunists.

4. Describe how the applicant will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the local educational agency. (Applies to both opportunities)

The teachers will coordinate comprehensive literacy instruction by combining with already existing programs available at the district. Students will make use of the 21st Century Texas ACE After School Program, which focuses on improving students' academics by providing additional resources including family engagement activities. In addition, The Texas ACE program provides 15 hours a week outside of the regular school hours where students may receive tutoring and literacy enrichment. Saturday and summer camp are also available for those students that need further assistance. SISD also offers the WIN Academy. The WIN Academy is a student-centered program created to help ensure all SISD students have the opportunities and support needed to achieve academic success. WIN is an acrostic that outlines the keys to winning in life, W-Work hard, I-I can do it attitude, N-Never give up. This program gives the students more personalized learning, and more instructional time in a blended learning environment.

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9. Statutory/Program Requirements (Cont.)

5. Provide proof or a plan on recruiting and hiring a literacy coach. Eligible applicants must have preemptively hired a literacy coach for the 2021-22 school year and meet all minimum requirements as set by the Texas State Board of Educator Certification and the requirements of the subgrant. (Answer only if applying for the literacy coaching opportunity)

The Literacy Coach position will be a new position for the District that will report to the School Improvement Officer in Academic Services at the District office. The Literacy Coach will work with the Instructional Officers and must have completed an HB 3 Reading Academy and demonstrate proficiency to coach all K-5 teachers annually in SISD. Over the summer months, a job description will be submitted to Human Resources and upon approval, will be placed on the school board agenda for board approval. Recruitment for the position will be advertised among SISD teachers and SCEI Coaches. Upon notice of grant award, SISD will hire the Literacy Coach. SISD is located in a QOZ zone but will be coaching over 60 K-5th grade teachers. The Literacy Coach will also meet all minimum requirements as set by the Texas State Board of Educator Certification and the requirements of the subgrant. The Literacy Coach will closely collaborate with the Instructional Officers and utilize data to determine professional development needs for instructional practice and lesson planning. The SISD Literacy coach will analyze data by sub-populations including economically disadvantaged, students with disabilities, English learners, and those residing in the Sparks colonia (rural community) as identified in Qualified Opportunity Zones (QOZ).

6. Provide the plan for embedded professional development for the literacy coach(es) to support them in providing valuable training. (Answer only if applying for the literacy coaching opportunity)

The Literacy Coach will work alongside of the Instructional Officers. The Instructional officers will provide specific training to the Literacy Coach on the literacy framework initiative. The Instructional Officers will also provide recommendations in reading, and advising on new techniques and procedures. The Literacy Coach will attend professional development training from the SISD Instructional Officers along with attending instate training Conferences that will come available for 2022 school year.

7. Identify the plan for demonstrating outcomes for increasing student literacy in a school or district. (Answer only if applying for the literacy coaching opportunity)

Project evaluation data will be continuously analyzed to determine when and how to modify Socorro ISD's Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5 Grant. Review of the above needs assessment data and plans for addressing these needs, the SMART goals, and quarterly benchmarks identified above will be analyzed by the Literacy Coach who will be responsible for all project evaluation and will work collectively with the District's Academic Services' Instructional Officers and Research and Evaluation. All progress data, coaching, conference, and professional development schedules will be routinely reviewed to:

- 1) Assure all data required for submission to the Texas Education Agency is collected in a timely, secure, and accurate manner,
- 2) Provide campus leadership, SCEI Coaches, and teachers with timely, useful, formative evaluation data, feedback and implementation recommendations, and
- 3) Identify additional resources to achieve greater knowledge-based gains.

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9. Statutory/Program Requirements

8. Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the literacy coaching opportunity)

All SISD schools qualify for Title I. schools since 73% of our students are economically disadvantage and 81% of the students are English learners. SISD has a large concentration of low-income students. Eleven SISD schools are identified as Tier III school, indicating additional supports is necessary.

Individual student performance and campus performance is continually monitored through data and classroom walkthroughs and observation. Our lowest performing schools also tend to have the greatest at-risk population and are supported through a Raise Your Hand Texas blended learning grant and a 21st Century Community Learning Centers grant. Teachers at our Tier III schools, along with all students currently behind grade level on assessment data will be targeted to attend additional supports. Implementation with fidelity of the Balanced Literacy Framework and foundational core knowledge will be provided for these students most in need.

9. Describe your organization's capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization's key individuals that will play a role in grant activities and describe their expertise and experience. Please upload the resume for any individuals within your organization that will be supporting the work of the grant. (Answer only if applying for the literacy coaching opportunity)

SISD will provide ongoing high quality professional development to all teachers, principals and other support personnel through the District Service Center's Academic Services Department. The School Improvement Officer and Instructional Officers stay abreast of professional development (PD) needs through the Staff Development Request, Content Advisory Committees and monthly Leadership meetings. Prior to each school year, week-long teacher staff development, week-long new teacher PD, week-long State Compensatory Education Instruction (SCEI) PD, and week-long WIN Academy (W-Work hard, I-I can do it attitude, N-Never give up) PD is held. Supplemental to these week-long PD sessions are specialized PDs designed to train teachers and administrators on specialized software and tools (ex: blended learning, Balanced Literacy Framework, Fundamental 5) used to improve outcomes.

Professional development is provided by Instructional Officers, PD consultants who are brought in, and by attending outside conferences. Coaching and mentoring is also provided through grant partners, SCEI Coaches, Instructional Officers, and Instructional Technology Specialists.

10. Provide the plan for literacy conferences including how it incorporates the use of high quality instructional materials to support a knowledge building approach to learning. Include a rationale as to why your organization is best suited to lead regional conferences. (Answer only if applying for the regional literacy conferences opportunity)

[Empty response box for question 10]

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9. Statutory/Program Requirements

11. Include the proposed conference participation goals and outcomes-focused success metrics for conferences. (Answer only if applying for the regional literacy conferences opportunity)

12. Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the regional literacy conferences opportunity)

10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

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11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Literacy Coach salary including fringe benefits	\$80000.00
2.		
3.		
4.		
5.	Employee Fringe Benefits	13000.00

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General Office supplies	\$6,000
12.		
13.		
14.		

Other Operating Costs

15.	Instate travel	\$5,000
16.		
17.		

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended Negotiated Change or Amendment

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