



2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

Competitive Grant Application: Due 11:59 p.m. CT, June 2, 2023

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: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From 10/2/2021 to 09/30/2024 **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization Santa Rosa ISD

Campus name Elma E. Barrera EI CDN 031914 Vendor ID 746002268 ESC 01 UEI TQ8GFMFNE5U3

Address 102 Jesus R. Cruz City Santa Rosa ZIP 78593 Phone 956-636-9800

Primary Contact Cynthia Hernandez Email chernandez@srtx.org Phone 956-636-9870

Secondary Contact Marisa Cuevas Email cuevasm@srtx.org Phone 956-636-9800

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
 Debarment and Suspension Certification
 General Provisions and Assurances
 Lobbying Certification
 Application-Specific Provisions and Assurances
 ESSA Provisions and Assurances requirements

Authorized Official Name Yolanda Chapa Title Superintendent Email yolanda.chapa@srtx.org

Phone 956-636-9800 Signature *Mrs. Yolanda Chapa* Date 5/31/2023

Grant Writer Name Maggie Rodriguez Signature *Maggie Rodriguez* Digitally signed by Maggie Rodriguez Date: 2023.05.30 16:34:12 -05'00' Date 05/30/2023

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 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
Santa Rosa ISD's low-income community and need for economic/job growth has resulted in being classified as an Opportunity Zone (3 pts). Limited job prospects require parents to travel for work, which reduces the time they can academically assist their child.	A strategic compensation model will be created to enhance the recruitment/retention of an Instructional Literacy Coach. The Instructional Literacy Coach will be hired to support a minimum of 30 teachers in employing High-Quality Literacy Instructional Materials (HQIM) in grades K-5. This will help ensure teachers can provide students with the support they need to address existing academic gaps.
Target student demographics include Avg. family income \$38,944/200% below federal poverty line (3 pts); 87.9% economically disadvantaged; 15.7% with disabilities (3 pts); & 13.4% Emergent Bilinguals (3 pt	The district will provide support to economically disadvantaged, EB and disabled students. Students under these classifications will receive intensive and accelerated intervention, as well as be provided access to Open Ended Resources (OER) HQIM products, which will be used in their daily classroom instruction.
On average, only 44% of the K-5 district students meet grade level or above on the ELA/Reading STAAR assessment. This is much lower than the state's average of 53%. (Source: 2021-2022 TAPR)	To combat this, the district will: 1) Train district personnel/staff to support, develop, and administer Amplify, a TEA OER Product (5 pts). 2) Offer HQ professional development to teachers/ administration. 3) Coordinate early intervention/afterschool programs/activities for Emergent Bilingual (EB), low-income, and Special Education students.

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.

SPECIFIC: 1) Increase the percentage of students (specifically, previously listed special pops) who read at grade-level by supporting teachers/families/communities and increasing access to high-quality instructional materials.
MEASURABLE: Increase ELA/Reading for targeted students by 10%. Outcomes will be measured utilizing: STAAR scores, progress reports, benchmarks, report cards, sign-in sheets to track PD attendance, and PEIMS data to track demographic of students.
ACHIEVABLE: Inform & improve evidence-based literacy instruction by aligning services, improving literacy instructional practices, & integrating literacy resources into a well-rounded education experience.
RELEVANT: ELA/Reading STAAR assessments results demonstrate the relevance of the proposed strategies.
TIMELY: Services will be on-going from the start of the grant period until September 30, 2024, the grant's end date.

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

1st QUARTER BENCHMARKS (10/1/23 – 12/31/23):

- Create/implement a strategic compensation model that enhances the recruitment/retention of a literacy coach;
- Hire the literacy coach for the grant program by October 1, 2023.
- Provide the coach with required HB 3 Reading Academies and RBIS training.
- Create and utilize a rubric to assess student baseline data in Reading Language Arts (RLA) subjects.
- Create a schedule of PD trainings and classroom observations that will occur during the grant funding period;
- Complete the pre-coaching survey administered by TEA.
- Identify and target teachers supporting students classified as EB, disability, and economically disadvantaged.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

2nd QUARTER BENCHMARKS (1/1/24 – 3/31/24):

- Track the number of teachers that are effectively trained by the literacy coach.
- Document the increased percentage of participating teacher's effectiveness as measured by educators implementing effective practices.
- Document the percent of evidence-based activities executed that meet strong/moderate evidence requirement.
- Coordinate 2 sessions between the literacy coach and educators to discuss proposed strategies and purchase needed TEA OER products.
- Provide at least 1 embedded PD training to teachers, principals, and/or other school leaders.
- Coordinate comprehensive literacy instruction with early childhood education and after-school programs/activities.

Third-Quarter Benchmark

3rd QUARTER BENCHMARKS (4/1/24 – 6/30/24):

- Coordinate an additional session between the literacy coach and educators to discuss the effectiveness of strategies and the OER products that were implemented.
- Provide at least 2 additional embedded PD training to teachers, principals, and/or other school leaders;
- Ensure a total of 30 educators receive support from the literacy coach.
- Complete the post-coaching survey administered by TEA.
- Ensure 50% of targeted students partake in early childhood education/after-school activities that incorporate comprehensive literacy instruction.
- Have 5% of the students demonstrate academic growth in RLA (Amplify, Imagine Learning, benchmarks, etc.).

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.

HOW WILL THE DATA BE COLLECTED: Qualitative data will be collected on an on-going basis which will include staff sign-in sheets, survey results, observation reports and more. It will be the responsibility of the Literacy Coach to track teachers' participation and attendance. Quantitative data will be collected on a monthly/quarterly basis which will include report cards, progress reports, demographics data, student OER HQIM assessment data, STAAR results, and more. Participating teachers will be required to submit their students' progress reports to the Literacy Coach by the pre-determined dates that will be set.

WHEN/HOW WILL DATA BE ANALYZED: The Literacy Coach will meet with campus/district administration to analyze the data collected on a quarterly basis. Students, of participating teachers, baseline data will be compared to subsequent collections to determine if there has been an overall improvement in students' performance. This will be compared to the qualitative data that is collected from surveys and sign-in sheets in order to identify patterns that may be negatively impacting outcomes so that gaps can be addressed.

IF BENCHMARKS DO NOT SHOW PROGRESS: Based on gap(s) identified, modifications will be made, which may include but are not limited to increasing dedicated meeting time for the literacy coach, additional classroom observations, increasing the number of PD trainings offered, purchasing additional HQIM, and increasing embedded literacy coach training sessions. By making modifications as needed, the district will ensure satisfactory progress, compliance with grant requirements, and achievement of stated services and performance targets. If guidance is required on addressing a certain issue, they will reach out to TEA and/or other schools implementing a similar program to ensure their deficiency can be addressed properly. If modifications must be made, the district will send letters to parents, community, administrators, & board members to notify them of the intent to modify the program.

PROGRAM MODIFIED FOR SUSTAINABILITY: Done proficiently, the district will be eligible to receive continuation funding. Before funding ends, funding sources will be identified to be used to continue to employ the Literacy Coach and support needed training. Additionally, the Train-The-Trainer Model Will be used to employ lessons learned.

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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 to adhere to all the Statutory and TEA Program requirements as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines*
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines*, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
6. The applicant assures they will comply with the Program-Specific Assurances as applicable found on p. 7 of the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development K-5 Program Guidelines*.

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 (Questions 9.1-9.5)

Check this box if applying for the regional literacy conferences opportunity (Questions 9.6-9.8)

1. (Literacy Coaching Opportunity) Provide proof or a plan on recruiting and hiring a literacy coach. This must be a new position for the grant award.

PROOF OR A PLAN ON RECRUITING AND HIRING A LITERACY COACH: To ensure the district can support TEA's goal of developing a pipeline of literacy coaches, the district will preemptively implement a strategic compensation model that will attract top talent and maintain a competitive advantage. The strategic compensation will help ensure pay equity and allow for transparency with employees regarding compensation amounts and raises. The strategic compensation model will include the following steps: 1) Assessing current compensation strategy; 2) Gathering feedback from staff; 3) Conducting market studies; 4) Reviewing current budgets; 5) Establishing pay grades; 6) Ensuring legal compliance; 7) Planning for rewards and bonuses beyond salaries; and 8) Communicating the strategy. With this model in place, if notified of award after the August 17th review process, the district will be prepared to recruit a new Literacy Coach by the October 1, 2023, grant requirement.

This individual will be required to complete the required HB 3 Reading Academies and RBIS Training. When selecting an Instructional Literacy Coach, the district will look for an individual who is: 1) Comfortable speaking in front of large groups and classrooms of students; 2) Excellent teachers with teaching experience at the particular level they're coaching; 3) Knowledgeable about reading processes, assessment, and instruction; 4) Masters of their craft and comfortable modeling lessons and teaching techniques in front of other educators; and 5) Experienced in coaching educators and assisting in coordinating professional development.

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9. Statutory/Program Requirements (Cont.)

2. (Literacy Coaching Opportunity) Identify the tier 1 curriculum used for K-5 RLA in participating schools. Please provide information on whether this is an OER product, or another HQIM product. If it is another HQIM product, please identify how it aligns with the RLA Research-based Instructional Strategies (RBIS).

TIER I CURRICULUM: Santa Rosa ISD's elementary campus utilizes HMH as their HQIM K-5 RLA Tier I Curriculum. HMH's best-in-class core instruction is grounded in evidence-based research and guided by learning sciences. HMH's 2019–2020 Implementation Research Study Results revealed that students using HMH Reading made significant growth from the beginning of the year to the middle of the year as measured by the Renaissance Star Reading assessment. Student achievement gains occurred across all participating grades and subgroups, regardless of gender, ethnicity, special education status, English learner status, or Gifted/Talented status.

ALIGNS RLA RESEARCH-BASED INSTRUCTIONAL STRATEGIES (RBIS): HMH's eight evidence-based elements of reading and literacy instruction strategies include: 1) Phonemic Awareness Instruction; 2) Phonics Instruction; 3) Fluency Instruction; 4) Vocabulary Instruction; 5) Comprehension Instruction; 6) Writing Instruction; 7) Explicit Instruction on Language; and 8) Knowledge Building. As can be seen, these evidence-based instructional strategies are aligned with TEA's four RLA Research-based Instructional Strategies which include: 1) Foundational Skills; 2) Text Complexity; 3) Knowledge Coherence; and 4) Text-based Responses.

OER/HQIM PRODUCT: In addition, Santa Rosa ISD integrates Amplify (OER), Imagine Learning (formally Edgenuity) (HQIM), Accelerated Reader (HQIM), Reasoning Mind, Istation (HQIM), and Brain Pop products to supplement students' literacy instruction. The Instructional Literacy Coach will work with teachers to integrate these resources to offer a well-rounded, comprehensive literacy instruction.

3. (Literacy Coaching Opportunity) Identify the plan for meeting required performance measures.

Based on guidance provided by TEA, the following performance measures will be tracked to gauge grant effectiveness:

- Number of teachers effectively trained by literacy coaches;
- Percent increase in participating teacher's efficacy, as measured by educators implementing effective practices as well as student academics; and
- Percentage of evidence-based activities implemented that meet the requirements of strong or moderate evidence, as defined by the Notice Inviting Applications (NIA).

To ensure these performance measures are met, the following activities will be implemented:

- Coordination of Staff- The district will have monthly meetings with early childhood education personnel to ensure they are collaborating in the literacy development of children whose literacy skills are below grade-level.
- Retention Plan for Literacy Coach- The district will ensure the Instructional Literacy Coach is retained throughout the duration of the grant and post-funding. This will be done through the use of strategic compensation methods; thereby helping the district staff their hard-to-staff location.
- High-Quality Professional Development Trainings for Teachers/Principals- Santa Rosa ISD will provide on-going 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. To ensure the quality of the trainings provided is high, the district will thoroughly vet the external organizations and training providers to determine if they have the quality and experience needed to provide such trainings.
- Intervention and Support- The district will provide intensive, supplemental, accelerated, and explicit intervention and support in RLA for children whose literacy skills are below grade-level. This will be done through Amplify, a TEA-recognized OER HQIM, as well as by embedding a knowledge-building curriculum into everyday instruction (the curriculum will be focused on the science of teaching reading) (15 pts).

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9. Statutory/Program Requirements (Cont.)

4. (Literacy Coaching Opportunity) Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs) or serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

TARGET SCHOOLS IN QUALIFIED OPPORTUNITY ZONES (QOZS): Santa Rosa ISD has the ability to support traditionally underserved student populations (i.e., those that come from Qualified Opportunity Zones (QOZs), low-income, etc.). Evidence of this can be seen by the district's ability to serve the elementary, middle, and high school campuses, all of which are located in QOZs (5 pts). To be qualified as one of the opportunity zones, the targeted campuses must be within an area identified as having chronic unemployment, lower population density, and significant economic disruptors, such as natural disasters.

SERVING LOW-INCOME, HIGH-NEED STUDENTS, INCLUDING CHILDREN LIVING IN POVERTY, EMERGENT BILINGUALS, AND CHILDREN WITH DISABILITIES: In addition to falling into the categories listed above, the district also has:

- 87.9% of students classified as economically disadvantaged, compared to 60.7% for the state;
- 13.4% of students classified as Emergent Bilingual; and
- 15.7% of students classified with disabilities, compared to 11.5% for the state (Source: 2021-2022 Texas Academic Performance Report).

Due to these statistics, along with the qualification referenced above, the district will emphasize targeting low-income, high-need students with this Texas Reading Initiative Grant Program.

5. (Literacy Coaching Opportunity) Describe your organization's literacy framework and how it aligns to the RLA RBIS including how HQIM fits into your organization's literacy framework.

LITERACY FRAMEWORK: The district's literacy framework was developed to ensure every student is strategically prepared for the literacy demands of college or career by high school graduation. Keeping with the Texas State Literacy Plan, the framework consists of the six essential components: Leadership – Establishing a campus-based leadership team to guide efforts to improve literacy instruction; Assessment - Creating and maintaining a literacy assessment plan; Standards-based Instruction - Providing all students access to a common language arts and reading curriculum that is aligned to state standards; Effective Instruction Framework - Implementing a system for using data to inform instruction and set goals for all students using the Response to Intervention (RTI) framework; Reporting and Accountability - Establishing a system between sites and campuses for reporting student data to facilitate student transitions; and Sustainability - Evaluating the level of implementation of the Texas State Literacy Plan (TSLP). The framework assures the district's capacity to use grant funds to improve literacy instruction (5 pts).

ALIGNS WITH THE RLA RBIS: RLA Research-Based strategies include: Foundational Skills, Text Complexity, Knowledge Coherence, & Text-Based Responses. The way Santa Rosa ISD's practices will align to the RLA RBIS include: 1) Foundational Skills – Literacy foundational skills are explicitly taught to each student using scaffolding, which tailors the instruction to each student's need. 2) Text Complexity – Complex text and academic language are instructed during the use of the literacy workstations, which enable students to review learning materials and practice reading/writing. 3) Knowledge Coherence – Student knowledge and vocabulary coherence is built through coaching-facilitating, which enables students to develop their own ideas and grasp the content rather than being told what to do/think. 4) Text-Based Responses – Text-derived instruction is used during guided practice learning, which includes writing short essays, reading short stories, and completing other text-derived work assignments.

INCLUSION OF HQIM: During regular classroom instruction, as well as during the use of literacy workstations, students are frequently provided with HQIM. If funded, Santa Rosa ISD will incorporate the use of Amplify, Imagine Learning, Accelerated Reader, Reasoning Mind, Istation, and Brain Pop, which will assist teachers in preparing students to meet the literacy demands of college or career by high school graduation.

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9. Statutory/Program Requirements

6. (Regional Literacy Conference Opportunity) Provide the plan for literacy conferences including how it incorporates support of HQIM implementation, the science of teaching reading, and a knowledge-building curriculum. Include a rationale as to why your organization is best suited to lead regional conferences.

N/A

7. (Regional Literacy Conference Opportunity) Include the proposed conference participation goals and outcomes-focused success metrics for conferences and your plan to align with the required performance measures.

N/A

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9. Statutory/Program Requirements

8. (Regional Literacy Conference Opportunity) Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs) or teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

N/A

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.	Instructional Literacy Coach for providing RLA intervention/support.	\$63,000
2.	Extra-Duty Pay for teachers to attend trainings.	\$6,000
3.	Employee benefits	\$12,420
4.		
5.		

Professional and Contracted Services

6.	Funds for high-quality professional development for teachers and coach.	\$10,629
7.	Funds to coordinate early childhood involvement to increase literacy development.	\$8,000
8.		
9.		
10.		

Supplies and Materials

11.	Laptop for Instructional Literacy Coach and other supplies.	\$10,280
12.		
13.		
14.		

Other Operating Costs

15.	Travel needed to attend trainings.	\$1,500
16.	Indirect Cost	\$3,171
17.		

TOTAL GRANT AWARD REQUESTED: \$115,000**For TEA Use Only:**

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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
	N/A

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