



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):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
2021 STAAR Reading for grades 3-5 showed 19% scored Meets Grade Level which decreased 15% points as compared to 2019 STAAR. NEED: To increase the percentage of students scoring at Meets Grade Level to 40% by May 2022.	Riviera ISD will recruit and hire a Literacy Coach to build the district's capacity, to improve teachers' literacy instructional practice, provide job-embedded professional development: coaching, mentoring, lesson modeling, co-teaching, instructional rounds, Professional Learning Communities, book studies, and support students to increase their reading levels to achieve Meets Grade Level.
13% of 4th grade students scored at Meets Grade Level on the 2021 STAAR Writing. NEED: To increase the percentage of students scoring at Meets Grade Level to 35% by May 2022.	The LC will address the writing needs of students using a comprehensive literacy instruction approach to support vocabulary development, reading comprehension, spelling, fluency, grammar, and writing skill development, through writing workshops. The LC will track and monitor students' progress.
100% of students reside in a Qualified Opportunity Zone with 51% Economically Disadvantaged student population. NEED: To increase Economically Disadvantaged students' performance on STAAR Reading Meets Grade Level from 33% to 50%.	RISD is located in a Qualified Opportunity Zone (PRIORITY: 5 Pts) and Rural Area (PRIORITY: 5 Pts) and will recruit and hire an Literacy Coach to coach and mentor teachers with strategies to identify students in need of literacy interventions or other support services designed to increase student literacy performance for students from rural and low-income communities.

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.

SMART Goal: By May 2024, the percentage of Riviera ISD students in grades 3-5 will increase to 50% on STAAR Reading Meets Grade Level and 35% of students in 4th grade will achieve Meets Grade Level on STAAR Writing. The expected outcome of the SMART Goal process will lead students to achieve higher levels of learning and growth in literacy through sustained instruction, practice, and application of targeted knowledge and skills. Teachers will also benefit from the SMART Goal outcomes to achieve higher levels of professional learning and growth through ongoing, job-embedded professional development focused on improving their instructional practice.

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

Sept. 2023-Dec. 2023

1. Recruit, hire, and onboard the Literacy Coach prior to 9/22/23. Schedule Reading Academy training (if needed).
2. Schedule and facilitate a meeting to review and analyze literacy curriculum (Amplify), instruction, assessments, and data reports on student and teacher performance in the areas of Reading, Language Arts, and Writing.
3. Develop a professional development plan, Literacy Instruction Plan (LIP), based on the analysis of data to identify, select, and schedule job-embedded professional development. Distribute the LIP to teachers the schedule of weekly and monthly coaching sessions to meet the minimum of 30 teacher's ratio (RURAL District)
4. Weekly PLC with teachers to begin literacy coaching sessions, provide feedback, and track/monitor progress, and ensure Amplify HQIM is being implemented and utilized.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Jan. 2023-April 2024 The Literacy Coach will:

1. Provide monthly high-quality professional development sessions to teachers, principals, other school leaders, and specialized instructional support personnel.
2. Assess and identify students in grades 6-12 who need literacy interventions or other support services.
3. Model and demonstrate for teachers how to integrate comprehensive literacy instruction into well-rounded education for students in need of literacy support and provide literacy interventions during the regular school day.
4. Track and monitor students' literacy progress, communicate results monthly to district leadership, and develop a plan with strategies to target students' individual literacy needs.
5. Provide intensive, supplemental, and accelerated interventions and support for identified students in need.

Third-Quarter Benchmark

May 2024-Sept.2024 RISD Curriculum team and the Literacy Coach will:

1. Collect and document performance of literacy interventions with data reports, assessments, and screening instruments: Amplify, Benchmarks and Star Reading. Evidence of success will include students who show an increase of academic performance by meeting their literacy goals each nine weeks.
2. Evaluate the effectiveness of the literacy interventions and determine a plan for continued support.
3. Collect data and evaluate the number of hours trained and number of teachers x served by the Literacy Coach.
4. Provide training for principals and other district leadership to support, develop, administer, and evaluate high-quality 6-12 literacy initiatives to ensure successful completion of Advanced/Dual-Credit English/Language Arts.

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.

RISD will utilize the district's Data Days to collect, review, and analyze student literacy data to ensure SMART goals are met and students are progressing to higher reading levels as a result of the efforts of teachers and the Literacy Coach. A comparison of results in the prior year will serve as a baseline to understand the growth achieved during the grant's program period.

Riviera ISD will collect data and report on the following TEA mandatory performance measures:

1. Number of teachers effectively trained by literacy coaches to include all content areas of support that were provided to teachers. The support will be provided cross curricular to include effective writing in Math, Science, and Social Studies. Documentation will include types of support in implementation, videos, artifacts, survey, and assessment data.
2. Overall increase in participating teacher's efficacy, as measured by educators implementing effective practices.
3. Overall increase in student outcomes of the teachers receiving support by literacy coaches. In addition, performance and evaluation data and analysis will also include the following:
 1. Pre- and post-assessments using Amplify and TEKS resource system with a monthly review of data for each specific student
 2. Review of progress towards meeting outcomes as listed in students' Response to Intervention (RtI) plan
 3. Track Number/percentage of students served who reside in the Qualified Opportunity Zone in ELAR (Riviera ISD rural district)
 4. Track Number/percentage of low-income students/families served in ELAR (Riviera ISD district)
 5. Track Number/percentage of English language learners in ELAR
 6. Track Number/percentage of students with disabilities in ELAR
 7. Track Number/percentage of students in Rural area in ELAR

If benchmarks or the summative SMART goal does not show progress, the program will be modified when needed to ensure the SMART goal is achieved. Evaluation data will be collected and analyzed at monthly leadership team meetings to include any modifications for sustainability.

At every campus, we conduct three main benchmark data analysis meetings each quarter. Campus administrators, district specialists, department chairs, and lead teachers participate in these sessions to discuss necessary adjustments in instruction and the interventions suggested by data analysis. Additionally, teachers review the data and recommendations in their regular department, grade level, and PLC meetings continuously to adjust the support (interventions) they provide. Using data monitoring student progress, teachers adjust the support (interventions) they provide based on student growth. Reviews, interviews, observations, and testing are conducted to further define and analyze the areas of concern. Interventions implemented with frequent data collection and reviews are utilized to evaluate effectiveness.

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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.

In September RISD will create a job description for a Literacy Coach. Before 9/24/23, RISD will recruit and hire a Literacy Coach (LC). Qualified candidates must meet all minimum requirements as set by the TX State Board of Educator Certification and the requirements of the grant. The plan will include: 1. Committee members will be selected to conduct interviews. 2. Candidates submit an online application with resume, references, and a show proof of Reading Academies Certificate. 3. During the interview, candidates will be asked to describe the knowledge they have on Amplify as well as TEKS Resource. They will have to show knowledge of how to use Amplify assessments and TEKS Resource secondary assessments. They will be asked a series of questions on how to TIER struggling students in RTI. They will be asked to submit a TIER 3 intervention plan for an 8th Grade student post interview.

Qualifications: Bachelor's degree, valid Texas teacher certification, Texas Reading Academy certification, Master's degree preferred; Experience: three years of successful experience with classroom instruction, testing, tutoring, and Leading PLC meetings, and teacher training.

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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).

RISD uses the HQIM Amplify for grades K-5 1 instruction. This is a TEA approved HQIM. RISD also uses the TEKS resource system and HMH for grades K-5 TIER 1 instruction. Both these products are aligned with the state reading standards. The HQIM products are used for assessments and benchmarks in Reading as well. Teachers use the curriculum to plan weekly lessons in Reading, Spelling, and Grammar. Teachers also use the Amplify curriculum cross curricular as many of the stories align with Social Studies and Science TEKS. Extension activities are also provided and embedded in the Amplify curriculum. HMH provides supplemental resources for teaching reading strategies and is used for small groups and tutoring.

RISD K-5 grades use HQIM Amplify to assess and benchmark student outcomes. Amplify assessments are tracked on M-class and allow teachers to keep up with student data and progress. This helps with small group and tutoring planning. The data gathered from Amplify assessments will allow the Literacy Coach to gather information on students who need interventions through Tier 2 and 3 RTI instruction. Amplify will allow the data to be tracked by the Literacy Coach. The Literacy Coach will also be able to create a schedule for pull-outs according to student data from Amplify. Student data and results tracked on M-class can allow the Literacy Coach to RTI Tier the students. The curriculum allows the teachers to internalize each lesson to provide the most impactful methods of instruction for the students.

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

RISD will develop a data-based literacy action plan called the Literacy Instruction Plan (LIP). The plan will establish outcomes for student progress with specific metrics and timelines. The Benchmark testing through TEA Cambium as well as Amplify will provide baseline data to identify increases in student literacy performance and use comparison data from previous years to understand trends and patterns. Evidence of increasing student literacy will be tracked and data gathered from assessing students' literacy learning and performance each quarter. Additional data will be collected and analyzed to support increasing student literacy to include: Amplify Assessments, Accelerated Reader reports, and student attendance rosters for interventions.

The Literacy Coach will analyze the data, work with teachers, recommend modifications to instruction, and model research-based strategies for continued progress to increase student literacy in grades 6-12. These actions will support RISD to achieve the stated SMART Goal: By May 2024, the percentage of RISD students in grades K-5 will increase to 60% on STAAR Reading Meets Grade Level. The Literacy Coach will ensure that all data is presented to teachers, administrators, and district Leadership quarterly.

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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.

RISD QOZ plan will ensure that all participating students will receive access to high-quality literacy instruction and literacy intervention support services. Riviera ISD is a rural district located in southern Kleberg County. The district serves about 425 students in grades PK-12. RISD students mostly live within a 20 mile radius of the campuses. Teachers in grades K-5 will benefit from one-on-one literacy coaching and mentoring support to ensure students graduate with reading skills necessary for success in college or career. The Literacy Plan will ensure that all special population students will receive the interventions and tutoring needed to meet the Smart Goal. Special Ed students will be provided interventions that reflect student IEP accommodations. ELL learners will also be provided small group pull out times that target their needs in both languages. ECO dis students will also be targeted through small group interventions and tutoring sessions. RISD families will also benefit from the plan as trainings for improved literacy skills will be provided to them through district parental meetings. Qualified Opportunity Zones (QOZ) (PRIORITY: 5 pts): Nanny Elementary, DeLaPaz Middle School, and Kaufer Early College High Schools are located in a QOZ. These students served at each campus will benefit from the support of an enhanced literacy program designed to strengthen and retain teachers within a hard-to-staff area. Student demographics include:

Riviera ISD currently serves:

- 1). Low-income, children living in poverty (51% Economically Disadvantaged)
- 2). High-need students (41% At-Risk)
- 3). English Language Learners (3%)

Children with disabilities (9% students identified for Special Education services, 5% students identified with a Behavioral Disability)

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.

- Riviera ISD currently has a literacy framework in place. The literacy framework aligns to the RBIS by using the science of teaching reading. All students are explicitly taught reading foundational skills in early childhood - third grade, including: phonological awareness, phonemic awareness, phonics, word recognition, print concepts, and fluency practices in order to become strong readers and writers. This is taught by using the HQIM Amplify for K-8th grade. The HQIM allows the teachers to have a scope and sequence that is paced daily. It follows and is aligned with all TEKS. This process begins in our early childhood program with an emphasis on oral language development and listening comprehension; as student's progress, systematic phonics instruction is provided that helps them become increasingly fluent readers and writers. Foundational skills are enhanced in the upper grades through purposeful vocabulary development and strategically differentiated supports. In building knowledge in our students by engaging them in coherent and systematic units of instruction that deepen their understanding of the world. To do so, our curriculum and instructional practices are designed to methodically expand students' knowledge and vocabulary through enriching modules that require close readings of complex texts and authentic reading and writing experiences.

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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.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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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 with Fringe Benefits	75,000
2.	Literacy Retention Stipend	10,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional Development Service Provider	3,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Professional development supplies: laptop, presentation supplies,	5,000
12.	Literacy Supplemental Materials	2,000
13.		
14.		

Other Operating Costs

15.	Professional development registration costs	2,000
16.	Professional development travel costs, hotel, per diem	3,000
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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