



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.

For TEA Use Only: 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
Guaranteed, viable, TEKS-aligned curriculum with high-quality instructional materials across grades K-5.	Through LASO & Strong Foundations grants, we piloted units from Amplify for K-5 RLA in Spring 2023 in preparation for our full implementation of Amplify HQIM in K-5 in the 2023-24 school year. Literacy coaches from this grant will help our teachers pivot away from balanced literacy and into HQIM.
Coaching support for teachers to implement Reading Language Arts (RLA) research-based instructional strategies (RBIS) through use of HQIMs.	This grant will fund Literacy Coaches who will provide our teachers with much-needed supports to pivot away from balanced literacy curricula and instructional strategies and into RBIS and HQIM. This curriculum shift will require intense supports, which Literacy Coaches will help provide.
Rigorous, on-grade level Reading instruction that helps students develop word recognition (phonics, phonemic awareness, etc.) and language comprehension with a focus on building knowledge.	HQIMs alone won't provide rigorous, on-grade level instruction; we also need to support teachers in effectively implementing these instructional materials using research-informed strategies. Literacy Coaches will work intensively with teachers to improve their teaching practice and grade-level instruction.

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.

Goal 1: 100% of K-5 teachers will implement Amplify High-Quality Instructional Materials (HQIM) as their Tier 1 instructional materials during the 2023-24 school year, including following the scope and sequence and implementing the Knowledge strands (K-5) and Skills strands (K-2).
 Goal 2: 80% of K-5 teachers will increase their teaching efficacy by 10% as measured by educators implementing effective practices on a pre/post coaching survey in May 2024.
 Goal 3: 80% of K-2 students will meet or exceed Benchmark on the MCLASS End-of-Year assessment in May 2024.
 Goal 4: 60% of Grade 3-5 students will Meet Grade Level on their STAAR Reading assessment in Spring 2024.

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

Goal 1: 100% of K-5 teachers created a district-specific scope and sequence for RLA instruction based on the Amplify scope and sequence and the Alpine ISD calendar. 100% of K-5 teachers have been paired with a K-5 Literacy Coach. 100% of K-5 grade levels are meeting weekly in PLCs to support Amplify HQIM implementation, including having a set time, place, PLC leader, and PLC protocols. 75% of K-5 teachers are within 3 weeks of the scope and sequence they created. Goal 2: 100% of teachers completed their pre-coaching survey. Goal 3: 100% of K-2 students completed the MCLASS Beginning-of-Year assessment in Fall 2023. Interventions have been established for 100% of students not scoring at or above benchmark. Goal 4: 100% of Grade 3-5 students completed the TEA BoY STAAR assessment in Fall 2023; interventions established for all qualifying students.

For TEA Use Only:

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

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Goal 1: 100% of K-5 grade levels are meeting weekly in PLCs led by their Literacy Coach to support Amplify HQIM implementation. By the end of the second quarter, 85% of K-5 teachers are within 2 weeks of the scope and sequence they created at the beginning of the year. 90% of K-5 teachers receive in-classroom support from their Literacy Coach every 3 weeks. Goal 2: 40% of K-5 teachers increased their teaching efficacy as measured by Literacy Coaches' classroom observations of educators implementing effective practices. Goal 3: 100% of K-2 students completed the MCLASS MoY assessment in Winter 2023/2024, with 50% of students meeting or exceeding Benchmark. Weekly interventions are underway for 100% of students not scoring at or above benchmark. Goal 4: 100% of Grade 3-5 students completed the TEA RLA Interim Assessment in Winter 2023/2024, with 30% of students projected to Meet Grade Level. Weekly interventions are underway for 100% of qualifying students.

Third-Quarter Benchmark

Goal 1: 100% of K-5 grade levels are meeting weekly in PLCs led by their Literacy Coach to support Amplify HQIM implementation. By the end of the second quarter, 100% of K-5 teachers are within 2 weeks of the scope and sequence they created at the beginning of the year. 100% of K-5 teachers receive in-classroom support from their Literacy Coach every 3 weeks. Goal 2: 60% of K-5 teachers increased their teaching efficacy as measured by Literacy Coaches' classroom observations of educators implementing effective practices. Goal 3: Weekly interventions continue for 100% of students not scoring at or above benchmark. Goal 4: 100% of Grade 3-5 students completed the TEA RLA Interim Assessment in Spring 2024, with 45% of students projected to Meet Grade Level. Weekly interventions continue for 100% of students not projected to score Meets Grade Level or above.

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.

The Alpine ISD Literacy Leadership Team (Superintendent, Curriculum Director, Principals, Assistant Principals, Literacy Coaches, and RLA Lead Teachers) will collaboratively design a student-level tracking spreadsheet for each K-5 classroom that tracks students' BoY, MoY, EoY, and unit test assessment data. This tracking spreadsheet will be modeled on best practices shared as part of the Texas Instructional Leadership (TIL) program we are also participating in; we will also collaborate with other similarly sized districts (e.g., De Kalb ISD) that have implemented a similar student-level tracking and goal-setting program to learn from their experiences. These documents will be used to track student-level progress on a unit-by-unit basis and plan/track corresponding interventions. In a parallel fashion, we will design tracking documents for Literacy Coaches to use with the teachers they support; these documents will track weekly meetings, scope and sequence progress, and in-classroom support for assigned teachers. The Alpine ISD Literacy Leadership Team will meet monthly to review all project evaluation data, troubleshoot emerging challenges, and streamline systems and supports based on those challenges. The Literacy Leadership Team will also meet quarterly to assess progress towards our SMART goal based on our quarterly benchmarks. If, during these meetings, we determine that we are not making progress towards our benchmarks or summative SMART goals, we will engage in a root cause analysis protocol to determine the causes of our underperformance. Analyzing the multiple forms of collected data will help us determine whether the root cause is a fidelity/implementation issue (e.g., not using the HQIM as our primary materials), a pedagogical content knowledge issue (e.g., needing to further develop skills in a particular area of instruction, such as phonics), an instructional issue (e.g., simplifying lessons for students instead of scaffolding students up to grade-level lessons), a change leadership issue (e.g., insufficient buy-in, lack of clarity about the vision, etc.), or a professional learning issue (e.g., needing additional support to effectively implement new instructional materials). Based on this analysis, we will then work with representatives from our regional Education Service Center, our state-level leadership organizations (e.g., TASA, TSELA, TESP, etc.), and/or our HQIM vendor (Amplify) to design additional interventions, supports, and professional learning to improve our literacy coaching model to support our implementation of Amplify HQIM.

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

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.

This past year, we successfully hired highly effective, retired elementary teachers to serve as part-time instructional coaches for our early career teachers. If awarded the grant, we plan to recruit and hire 1-3 of these teachers (each on a part-time basis) to serve as Literacy Coaches (1.0 FTE combined). This hiring model has proven effective in our rural community; while we will be unable to hire one retired teacher to work full-time, we believe we can hire and train enough part-time retired teachers to effectively serve as 1.0 FTE Literacy Coaches combined across their time and efforts. In preparation for the grant, we are including all of our instructional coaches (including those we would hire as Literacy Coaches under this grant) in our summer training for the LASO Strong Foundations Planning and Implementation grants. These trainings include RLA RBIS, Amplify Product Onboarding, and our Literacy Instructional Framework development sessions (18 hours of PD). These sessions will explicitly focus on increasing teachers' and leaders' familiarity with Amplify HQIMs, as well as the science of teaching reading and a knowledge building approach to literacy. Alpine, TX is a rural, remote community that is a traditionally hard-to-staff location. During Year 1 of the grant, we hope to also develop Lead RLA teachers for each grade level who could potentially serve as part-time instructional coaches in Year 2 (while also teaching classes three-quarter time) using a strategic compensation model. This will provide an internal, sustainable model of hiring, training, and teacher leadership pipelines for this program. Using these approaches (and/or our Principal Residency Grant), we trust that we will be able to hire Literacy Coaches by Oct. 1, 2023, if awarded this grant.

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

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).

Our K-5 RLA curriculum for 2023-2024 forward will be Amplify RLA K-5, a TEA OER product. This will be a new curriculum for us starting in the 2023-24 school year. In preparation for this transition, all K-5 teachers piloted a unit of Amplify instructional materials in March-May 2023; additionally, our Grade 3 teachers implemented Amplify instructional materials from Nov. 2022 through May 2023. We received printed copies of the K-5 Amplify RLA materials through the LASO Strong Foundations Implementation Grant; these materials have already arrived on-site for the 2023-24 school year. Our teachers, campus leaders, and district leaders are participating in the LASO Strong Foundations Implementation Grant (CRIMSI) to support our transition to these new materials. Additionally, our teachers, campus leaders, and district leaders are participating in the LASO Strong Foundations Planning Grant to develop Alpine ISD's Literacy Instructional Framework. Our first professional learning in August will be the RLA RBIS session for all teachers, campus leaders, district leaders, and prospective Literacy Coaches. This session will help develop the "why" behind the instructional shifts we are implementing as a district next year. This session will overview:
1) Explicit, systematic practice with Literacy Foundational Skills.
2) Regular practice with grade level, complex text and its academic language.
3) Building knowledge and vocabulary through text in all content areas.
4) Reading, writing and speaking grounded in evidence from text, both literary and informational.
The Amplify Skills units in K-2 help address RBIS 1 (Foundational Skills) and RBIS 2 (grade-level text). The Amplify Knowledge units help address RBIS 2 (Text Complexity and Academic Language), RBIS 3 (Knowledge Coherence), and RBIS 4 (Text-based Responses). Implementing the Amplify curriculum as our Tier 1 curriculum will help our teachers internalize the RBIS, while expanding their instructional strategies and teaching practice.

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

Through this grant we will provide ongoing high-quality professional development to all teachers, campus leaders, instructional coaches, and district leaders in support of our transition to use of RLA RBIS and HQIM (Amplify). In a solution that works for our rural, remote context, we will hire 2-3 part-time, retired teachers to serve as our Literacy Coaches (1.0 FTE combined); these instructional coaches are taking part in all LASO Strong Foundations Planning and Implementation grant activities (including RBIS training) to effectively prepare them for the role. Hiring preference will be given to retired teachers who have completed the HB 3 Reading Academies. These grant funds will be used to serve children in need of literacy interventions by placing our Literacy Coaches based on our schools' needs and student demographics. Specifically, Alpine Elementary (AES, which serves grades PK-3 through 4th Grade) is our lowest performing campus based on state assessment data (STAAR); it is also our campus with the most non-certified and/or early career teachers. We also see depressed STAAR scores in 5th grade at our Alpine Middle School campus, due to many students not graduating AES on-grade level. As such, AES (K-4) and AMS (5th grade) will be our focus campuses and grade levels for this grant. We are a 3-campus school district, so these two campuses are the only public schools that serve students in these grade levels in Alpine ISD. Alpine ISD serves 950 students in grades PreK-3 through 12th grade in a rural, remote community in the Big Bend region of Texas, including serving all of Qualified Opportunity Zone (QOZ) # 48043950400. Alpine ISD (and AES and AMS, specifically) serve low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities within QOZs. Through this grant, we will integrate comprehensive literacy instruction into a well-rounded education, through the use of Literacy Coaches who will collectively constitute 1.0 FTE and support ~18 teachers across AES and AMS. While this number falls short of the 30 teacher requirement for this grant, these 18 teachers include *ALL* of our K-5 RLA teachers in our district, including Special Education teachers and interventionists. Through this grant, we plan to transform literacy instruction in Alpine ISD, then have our district serve as a literacy leader in the Big Bend region of West Texas by developing the capacity of our Literacy Coaches to then coach/support other districts' leaders through future literacy events, site visits, etc. Additionally, Alpine ISD has demonstrated capacity for grant management, data collection, and reporting through \$1.5M of annual grants.

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

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.

These grant funds will be used to serve children in need of literacy interventions by placing our Literacy Coaches based on our schools' needs and student demographics. Specifically, Alpine Elementary (AES, which serves grades PK-3 through 4th Grade) is our lowest performing campus based on state assessment data (STAAR); it is also our campus with the most non-certified and/or early career teachers. We also see depressed STAAR scores in 5th grade at our Alpine Middle School campus, due to many students not graduating AES on-grade level. As such, AES (K-4) and AMS (5th grade) will be our focus campuses and grade levels for this grant.

We are a 3-campus school district, so these two campuses are the only public schools that serve students in these grade levels in Alpine ISD. Alpine ISD serves 950 students in grades PreK-3 through 12th grade in a rural, remote community in the Big Bend region of Texas, including serving all of Qualified Opportunity Zone (QOZ) # 48043950400. Alpine ISD (and AES and AMS, specifically) serve low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities within QOZs.

Alpine ISD's student body is 57.5% economically disadvantaged (based on free or reduced price lunch data), with 7.2% of students being emergent bilinguals and 13.1% of students being children with disabilities.

This grant will effectively serve all K-5 public school students in our community and school district boundaries, a geographic area that is 5 times larger than Houston ISD. This grant will also serve all K-5 core teachers (self-contained and departmentalized for reading) in our school district.

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.

This summer, we will begin our work with the LASO Strong Foundations Planning Grant to develop Alpine ISD's Reading Language Arts (RLA) Literacy Instructional Framework. We are partnering with the National Institute for Excellence in Teaching (NIET) for this grant opportunity; we successfully worked with NIET during the 2022-23 school year to develop our Mathematics Instructional Framework. We will launch this Literacy Framework grant work with a 2-day retreat in late July where all K-5 teachers, campus leaders, and district leaders (including the Superintendent) will participate in 18 hours of professional development, including the RLA RBIS training.

Our Superintendent has served as our Lead Learner and a strong instructional advocate since joining Alpine ISD in June 2022. She led our Strong Foundations Planning Math Instructional Framework grant, including attending weekly K-6 PLCs and leading bi-weekly meetings for teachers and leaders. Her explicit, coherent focus on improving instruction drives our district's focus on HQIM implementation and the required supports to make this curricular transition (and grant) successful. This past year, our campus and district leaders expanded their knowledge of the RLA RBIS by studying Natalie Wexler's "The Knowledge Gap" as their spring book study. Throughout this weekly PD, our campus leaders explored concepts from the RLA RBIS, including the importance of a knowledge-building RLA curriculum and the shortcomings of balanced literacy approaches.

Additionally, we have seeded key changes to support this HQIM transition on each campus by helping all K-5 teachers pilot a unit of Amplify HQIM this spring at both AES and AMS. This allowed our teachers to try out the materials and determine their questions, needs, feedback, etc., before our full-year implementation in 2023-24. A key learning from our Strong Foundations Math Instructional Framework development was that the RBIS concepts made more sense when they were partnered with teachers' experiences implementing HQIM. By implementing HQIMs that incorporated RBIS, teachers saw the changes these instructional approaches facilitated for their students. Teachers' new knowledge/beliefs did not change their practices; instead, by changing their practices (by incorporating HQIMs), teachers' gained new knowledge and shifted their beliefs based on their students' outcomes. We plan to implement a similar "theory-meets-practice" approach this year as we develop our literacy framework.

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

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

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

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	<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"/>

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.	Salary & benefits for Literacy Coaches (1.0 FTE)	90,000
2.	Salary to coordinate early childhood education program literacy development work (0.15 FTE)	12,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional learning for Amplify HQIMs for Literacy Coaches and supported teachers	5000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplemental high-quality instructional materials (Amplify) for Literacy Coaches	8000
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

TOTAL GRANT AWARD REQUESTED:

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

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