2018–2019 Services to Students with Dyslexia

Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85th Texas Legislature, 2017	**FOR TEA USE ONLY** Write NOGA ID here
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Karin Miller, karin.miller@tea.texas.gov, (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #	
Texarkana Ind School District	019907			
Vendor ID #	ESC Region #			
756002579	8			

Mailing address		City	State	ZIP Code
4241 Summerhill Road		Texarkana	TX	75503

Primary Contact

First name	M.I.	Last name	Title
Holly		Tucker	Chief Academic Officer

Telephone #	Email address	FAX #
903-793-7561, Ext 1335	Holly.tucker@txkisd.net	903.255.3280

Secondary Contact

First name	M.I.	Last name	Title
Laurie		Pace	Director of Humanities

Telephone #	Email address	FAX #
903.793.7561, Ext. 1308	Laurie.pace@txkisd.net	903.255.3280

Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Paul	A	Norton	Superintendent

Telephone #	Email address	FAX #
903.794.3651	Paul.norton@txkisd.net	903.792.2632

Signature (blue ink preferred)   Date signed

3/5/2018

Only the legally responsible party may sign this application.

701-18-108-027

Schedule #1—General Information

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	*See important note for competitive grants	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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 the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 019-907 | Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texarkana ISD values literacy as the foundation for all learning. Following a recent curriculum audit of our overall literacy program, a three-five year district-wide literacy initiative is at the forefront of all endeavors. With the identification of children with dyslexia consistently on the rise, TISD is committed to ensuring the early identification of children experiencing reading difficulties, the intentional and timely support to alleviate those difficulties, and specialized assistance and resources for these students. Based on the diverse population in our district, we strive to provide innovative instructional opportunities to meet the specific needs of all students. With 47% of our total district population considered at-risk, 70% of our total dyslexia population at-risk, and 98% of our dyslexia population in kindergarten through third grade at-risk, we must take steps to provide students, teachers, and parents with the knowledge and resources needed for success. Our goal is to increase the academic and functional achievement of kindergarten through third grade students with dyslexia by addressing **barriers to learning through dyslexia services that will provide students with opportunities for increased engagement and higher levels of motivation and confidence when accessing the world around them.** In addition to providing innovative approaches addressing the unique academic and functional needs of students with dyslexia in kindergarten through third grade, **early screening and intervention with our prekindergarten three and four year old classrooms will be crucial to later academic success.**

Academic Program and Professional Development

To achieve our goals listed above, TISD will implement the researched-based, **technology infused Take Flight dyslexia program through the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital and the Esperanza Bilingual Dyslexia Program** in kindergarten through third grade. One Certified Academic Language Therapist (CALT) teacher will be provided at each grade level in kindergarten through grade three at the eight elementary campuses serving those grade configurations. Esperanza Bilingual Dyslexia Practitioners (EBDP) will be provided at each grade for both Bilingual campuses to ensure high quality dyslexia instruction for our Bilingual students in kindergarten through third grade. Highly trained CALT and EBDP teachers will embed dyslexia services within the English/Spanish language arts/reading (ELAR/SLAR) blocks of instruction and throughout other core content instructional areas. Curriculum utilized within the ELAR/SLAR learning block will include strong foundational instruction in phonological awareness, phonics, vocabulary, comprehension, and fluency. Serving these students within their classroom reduces time out of class and the social stigma of being removed from class for specialized instruction, thus creating a more inclusive and holistic environment that addresses both academics and the affective nature of learning.

Prekindergarten three and four year old students enrolled in TISD and Head Start will participate in early screening measures through Preschool Early Literacy Indicators (PELI).**Texarkana ISD and Head Start prekindergarten teachers will receive training in strategies that work in conjunction with the Take Flight and Esperanza programs** used in kindergarten through grade three classrooms. This training will allow teachers to design targeted instructional interventions for prekindergarten students exhibiting early signs of dyslexia. In order to **create a long lasting and effective impact on a student with dyslexia, early intervention is key.**

Innovative Programs and Practices

TISD intends to strike a **balance between traditional classroom approaches and innovative practices** that remove **barriers** to learning while promoting higher level thinking skills, hands-on learning, and creative productivity using the **School-wide Enrichment Model (SEM)** that highlights student strengths and interests. Grounded in the extensive **research of Joseph Renzulli and the Naeg Center for Gifted Education and Talent Development, SEM is a blueprint for school improvement.** SEM allows flexibility for a full range of school types, levels, and demographic differences to develop a unique program based on resources, student populations, school leadership, and faculty strengths. The program is designed to promote creativity and present students with challenging problems through enjoyable learning opportunities. **The SEM model will be piloted on three elementary campuses, and all other elementary campuses will be partnered with one of these host campuses to provide opportunities for student and campus collaboration through enrichment clusters.**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The combination of *Take Flight and Esperanza*, strong foundational research-based dyslexia programs, and the **innovative practices of the *School-wide Enrichment Model (SEM)*** will provide students with dyslexia the academic foundation needed to improve reading and writing; while immersing students in relevant activities that can positively affect their perception of themselves and their desire to persevere.

Diversity and Program Replication
TISD's diverse student population spans the district's nine elementary campuses and will provide valuable information and data regarding the effects of the intended program across cultures, socio-economic status, and ethnicities. Of the nine elementary campuses across TISD, two are bilingual campuses, one is a Science, Technology, Engineering and Mathematics (STEM) magnet campus, another is a Discovery Learning campus, and one is an early childhood center serving only three and four year olds. Other configurations include a kindergarten through second grade early literacy center, a third through fifth grade campus, with the remainder serving either prekindergarten or kindergarten through fifth grade. All but two campuses across the district are designated as Title I.

With a vastly diverse population, our vision for this proposal is to provide opportunities for collaboration by partnering bilingual campuses with non-bilingual, low performing with high performing, and Title I with non-Title I in order to **expose students to a learning community that honors ethnic, economic, gender, and cultural diversity**. The goal for kindergarten through third grade students includes successful implementation of evidence-based and research-based models on the eight elementary campuses serving prekindergarten or kindergarten through third grade, as a standalone **program and potential model for replication across the state.** Early intervention is the goal for our three and four year old students in prekindergarten classrooms. With high quality professional development and ongoing coaching and feedback, this model will be easily replicated across all cultures, ethnicities and economic status.

Parent Support and Collaboration
Texarkana ISD believes that "positive relationships with families are key to the success of the child" and strives to build healthy relationships with the families of our students with open communication and a welcoming attitude. In addition to parent meetings with students' instructional teams, families will have multiple opportunities to meet with other families experiencing similar circumstances. A **Dyslexia Awareness Day** will provide **students and parents** opportunities to see the successes of other people diagnosed with dyslexia and serve as an avenue for **educating *parents on how to best assist their children.***

We will employ a **SEM (Schoolwide Enrichment Model) Coordinator** to work with the Assistant Superintendent for Student and Community Development for collaboration with parents and other community stakeholders exploring possibilities for resources, mentorship, and community leadership and outreach in order to successfully implement **strengths-based learning experiences**. Parent volunteers will be utilized based on areas of expertise to assist in delivering SEM enrichment opportunities. Other opportunities for parent and stakeholder collaboration are student showcases where students present their projects created through the implementation of the SEM curriculum.

Partnering with Area School Districts
As the largest district in Region 8, Texarkana ISD strives to model instructional practices that can be replicated in our area and across the state. For example, TISD hosts STEM site visits throughout the school year as a model for others. It is our desire to collaborate with and support educators in the surrounding area in the development of this proactive and progressive program to address the needs of students with dyslexia within their own schools. Parents and families will be invited to meetings hosted at Texarkana ISD, with plans to coordinate events at our partner district locations promoting higher levels of parent and community participation. As part of our collaborative efforts, TISD would like to provide direct coaching to staff members through on-site visits and collaborative learning walks with follow-up discussions for program improvement.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 019-907		Amendment # (for amendments only):		

Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85th Texas Legislature, 2017

Grant period: May 1, 2018, to August 31, 2019		Fund code/shared services arrangement code: 429/459		

Budget Summary

Schedule #	Title	Class/Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$462,484	$72,220	$534,704
Schedule #8	Professional and Contracted Services (6200)	6200	$154,000	$	$154,000
Schedule #9	Supplies and Materials (6300)	6300	$107,320	$	$107,320
Schedule #10	Other Operating Costs (6400)	6400	$85,000	$	$85,000
Schedule #11	Capital Outlay (6600)	6600	$82,500	$	$82,500
	Total direct costs:		$963,524	$	$963,524
	Percentage% indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		**$891,304**	**$72,220**	**$963,524**

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$

Administrative Cost Calculation	
Enter the total grant amount requested:	$963,524
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$144,528

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 019-907   Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director/administrator			$
5	Project coordinator	1		$62,800
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Other Employee Positions				
15	SEM Program Specialist	1		$62,800
16	Title			$
17	Title			$
18		Subtotal employee costs:		$125,600
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$51,000
20	6119	Professional staff extra-duty pay		$288,360
21	6121	Support staff extra-duty pay		$
22	6140	Employee benefits		$69,744
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$409,104
25		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		$534,704

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	LETRS – Module 1 Training for Prekindergarten teachers (2 Days)	$8,000
2	Region 8 ESC Services	$6,000
3	CALT/EBDP Training (10 Days) TISD)	$127,500
4	CALT/EBDP Training (10 Days) Partner Districts	$12,500
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$154,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	$154,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 019-907	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$107,320
	Grand total:	$107,320

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 019-907		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$27,000
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$58,000
	Grand total:	**$85,000**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 019-907 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$0
66XX—Computing Devices, capitalized				
2	Chromebook Carts (25 devices + 1 Cart)	10	$8,250	$82,500
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment or furniture				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$82,500**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	498	30	17
K	260	13	20
1st	260	13	20
2nd	260	13	20
3rd	240	12	20
COMMENTS	Across the district, there will be 13 CALT certified teachers per grade in K-1-2 and 12 in grade 3 whose classrooms will be made up of both students who are identified as dyslexic and those who are not - the student teacher ratio and number of students is based upon a 20:1 student teacher ratio in each of the CALT certified teachers' classrooms. All prekindergarten teachers will be trained so that all students in PK will be able to participate in early intervention.		

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:50am-3:10pm	
Number of days in school year	169 full and 3 half days	
Minutes of instruction per school year	75,080	2100 minutes built in for professional development and parent conferences – in addition to minutes of instruction

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because Texarkana ISD believes that "every student should be provided an education that will prepare him or her for a successful future", we began with the premise that in order for our students with dyslexia to have that future they must be able to function successfully and independently in all environments. Several data points were reviewed as we looked for areas of needed improvement in our services for these students.

Texarkana ISD engages in **multiple strategic needs assessment processes** that culminate in both district and campus improvement plans and goals. The district has a District Quality Improvement Committee that meets to analyze data, engage in needs assessments, create surveys, and set goals for the district in the District Improvement Plan. Each campus has their own Campus Quality Improvement Committee that works with the district and independently to create their own Campus Improvement Plan that meets the needs identified in their campus needs assessment process through meetings, surveys, and data analysis while also aligning with the District Improvement Plan.

Texarkana ISD implements a **"Data Walks"** program that includes administrators completing thousands of **four-minute observations of learning in classrooms throughout the district every year**. The results are compiled for the district as well as for individual campuses, grade levels, and departments. Data gathered include student level of thinking, instructional strategies used, student-friendly learning objectives stated, alignment with state standards, student level of engagement, and type of assessment used. These data are reviewed throughout the year as district and campus leaders determine areas for instructional improvement and focus.

Texarkana ISD utilizes a **District Instructional Leadership Team** for the purpose of data analysis as part of a comprehensive needs assessment. The data leadership team reviews instructional data across all levels of the system. In addition to the instructional data teams, the district is also utilizing **Data Validation** teams to analyze other relevant types of data such as, discipline and attendance data, and other campus needs that indirectly affect instruction.

Due to an ongoing desire for continuous improvement and concerns about the lack of progress in reading and writing achievement across the district, **Texarkana ISD recently contracted with Curriculum Management Systems Incorporated (CMSi) to complete a review of literacy and Bilingual education programs across the district**. TISD has established a **Literacy Steering Committee** representing all levels of the system including teachers, campus administrators, and district administrators. The Literacy Steering Committee has developed a 3-5-year plan spanning PK-12 and addresses three major areas of literacy instruction: phonics/word study, reading comprehension, and writing. **The steering committee will meet four times a year to review data, analyze student progress, and make program adjustments as needed.**

Overall, district data on state and local assessments shows a gap in student performance. The steering committee, survey results, assessment data, and audit findings all pointed to a lack of training and adequate resources to provide the individualized instruction needed to improve instruction for students with dyslexia. With the goal of enabling our students with dyslexia to perform successfully and independently in both academic and functional settings, the committee identified the three most critical areas in order to achieve these results:

1. **Training and ongoing coaching in evidence-based practices for teaching students with dyslexia;**
2. **Improving students' reading/writing abilities and removing barriers that students face with self-confidence and motivation.**
3. **Training and support for parents and community members for implementation of strengths-based learning experiences through Schoolwide Enrichment Model (SEM) activities.**

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students with dyslexia are showing a lack of progress in reading and writing due to insufficient training and resources.	Providing Certified Academic Language Therapists and Esperanza Bilingual Dyslexia Practitioners in K-3 classrooms allows for the implementation of the Take Flight and Esperanza programs to be embedded in daily instruction. In addition to serving students with dyslexia, it will also benefit other students struggling with reading and writing.
2.	Students with dyslexia have exhibited signs of decreased motivation and low self-confidence as a result of their struggle with reading and writing.	The Schoolwide Enrichment Model (SEM) allows students to experience success within their areas of strengths and interests. The implementation of enrichment clusters enables students to apply reading and writing skills outside of their core subjects. These student-driven, real-world experiences increase motivation and boost self-confidence.
3.	Parents of students with dyslexia have expressed that they struggle with assisting their child with reading and writing skills at home. They also lack knowledge of the services and accommodations that are available for their child.	The grant will enable additional school to home communication by developing and disseminating monthly newsletters for the SEM program and weekly newsletters from classroom teachers. Quarterly meetings will provide parents with information and support regarding services and accommodations, along with activities and strategies for at home support.
4.	District instructional leaders and instructional coaches need additional training and resources to coach and support CALT/EBDP certified teachers in delivering effective instruction to students with dyslexia.	Onsite training and support will be provided by a Region 8 CALT certified dyslexia coordinator to district instructional leaders and instructional coaches providing them with the knowledge and resources needed to lead and support the CALT/EBDP certified teachers.
5.	A high number of three and four year old prekindergarten students are exhibiting early signs of dyslexia.	Training in administering and interpreting the Preschool Early Literacy Indicator (PELI) will provide teachers data to design targeted instructional interventions for prekindergarten students exhibiting early signs of dyslexia. Prekindergarten teachers will also receive explicit instruction in phonological awareness and phonics through LETRS (Language Essentials for Teachers of Reading and Spelling) training thus improving Tier 1 instruction.

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Schedule #14—Management Plan	
County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Coordinator	Masters degree in Educational Administration; 5 Years teaching experience in ELAR and 3 years supervisory experience preferred; knowledge and experience working with students with dyslexia and their families; knowledge of evidence-based practices for educating students with dyslexia; experience in training and coordination of services for students with dyslexia.
2.	SEM Program Specialist	Masters degree in Education; 3 years teaching experience; knowledge and experience working students with dyslexia and their families; experience in developing collaborative relationships with students, families, school personnel, and the community; knowledge of evidence-based practices for educating students with dyslexia; experience in supervision of staff.
3.	Director of Humanities	Experience: 20+ years experience in education (teacher, campus administrator, region service center, and district administrator). Has successful experience with the design, delivery, and evaluation of literacy programs – including experience with dyslexia.
4.	Region 8 ESC – Dyslexia Consultant	Experience: 25+ Years, Has Masters degree in Education; (Certified Academic Language Therapist (CALT)and State of Texas Licensed Dyslexia Therapist (LDT); history working with students with dyslexia and bilingual/ESL students with dyslexia and their families;
5.	PK-3 ELAR Coordinator	Experience: 20+ years experience in education (teacher, campus administrator, region service center, and district administrator). Has successful experience with the design, delivery, and evaluation of literacy programs – including experience with dyslexia.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase the number of CALT/EBDP certified teachers	1.	Initial overview and staff training	06/11/2018	08/03/2018
		2.	Ongoing coaching system of support	08/06/2018	05/23/2019
		3.	Ongoing requirements for CALT/EBDP Certification	08/06/2018	05/23/2019
		4.	Implement Take Flight and Esperanza	08/15/2018	05/23/2019
2.	Implement Schoolwide Enrichment Model	1.	Campus /District administrators attend-Confratute (uconn.edu)	07/08/2018	07/13/2018
		2.	Staff training in SEM Model	07/30/2018	08/03/2018
		3.	Develop Enrichment Clusters (Content/Schedule)	07/08/2018	08/14/2018
		4.	Schedule site visit to other SEM campuses	08/15/2018	05/23/2019
3.	Improve Parent Knowledge and Participation	1.	Quarterly Parent Meetings/Trainings	09/01/2018	05/23/2019
		2.	2 Family Reading Nights	09/01/2018	05/23/2019
		3.	1 Dyslexia Awareness Day	10/01/2018	10/31/2018
		4.	Parent Volunteer/Student Showcase Opportunities	09/01/2018	05/23/2019
4.	Increase leadership staff knowledge	1.	Initial training provided by Reg 8 Dyslexia Cons	07/01/2018	08/14/2018
		2.	District leadership Staff attend Confratute (uconn.edu)	07/08/2018	07/13/2018
		3.	Walkthroughs/Monitoring Region 8/District ELAR	08/16/2018	05/23/2019
		4.	Ongoing coaching system of support with Reg 8	08/15/2018	05/23/2019
5.	Implement Early Intervention Measures at PK	1.	Training to Administer and interpret PELI	07/01/2018	09/01/2018
		2.	LETRS Training	07/01/2018	05/23/2019
		3.	Walkthroughs to monitor phonics/phonemic awareness	08/16/2018	05/23/2019
		4.	Training on Strategies for Intervention Groups	07/01/2018	09/01/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD currently has **several systems in place for monitoring and making adjustments toward the attainment of both district and student goals and objectives.** District-wide systems include **data walks and TTESS (Texas Teacher Evaluation and Support System)** walkthroughs to monitor the implementation of instructional strategies and instructional coaching with frequent feedback, modeling, and refreshers to make adjustments and improvements. The district also **reviews progress on benchmarks and assessments** to make adjustments in instructional focus and to target reteaching. **Teachers and students use data notebooks and portfolios** to monitor progress on specific goals and objectives. **Campus and district level improvement plans** are reviewed at pre-determined intervals to ensure that instructional practices and goals for outcomes are aligned and that the desired progress is being made. **The Literacy Steering Committee is in place to specifically monitor progress on improvements in literacy and the implementation of this grant would become a primary responsibility as part of the literacy initiative.**

Principals and other department administrators **meet at least monthly to discuss progress monitoring** and find ways to improve Tier 1 instruction as well as interventions during Tier 2, and then disseminate that information at their campuses and departments. **Teachers meet in PLCs** and team meetings to discuss what is working and what is not, and to collaborate to find ways to improve instruction in the classroom. As new learning and data comes in, **staff reassesses current practices and determines how to modify their instruction, strategies, and intervention in order to attain goals.** Parents are provided multiple opportunities throughout the year to meet with their child's instructional staff and collaborate with the school to provide the services needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD has already committed to several district efforts to improve outcomes for students struggling with reading and those students needing more specialized instruction. Collaborative teaching is in its third year, which places special education staff in the general education classrooms for portions of the day to provide additional supports. Additionally, as an **existing effort to support reading instruction**, TISD is in the **first year of a five year literacy initiative** and is specifically focusing its initial efforts on **reading instruction in the K-3 classrooms beginning with LETRS** (Language Essentials for Teachers of Reading and Spelling) training focused on **phonics/phonemic awareness instruction**. To maintain the time table for the district literacy initiative at all grades, additional training for the 2018-2019 school year focusing on **small group instruction and comprehension** during the reading block has been secured. TISD has taken several additional measures to assist, support, and sustain the changes being made across the district with regard to literacy instruction. **Additional ELAR staff at the district level** have been put in place to provide **professional development and coaching** for **campus instructional coaches**, as well as, **model lessons** in classrooms in order to provide support to teachers. However, to address the **specific needs of students with dyslexia**, it is imperative that teachers are trained in delivering instruction designed to meet the needs of students with dyslexia. Program sustainability will be built through training and increasing our capacity to serve students with dyslexia by providing selected staff members at each campus with the training to become Certified Academic Language Therapists (CALT) or Esperanza Bilingual Dyslexia Practioners (EBDP). Teachers with this specialization will be asked to sign a commitment letter to ensure program implementation. Students with dyslexia will be served by those highly qualified teachers. **Once the initial CALT/EBDP trainings are complete, district level dyslexia specialists and the Region 8 Education Service Center dyslexia consultant will provide ongoing support and coaching to teachers.**

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Schedule #15—Project Evaluation

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Analyze student data from selected data sources	1.	Increased student growth on selected data sources
		2.	Comparison data shows narrowing achievement gap
		3.	Growth on district checkpoints and benchmarks
2.	Teacher Observation and Walk-through data – TTESS, Data Walks, Learning Walks	1.	Evidence of program implementation
		2.	Evidence of increased student engagement
		3.	Increased effective implementation of evidence-based practices
3.	Survey Results: Staff (2x/year)	1.	Increased staff perception of personal knowledge and skills by EOY
		2.	Increased satisfaction with program implementation
		3.	Increased evidence of collaboration (with colleagues and parents)
4.	Survey Results: Parents	1.	Increased parent perception of personal knowledge and skills
		2.	Increased parent satisfaction with school services
		3.	Increased involvement at meetings, trainings, and other school activities
5.	Survey/Interest Inventory: Students	1.	Develop positive attitudes about literacy (reading/writing)
		2.	Indicates satisfaction with SEM
		3.	Student feedback about attainment of personal goals

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection Processes: The district will use **data collection techniques**, such as collecting baseline data followed by frequent data checkpoints to ensure that progress is documented.The district will utilize the **Texas Primary Reading Inventory (TPRI), Tejas Lee, and Preschool Early Literacy Inventory (PELI)** as three major assessments that will **provide baseline data for students**. Take Flight and Esperanza will provide mastery checks to monitor progress of students identified as having dyslexia. Academic growth for students in grade three will also be monitored using campus checkpoints, district benchmarks, and the STAAR (State of Texas Assessments of Academic Readiness) program. Teacher observations will provide evidence of program implementation through informal walkthroughs and formal observations using TTESS (Texas Teacher Evaluation Support System). District data collection tools such as Data Walks and Learning Walks will provide instructional data to determine additional needs for professional development, coaching and feedback. In addition to the academic and observational data, the district will monitor students' attitude towards reading with **Informal Reading Inventories** to gauge the impact that the Schoolwide Enrichment Model (SEM) is having on students. **Staff surveys** will be administered at the beginning and end of the year to assess staff perception of their own knowledge and skills. **Parent surveys** will be administered at the beginning and end of the year, and their feedback considered when making program decisions regarding parent involvement with SEM.

Problem Correction: We will analyze data three times during the year from TPRI, Tejas Lee, and PELI at the district and campus levels. Third grade state and district data will be analyze following curriculum checkpoints and district benchmarks to adjust instruction prior to STAAR. The data will allow teachers, campus administrators, and district instructional leaders to make necessary adjustments to instruction and/or grouping of students for targeted intervention. Teacher observations, data walks, and learning walks will provide data to determine effective program implementation and needed professional development. Progress monitoring data will be viewed every two weeks with students being served in Tier 2 that have been identified with risk factors associated with dyslexia. Feedback from surveys and student reading inventories will identify areas of concern. The grant coordinator and the Literacy Steering Committee will analyze data at specific intervals, determine areas of concern and develop corrective action plans as deemed necessary.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Take Flight and Esperanza are multisensory structured literacy programs that address the five components (phonemic awareness, phonics, vocabulary, fluency and comprehension) **of effective reading instruction identified by the National Reading Panel's research.** Take Flight builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC (Texas Scottish Rite Hospital for Children): Alphabetic Phonics, the Dyslexia Training Program and TSRH Literacy Program. All were developed using the Orton-Gillingham approach. Esperanza is a Spanish multisensory, structured literacy program for the Spanish-speaking student. The program can be completed in one school year. The preferred level for instruction is first grade. Each lesson is approximately one hour in length and includes eleven activities per lesson. It meets all the descriptors of the National Literacy Panel's Report (2000) regarding best practices for literacy instruction.

In her extensive study of dyslexia, Rosalie Fink found that individuals learned to read by pursuing topics of interest and that engagement in the reading process led to cognitive gains. The implementation of the Schoolwide Enrichment Model as an innovative practice to support foundational instruction will provide the link between reading and motivation. Fink's research provides evidence that motivating students through areas of interest encourages students to persist in reading even in the face of difficulty. The most recent research on the SEM has focused on the application of **instructional communication technology** to enrichment learning and teaching. Students will use technology to generate individual profiles to be used as the basis for matching personalized resources from a data bank containing thousands of carefully selected enrichment resources. These resources and students' electronic portfolios can be used for curriculum planning, differentiating instruction, and individual and small group project-based learning.

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Baseline data will be collected on each student at the beginning of the school year by analyzing the previous year's assessments results. District assessments such as **TPRI (Texas Primary Reading Inventory)** and **Tejas Lee'** will be administered to students in kindergarten through third grade. Additionally a **CORE (Consortium on Reading Excellence) phonics survey** will be given at K-3 as well. Prekindergarten three and four year old students will be assessed using **screening measures through Preschool Early Literacy Indicators (PELI)**. From these assessments, individualized intervention programs will be developed targeting skill deficit areas and will be integrated into the daily schedule. Teachers will use informal assessments to monitor and adjust instruction.

Ongoing **data analysis and periodic benchmarks** will provide information on potential needs and adjustments to instruction. Additionally, **end of year district and state assessments** (STAAR-State of Texas Assessment of Academic Readiness) will reveal overall achievement gains for third grade students. This will help guide and determine programming for the following school year. As well as collecting data on student achievement, classroom data will be collected through **observations of instruction and program implementation** with immediate feedback, coaching, and modeling to ensure that instruction is delivered as intended, which will provide the best opportunity for student progress. **Surveys for staff and parents** given at the beginning and end of year, will keep us aware of satisfaction and perception levels, so that adjustments can be made in training and support, as needed.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019-907	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD believes that parent support and collaboration is crucial in the educational success of their students. TISD strives to **build healthy relationships** with the families of our students with open communication and a welcoming attitude. Through flyers, mailed notices, phone calls, and media broadcasts, we strive to encourage parents to attend school functions and parent meetings and keep them involved in the decisions that affect their children. We will further these relationships by offering **relevant and meaningful trainings** that will enable parents to provide better support at home for their children.

All parent and community involvement meetings and/or trainings will offer **activities for children** so that parents can be fully engaged in learning age-specific practical tips to assist their child in working through academic, social emotional and behavioral challenges associated with dyslexia. Outreach and inclusion support will be provided through **family reading nights** and a **Dyslexia Awareness Day (during the month of October highlighting Dyslexia Awareness month)**. Offering these opportunities will enable students and families to meet others with similar difficulties and circumstances and provide a form of support to let students know they are not alone, while fostering a sense of belonging. **All activities and services will be provided at no cost to the families.** Additionally, **transportation will also be provided** for families who are unable to attend meetings or planned events, due to a lack of transportation.

In addition to the above, the **SEM (School wide Enrichment Model) Program Specialist** will work with the **Assistant Superintendent for Student and Community Development to collaborate with parents and other community stakeholders** to explore possibilities for resources, mentorships, and community leadership and outreach, in order to successfully implement **strengths-based learning experiences**. Parent volunteers will be utilized based on areas of expertise to assist in delivering SEM enrichment opportunities and facilitating student showcases where students present their enrichment projects created through the implementation of the SEM curriculum.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD is among the largest district in the Northeast Texas area with 7,152 students. Forty-seven percent (47%) of our total district population is considered at-risk. **Seventy percent (70%) of our total dyslexia population is at-risk, and 98% of our dyslexia population in grades K-3 are at-risk**. As an inner city school district, unlike any in this region, TISD is proud of its diversity, with about 60% of its population made up of African American, Hispanic,and Asian ethnicities. The students projected to be served in this innovative dyslexia program will be **39% African American, 11% Hispanic, 37% white, and 13% of two or more and other ethnicities**. Student performance for African American students statewide, and in our district, lags considerably behind their peers. Upon being awarded this grant, our District will create a program that will generate significant improvement for students with dyslexia as well as their peers. Understanding these demographics is important when determining the interventions that are helpful in working with this specific population because children and their families are more likely to engage in services that reflect their cultural needs.

Also, important to understand is that in this region there are very few resources or sources of expertise in the field of dyslexia that are affordable. With a **68% economically disadvantaged population, very few of our families can afford additional help or resources outside the school district.** This dyslexia program will bring services to the students and their families, at no charge, and will help build our area's knowledge base and ability to provide quality services to all students with dyslexia. In addition, we will **form partnerships with local districts to allow a select number of teachers from each district to participate in CALT/EBDP training and work collaboratively to develop a model for statewide replication.** Our Region 8 ESC will serve as a means of program evaluation, implementation support, and ongoing training for us and other districts in our efforts to improve services for students with dyslexia.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019-907	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funding will enable Texarkana ISD to **implement a unique and innovative literacy plan to improve the reading and writing skills of students identified as having dyslexia.** To address the foundational challenges that students with dyslexia are faced with, select teachers will be provided with training to become **Certified Academic Language Therapists (CALT)** and **Esperanza Bilingual Dyslexia Practitioners (EBDP).** By ensuring that all students identified with dyslexia are placed with a CALT or EBDP certified teacher, strategies will be **embedded throughout the day** so that students are receiving core academic instruction as well as specific dyslexia instruction. Students will receive explicit instruction for dyslexia using the **technology infused *Take Flight* and Esperanza Bilingual Dyslexia Program.** By pairing this structured academic focus with the Schoolwide Enrichment Model (SEM), students will be able to **participate in enrichment clusters based on their interests.** Studies into the role of interest in learning have demonstrated **evidence of gains in attention, persistence, deeper processing of content,** and **enhanced metacognition** for typically achieving students. In her extensive studies of successful adults with dyslexia, Rosalie Fink found that, as children, these individuals **learned to read by pursuing topics of interest.** The chosen topic of interest motivated them to tackle, persevere at, and conquer their greatest enemy - reading. For some, the topic of interest became a lifelong hobby. For others, the topic of interest that compelled them to learn to read was directly related to their future life work. Regardless of outcome, these individuals with dyslexia demonstrated successful compensatory abilities toward reading about topics of genuine interest in which they **learned related vocabulary** and **concepts** and **developed a deep understanding of the content.** The implementation of research- and evidence-based dyslexia instruction, combined with the Schoolwide Enrichment Model, will focus on both the academic and affective nature of learning to read while motivating students to persist in their reading activities.

The Schoolwide Enrichment Model (SEM) (Renzulli, 1977; Renzulli & Reis, 1985, 1997) is widely implemented as **an enrichment program** used with academically gifted and talented students and a magnet theme/enrichment approach for all schools interested in high-end learning and **developing the strengths** and **talents of all students.** SEM provides enriched learning experiences and higher learning standards for all children through three goals: developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people **based on their strengths and interests.** The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are **constructed around students' interests, learning styles, and preferred modes of expression.** This research on the SEM suggests that the model is effective at serving high-ability students in a variety of educational settings and in **schools serving diverse ethnic and socioeconomic populations.** These studies also suggest that the pedagogy of the SEM can be applied to various content areas resulting in higher achievement when implemented in a wide variety of settings, and when used with diverse populations of students including **high ability students with learning disabilities and underachievers.**

The most recent research on the SEM has focused on the application of **instructional communication technology** to enrichment learning and teaching. Individual computer generated student profiles are used as the basis for matching personalized resources from a data bank that contains thousands of carefully selected enrichment resources. These resources and students' electronic portfolios can be used for curriculum planning, differentiating instruction, and individual and small group project based learning.

By using these unparalleled and innovative approaches to delivering quality instruction for students with dyslexia: barriers are removed, reading ability is improved, and the likelihood of lifelong learning success is enhanced.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 019-907	Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ NA – Program will not coordinate with private or community based providers.

Texarkana ISD will coordinate with several community organizations to improve the quality of district services as well as training and support for our families.

The district is currently in a partnership with the **local Head Start organization** through a memorandum of understanding (MOU) which includes building, transportation, and teacher costs. **Students in the Head Start program** will be participating in the **Preschool Early Literacy Inventory (PELI)** alongside the district prekindergarten students. In addition to serving students in Head Start, **teachers from the Head Start** classrooms will be involved in all trainings provided by Texarkana ISD as well as receiving coaching and support from district English language arts/reading staff, campus instructional coaches, and Region 8 Education Service Center staff.

During the 2017-18 school year, as part of a three to five year Literacy Initiative, TISD has **partnered with Sopris West for LETRS (Language Essentials for Teachers of Reading and Spelling)** training to provide all kindergarten through grade three English language arts/reading and Spanish language arts/reading teachers explicit instruction in phonics and phonological awareness thus improving Tier I instruction. Texarkana ISD will be continuing our partnership with Sopris West by offering LETRS training for early childhood teachers.

As a focal point of this grant, teachers will receive their certifications as **Certified Academic Language Therapists (CALT)** in collaboration with **Region 8 Education Service Center** through **Midwestern State University** and the **Esperanza Bilingual Dyslexia Practitioners Training** from **Literacy Education and Academic Development (LEAD, Inc).** These training programs will be **facilitated by Region 8 ESC consultants,** followed by ongoing coaching, feedback, and support as needed for CALT and Esperanza teachers for quality program implementation and continuous growth.

By partnering with these community-based providers, students with dyslexia in Texarkana ISD will be offered **instructional programs geared to their specific instructional needs** independent of their family circumstances. Therefore, these students will have full access to an overall, improved academic educational experience.

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