



2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades 6-12

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
According to 2021 EOC English 1 students have experienced a learning loss of 5 points per our predicted scaled score.	The Secondary Literacy Coach will provide relevant and timely professional development to all secondary teachers regarding the science of reading, and how to support accelerated literacy development in secondary classrooms.
According to middle school STAAR Reading, students have experienced a learning loss of 5 points per our predicted scaled score.	In addition to professional development and teacher support, the Secondary Literacy Coach will be a resource in assisting in the identification of students who would benefit from direct reading intervention and offer those interventionists resources to provide targeted, accelerated instruction <i>specifically in literacy.</i>
2019 SAT scores for Castleberry ISD showed only 11.5% of our testers met the TSI criterion for ERW and Math. That puts us behind the state rate of 22.4%	By embedding literacy development strategies, all teachers across all subjects will be better equipped to provide on the spot intervention to assist students in developing reading skills. Evidence shows that with a high level of content knowledge, when combined with high level of reading skills, <i>testing outcomes will be more positive.</i>

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.

Within the 2021-2022 school year, 65% of first-time testing students will demonstrate approaches, meets or masters level on the STAAR English 1 EOC, which will be an improvement from 59% for 2020-2021.

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

In the first quarter, common assessments will show students on track to achieve the approaches, meets or masters level at a rate of no less than 55%

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

In the second quarter, results of common assessments and/or benchmarks will indicate students are on track to achieve approaches, meets or masters at a rate of no less than 59%

Third-Quarter Benchmark

In the third quarter, results of common assessments and/or benchmarks will indicate students are on track to achieve approaches, meets or masters at a rate of no less than 62%

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.

Our data sources will be a combination of formative and summative assessments, as well as classroom performance.

We predict that by building instructional capacity across all classrooms, payoff will be evident quickly and our benchmark data will follow an upward trend from day one. The Secondary Literacy Coach (SLC) will have a unique position to evaluate data and determine avenues of intervention in all classrooms. By reinforcing the focus on literacy development and pairing the high reading skills with high content knowledge, student success should show an upward trend in benchmark data in all content areas, not just English 1. Therefore, the SLC will be monitoring data from all common assessments and benchmarks, and developing strategies to be implemented school-wide to address any gaps that are directly attributed to literacy.

In the event that data does not follow an upward trend, the SLC will identify specific target groups, and develop plans for wrap-around literacy development support that include all content teachers. The SLC will also be assisting in creating opportunities to educate parents of secondary students on how to support literacy development at home. Often, parents assume that if their child is reading, that's good enough. To achieve college and career readiness, all students are expected to have highly developed reading skills, and families can support that development with home activities. The SLC will lead a team to help with Family Engagement activities specifically related to literacy development in secondary learning.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

9. Statutory/Program Requirements

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

- Check this box if applying for the literacy coaching opportunity**
- Check this box if applying for the regional literacy conferences opportunity**

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

In the 21-22 school year, all Castleberry ISD K-3 administrators and teachers are completing Reading Academy through ESC Region 11. With the addition of a Secondary Literacy Coach (SLC) we will be able to add this individual to this training, with hope that he or she may serve as a cohort leader. By completing this, as well as any other appropriate trainings by TEA or by Region 11 ESC, the SLC will be poised to provide professional development to all secondary teachers and administrators. Literacy is a factor in student achievement in literally all disciplines, so the SLC will be instrumental in helping teachers outside of ELAR to access quality learning experiences to better equip them to contribute to overall literacy development for our secondary students. Supporting teachers in other disciplines will also serve to unite the secondary campuses behind a common goal of improving literacy skills in ALL students.

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9. Statutory/Program Requirements (Cont.)

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

It is planned that the SLC will help to identify students who are demonstrating significant gaps in literacy as evidenced by consistently low scores on common assessments and benchmarks. The SLC will also be identifying student groups that include students with disabilities in the area of reading fluency or comprehension, and students who have chronic absences. Our district is at roughly 83% economically disadvantaged, so many of our students already meet that subpopulation. Data from all benchmarks and common assessments, as well as classroom attendance and grade performance will be collected and disaggregated to reveal students who are most in need of intervention.

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

The Secondary Literacy Coach that we hire will be experienced and equipped to assist the district from day one in identifying strategies in all classrooms that build the reading skills of all students. While elementary campuses often see reading development as a cross-curricular effort, typically secondary classrooms isolate the curriculum. We feel confident that by integrating an awareness of the importance of reading development, and by empowering all teachers with practical ways to help students to improve their reading within the context of any content area, our students will thrive. The Science of Reading is not common knowledge to many secondary teachers, as often their teacher preparation programs simply skip over that. So, by introducing strategies and equipping teachers, the entire campus becomes a reading-focused learning community. The SLC will be able to meet with each departmental weekly PLC to maintain consistent communication and train teachers in small groups on ways to intervene with students that are struggling. Over the last few years, our secondary campus PLC's have become extremely effective and efficient. We predict that the SLC will be a valuable contributor to that continued effort.

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

Castleberry has launched the use of grant funds for the Additional Day School Year (ADSY) to provide additional days of extended learning for our students. Each campus is working tirelessly to provide creative opportunities for learning acceleration for students at all levels. We have also used this opportunity to invite families into new and exciting programs, including workshops on building reading skills at homes. Families are leaving with take-home books, and the response has been terrific. Using innovative and inviting approaches to engage both students and families in ADSY activities will continue next year, and will be enhanced by the formation of a Literacy Task Force for our district. We are poised to provide comprehensive literacy instruction from our PreSchool programs all the way through graduation. By leveraging the contribution of a specialist devoted to Secondary Literacy, we will have a well-rounded team of individuals to strategize ways to address the needs of our students and community. This Literacy Task force will be comprised of Elementary and Secondary Literacy Specialists, Special Education representatives, Dyslexia Specialists, ELAR Curriculum Coordinators, and School Librarians. This collaboration should bring By partnering between school campuses, and bridging the gap between school and home, we will be able to develop a more comprehensive approach to supporting out students in their literacy development.

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9. Statutory/Program Requirements (Cont.)

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

We have a position posted and are currently accepting applications. We have posted the position as a Secondary Literacy Specialist - grant funded position (Position contingent upon grant funding.) Since we have the application open now, we anticipate acquiring an adequate number of qualified candidates from which to hire by the grant start date. The position is posted on our Employment Opportunities page at www.castleberryisd.net/departments/human_resources/job_postings

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

As mentioned previously, our SLC will be completing the Reading Academy through Region 11. It is anticipated that our new SLC will already have experience and expertise in the Science of Reading, and will be equipped to begin assisting teachers from day one. However, to build the toolbox for this team mate, we will seek additional recommended trainings through TEA or Region 11. The SLC may attend on contract days as Professional Learning Days, and the district will also support any virtual training he or she may attend that will further equip the employee to deliver the best support possible.

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

One very visible way we will see student literacy in action is to see evidence everywhere of text. Word walls, a busy library at both the Middle School and High School (ours is called the "Cube" and it is probably the favorite hangout for the kids) Ideally, all classrooms will have fresh new books in their classroom library, with content appropriate for that discipline. Book clubs, "caught reading" campaigns, and possibly campus-wide common reads will be the norm. Creating this literary rich environment, equipping all teachers to understand and address the science of reading, and empowering families to support their child's literacy development at all levels will bring the desired outcome of students who are ready to succeed in their next academic challenge. Ideally, every student who graduates from Castleberry ISD will be College and/or Career Ready, as evidenced by demonstrating academic readiness on either the TSI or another standard instrument. Career Readiness indicators may be measured differently, but pairing high content knowledge (within their program of study) with high reading skills will prepare students for whatever lies ahead.

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9. Statutory/Program Requirements

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

While Castleberry ISD does not sit in a Qualified Opportunity Zone, we are in close proximity to two QOZ's. None of our students reside within the boundaries of a QOZ, however, our district has several students who frequently hop between two or three surrounding districts. These interruptions in their learning pattern, as well as the fact that when they leave us, they are often moving to reside within one of the neighboring QOZ's typically halt their learning progress. Therefore, one group that we will immediately begin monitoring are students who have move into the district in the last two years, and any student who has moved out of and then returned to the district more than twice over their school career.
Further, we will capture data from previous school years to cull students who are most at-risk, including students identified at-risk in more than one qualifying factor. Students who have been placed in DAEP in the last school year will automatically be included in our monitoring group. Our ELL participants and students identified with disabilities specifically in the area of Reading Comprehension and Reading Fluency will also be included.
Our entire district is served under Title 1. Such a large percentage of our students are eligible for free or reduced

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

Castleberry ISD has successfully leveraged grant funds for several projects. We have demonstrated both the professional capacity and stability to use funds correctly and effectively. Data tracking is a part of our continuous improvement model, and the goals for this grant application are aligned with district and campus improvement plans. Therefore, the data will be collected anyway, this will just be a particular area where we will dig a bit deeper. Our team works together to gather all pieces of information available when making programming decisions. Our financial departments also assists by diligently tracking expenditures and comparing them to the original grant application, to ensure funds are being used only for the specified purpose. Our Associate Superintendent, Renee Smith-Faulkner, will be the primary contact for the grant, and she will work closely with DeAnn Page, our Financial officer, and other members of our TLI staff (including the Secondary Literacy Coach) as needed for grant activities.

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

N/A

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9. Statutory/Program Requirements

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

N/A

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

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"/>

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11. Request for Grant Funds

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

Payroll Costs

1.	Secondary Literacy Coach salary	80000
2.	Secondary Literacy Coach benefits	10,400
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional Development fees	9000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Training and materials (books, etc.) for teachers the SLC is supporting	4600
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	

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