



# 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](mailto:competitivegrants@tea.texas.gov)

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

**Grant period:** From **09/24/2021** to **09/30/2022** **Pre-award costs:** **ARE/ARE NOT** permitted for this grant

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

## Amendment Number

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

## 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  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):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Digitally signed by Kish Russell  
Date: 2021.06.24 06:53:14 -05'00' 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
2019 TAPR reports 10% scored at the Meets Grade Level for Reading/Language Arts STAAR for all grade levels. NEED: To increase the number of students by 25% who are reading on grade level by May 2022.	Ki Charter-San Marcos and Liberty Hill locations will build the district's capacity to support teachers with access to high-quality instructional materials to improve their literacy instructional practice with a Literacy Coach to provide mentoring, coaching, lesson modeling, and to increase the overall effectiveness of the literacy instructional core.
2019 TAPR reports 25% teacher turnover rate. NEED: To increase the district's capacity to support 100% of new teachers each year with targeted skills in literacy content areas.	Ki Charter will recruit and hire a Literacy Coach to provide and deliver customized professional development during Professional Learning Communities and teacher inservice days that aligns to the schools' culture and addresses the unique needs of at-risk, economically disadvantaged, and special needs students.
2019 TAPR reports 10% scored at the Meets Grade Level for Reading/Language Arts STAAR for all grade levels. NEED: To increase the number of students by 25% who are reading on grade level by May 2022.	Ki Charter-San Marcos is located in a Qualified Opportunity Zone ( PRIORITY: 5 Pts) and will recruit and hire a Literacy Coach to coach and mentor teachers with strategies to identify students in need of literacy interventions or other support services. The 6-12th grade focus will support students to increase their reading level to prepare students for success when transitioning to college-level courses.

**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.

Strong literacy skills serve as a foundation of learning from early elementary grades through postsecondary education. However, in the United States, only 38% of students in the last year of secondary education are proficient readers and 25% are proficient writers, whereas 28% display low reading skills (National Assessment of Educational Progress, 2015a). SMART Goal: By Sept. 2022, Ki will increase the number of students reading at Meets Grade Level from 10% by 25% or an increase of 10 points each grading period on the SRI by recruiting and hiring a Literacy Coach to provide high-quality instructional materials to support teachers in grades 6-12 using a knowledge-building approach to learning. The goal is to support students with the literacy skills needed to succeed when they transition to post-secondary education or a vocational program that aligns with their career pathway.

**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**

- 9/1/21 to 12/31/21. Recruit and hire a Literacy Coach position for grades 6-12 before 9/24/2021.
2. Develop a compensation model that will enhance the district's recruitment and retention of hard-to-staff locations
3. Provide onboarding sessions for the Literacy Coach to develop knowledge about the culture and context of the Ki Charter Academy campuses for success working with economically disadvantaged, students with disabilities, English Learners, and highly mobile/at-risk students.
4. Schedule Reading Academy (RA) training for the LC or select an LC who has completed TEA's Reading Academy training to be able to serve as an RA cohort leader.

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

1/1/2022 to 4/30/2022- The LC will: 1. Provide monthly high-quality professional development sessions to teachers, principals, other school leaders, and specialized instructional support personnel.

2. Identify students in grades 6-12 through Rtl who are in need of literacy interventions or other support services.

3. Model and demonstrate for teachers how to integrate comprehensive literacy instruction into well-rounded education for students in need of literacy support and provide literacy interventions during the regular school day.

4. Track and monitor students' literacy progress, communicate results monthly to district leadership, and develop a plan with strategies to target students' unique literacy needs.

5. Provide intensive, supplemental, and accelerated interventions and support for identified students in need. A schedule with literacy interventions will be created and differentiated for each students' need.

**Third-Quarter Benchmark**

5/1/2022-9/30/2022 Ki Charter and the Literacy Coach will:

1. Collect and document performance of literacy interventions with data reports, assessments, and screening instruments: Reading180, Reading Plus, MAP, Scholastic Reading Inventory (SRI). Evidence of success will include students who show an increase of 10 points each six week grading period on the SRI and an increase of 3 points each quarter on the MAP Reading assessments.
2. Evaluate the effectiveness of the literacy interventions and determine a plan for continued support.
3. Collect data and evaluate the number of hours and teachers served by the Literacy Coach.
4. Provide training for principals and other district leadership to support, develop, administer, and evaluate high quality grade 6-12 literacy initiatives.

**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.

Ki Charter Academy is the premier educational provider for students who reside in residential facilities (RFs) and juvenile detention centers (JDCs). With small class sizes and engaging curriculum, the focus of our work is to reduce learning gaps, help students learn behavioral management strategies, and improve their communication skills. Through vocational programming, career and technical education (CTE) courses, and a fully integrated STEM (science, technology, engineering, and math) curriculum, we are accomplishing this goal. An individualized plan for each student is developed upon entry and enrollment into the school's program. A designated staff member is assigned to track and monitor each students' progress towards meeting their academic and behavioral goals.

Ki Charter Academy will collect data and report on the following TEA mandatory performance measures:

1. Number of teachers effectively trained by literacy coaches to include the areas of support that were provided to teachers. Documentation will include types of support in implementation, videos, artifacts, survey, and assessment data.
2. Percent increase in participating teacher's efficacy, as measured by educators implementing effective practices.
3. Percent increase in student outcomes of the teachers receiving support by literacy coaches.

In addition, performance and evaluation data and analysis will also include the following:

1. Pre- and post-assessments on SRI and MAP assessments with a monthly review of data for each specific student
2. Review of progress towards meeting outcomes as listed in each students' Response to Intervention (Rtl) plan
3. Number/percentage of students served who reside in the Qualified Opportunity Zone (PRIORITY: 5 pts)

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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)

Ki Charter Academy will identify and implement high-quality professional development opportunities for all teachers, principals, other school leaders, specialized instructional personnel and other instructional leaders served by the school. Sta will be surveyed to identify the professional development topics and needs that align with literacy data from the needs assessment. The LC with the campus leadership team will review survey results and create a PD calendar with specific dates and PD opportunities to achieve literacy goals. All PD will have scientifically-based research to support the effectiveness of the literacy content and approach for Ki's student population. Examples: TEA Reading Academy; Initial Assessment Training; Read 180, Reading Plus, Scholastic Reading Inventory, MAP; Scientifically-Based Reading Research and Instruction, and Program Specific-Training, Intervention Strategies; and ESC 13: Teacher Leadership (Data Driven Instruction and Lesson Planning and Formative Assessment); and Instructional Coaching Conference; training to teach core reading and intervention programs and how to use supplemental materials; training on the administration of assessments and use of assessment data to inform instruction; and follow-up sessions and ongoing support for classroom implementation.

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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)

Ki will use the following criteria to identify students in need of interventions or support: 1) Little or no growth on Star Reading/SRI at each grading period, 2) failed to meet passing standard in Reading/Language Arts at the end of the grading period, and 3) MAP Reading results did not meet growth indicators at MOY and EOY. Research recognizes and supports the need to address the issue of adolescent literacy and to assist our students in reading at grade level so that they may be productive both in their academic lives and in the adult world. (Reading Next, 2005) (National Governor's Association, 2005) Intervention #1 will meet the needs of students with the most extreme deficits in many areas of reading, including phonics, fluency, vocabulary and comprehension (students functioning as beginning readers, reading four or more years below their current grade level). Intervention #2 is designed for students that are reading for skill consolidation (students reading three to four levels below their current grade level) with specific needs related to fluency, vocabulary and comprehension development. Intervention #3 will assist students in vocabulary and reading comprehension development and to apply reading skills in learning new information. These students read approximately one to two levels below their current grade level. The Developmental Reading component will meet the continuing reading needs of students at or above grade level.

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

A district needs assessment was conducted to identify the need for implementing a comprehensive literacy instruction approach. During Ki's leadership team review of student data, the need to strengthen literacy instruction and intervention support for students was realized to address learning loss due to COVID school closures. The Comprehensive Literacy Instruction approach will combine explicit instruction, guided and collaborative practice, and independent reading and writing to build the foundation for strategic reading, writing, and analytical thinking to extend to post-secondary and CTE programs. The goal of this approach is to develop students who can read, write, listen, speak, and think critically for a variety of purposes with increasing complexity across multiple genres and content areas. This approach will work to balance with well-rounded learning opportunities with: 1) Interconnected listening, speaking, reading, writing, and thinking; 2) Direct and indirect instruction; 3) Skills emphasis and meaning emphasis; and 4) A variety of reading and writing genres related to students' interest outside of the classroom. Well-rounded education opportunities will be integrated during the writing workshop component. Students will actively engage with meaningful writing experiences to connect learning with practical applications for college and career opportunities. Afterschool enrichment and interventions will further extend and enrich literacy development.

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)

This program will focus on grades 6-12. Ki Charter Academy will establish a Texas Literacy Initiative Literacy Line. The Literacy Line will facilitate the transition and progression of enhanced literacy instruction from first to 12th grade. This feeder pattern will ensure students receive the foundational literacy instruction to sustain students' growth and continued success to achieve reading on grade level or beyond each year. Starting in first grade, Ki leadership and support staff will work with parents to develop a literacy and behavior plan based on the unique needs of each student's IEP and special education designation. The Literacy Coach will incorporate strategies from student plans to include in Ki's Literacy Instruction Plan (LIP) to serve as a roadmap across the Literacy Line. After-school programs will extend and enrich literacy instruction with targeted interventions. The Literacy Coach (LC) will track and monitor students' progress and will coordinate additional support services whenever needed. Each after-school provider will report and document students' progress in the instruction and behavior plan. The LC and support personnel will meet monthly to review students' performance as they progress across the Literacy Line. Comprehensive literacy instruction activities and strategies will work to provide significant growth in children's language and pre-literacy, intellectual, and social development in the early years, and effective literacy teaching practices and opportunities for students in their school-age years. The cumulative effect of quality programs is future academic and career success.

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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)

Ki will recruit/hire a Literacy Coach before 9/24/21: 1. Candidates will submit an online application: resume, references from someone who observed teaching & coaching, and a sample literacy lesson plan. Committee members will be selected to conduct interviews. 2. Prior to arriving to the interview, candidates will read a professional article and come prepared to discuss it; and will write an essay responding to a question relevant to their role as an LC. 3. At the time of arrival, candidates will analyze a children's book and draft a lesson including: a). Key ideas a reader should include in retelling; b). Misconceptions or difficulties students might have with text c). Ways to actively construct meaning from the text. 4. During the interview: Candidates will respond to questions, read and discuss a children's text, analyze and discuss a video of classroom practice, and discuss a professional article that has been read in advance. After reviewing the candidates' materials, actions, and responses, each candidate will be scored on a scale of 1 (low) to 3 (high): (a) pedagogical content knowledge, (b) habits of effort-based reflective practice, and (c) collaborative interpersonal skills. Qualified candidates must meet all

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)

Ki Charter Academy will utilize a job-embedded learning approach, "one of the most promising new approaches to professional growth in education" (Wood & McQuarrie, 1999), that works to differentiate instruction for teachers in need of professional development (PD). A uniform framework, known as the Intentional Teaching Model, will be used to guide the LC throughout the program's implementation. The goals of job-embedded PD combined with reflective coaching include: 1) increasing student achievement; 2) refining existing instructional strategies; 3) introducing new instructional strategies; and 4) incorporating training time to learn new instructional strategies. To address each teachers' needs, specific data regarding the teacher's practices will be collected from the following job-embedded activities: 1) In class—PD in the classroom may include: modeling, team teaching, or observation (for monitoring purposes). 2) Planning periods—Job-embedded PD and reflective coaching will include time for planning and discussion with regularly scheduled meeting times during the teachers' planning periods. 3) Common Planning Periods with an analysis of student work to brainstorm innovative instructional strategies and engage in reflective inquiry or action research with team members. 4) Restructured days to integrate new information into a

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)

Ki Charter Academy will develop a data-based literacy action plan as referenced previously called the Literacy Instruction Plan (LIP). The plan will establish outcomes for student progress with specific metrics and timelines. The Scholastic Reading Inventory (SRI) will be used to measure reading comprehension and match students to text according to their reading level and ability. Results from SRI are reported as scale scores (Lexile(R) measures) and have been proven to be an effective assessment to: identify struggling readers, plan for instruction, gauge the effectiveness of curriculum, demonstrate accountability, set growth goals, and forecast state test outcomes. Evidence of increasing student literacy will be tracked and reported using the reports generated from assessing students' literacy learning and performance each quarter. The Literacy Coach will analyze the data, work with teachers, recommend modifications to instruction, and model research-based strategies for continued progress to increase student literacy in grades 6-12. These actions will support Ki to achieve the stated SMART Goal: By Sept. 2022, Ki Charter Academy will increase the number of students reading at Meets Grade Level or similar indicator from 10% to 25% by recruiting and hiring a Literacy Coach to provide high-quality instructional materials to support teachers in grades 6-12 using a knowledge-building approach to learning.

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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)

The plan for this program will ensure that all students will receive access to high-quality literacy instruction to progress to reading on grade level. Teachers in grades 6-12 will benefit from one-on-one literacy coaching and mentoring support to ensure students graduate with reading skills necessary for success in college or career. Qualified Opportunity Zones (QOZ) (PRIORITY: 5 pts): Ki Charter Academy-San Marcos is located in a QOZ. The students served at this location will benefit from the support of an enhanced literacy program designed to strengthen and retain teachers within a hard-to-staff area. Ki's student demographics represent students from:  
1). Low-income, children living in poverty (98.4% Economically Disadvantaged)  
2). High-need students (88% student mobility rate, 97.8% At-Risk)  
3). English Language Learners (1.1%)  
4). Children with disabilities (63% students identified for Special Education services, 41% students identified with a Physical Disability)

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)

Ki Charter Academy has the organizational capacity to ensure effective grant management from start to finish. Mr. Paul Camden will provide leadership and management over this program. He has a Master's degree in literature and received Principal certification through the Educational Leadership Program at Texas State University (TSU). Since 2005, he has taught at San Marcos Treatment Center, as well as writing at TSU and ELA at both the high school and junior high levels. Mr. Camden has proven success working with struggling learners, especially those with severe behavior challenges. In addition, he has experience working with grant funded programs (Title I, Special Education-IDEA-B, and Mentor Teacher Allotment), that require data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. Additional support for the success of this program will include the Ki's Superintendent, Business Manager, and two campus Principals who will serve as members of the leadership team to monitor the program's success. Ki has a robust data collection and management system (Eduphoria) that is compliant with FERPA and will generate reports for data review and analysis.

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"/>
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**11. Request for Grant Funds**

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

**Payroll Costs**

1.	Literacy Coach-Grades 6-12 (includes cost for benefits)	\$74,000
2.	Retention stipend for strategic compensation	\$5,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Professional development service provider	\$10,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Professional development supplies: laptop, presentation supplies	\$5,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Professional development registration costs	\$5,000
16.	Professional development travel costs, hotel, per-diem	\$5,000
17.		

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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