2021-2022 Texas Reading Initiative - Literacy Coaching and Professional Development Grades K-5

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: 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: School Innovation Academy

Campus name: | CDN: | Vendor ID: | ESC: 2 | DUNS:

Address: 510 Morningview Drive | City: San Antonio | ZIP: 78220 | Phone:

Primary Contact: Megan Correia | Email: megan@schoolcollaborative.org | Phone: 860-857-1887

Secondary Contact: Douglas Dawson | Email: doug.dawson@schoolinnovationcollabor | Phone: 979-203-0616

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: Douglas Dawson | Title: Executive Director | Email: doug.dawson@schoolinnovatia

Phone: 979-203-0616 | Signature: *Day Don* | Date: 6/28/2021

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
Brooks County ISD had low percentages of students who achieved a Meets or Masters grade level standards on reading STAAR - 46% in Reading. Benavides ISD -	Develop a daily intervention block that supports the individual needs of each student to fill current learning gaps. The campus is also looking to engage in supportive coaching for administrators to ensure walkthroughs and coaching sessions effectively address the areas of teacher struggles in student achievement.
Current students attend a "C" or "D" rated campus.	Increase the effectiveness of observation and feedback cycles by providing additional observation and coaching support through curriculum experts. Adapt the delivery of content to ensure accountability for all students during lessons.
40% of teachers have been identified as "low skill"	Professional development regarding curriculum and meeting the unique needs of students. Training and coaching support for administrators to increase effectiveness in walkthroughs and coaching/feedback cycles.

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.

By the end of the grant term (June 2022), the district will successfully gain support in observations and coaching effectiveness to increase student achievement to achieve an "A" or "B" rating.

The purpose of this work and the goal is to increase the number of students in A and B rated schools by 50%. This grant will enable us to fund additional capacity required to effectively implement instructional fidelity of curricculum and effective walkthrough, coaching, and feedback cycles that lead to student achievement. This campus will prioritize and guarentee enrollment for students who attend or would attend a federally designated comprehensive or targeted campus.

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

- Develop and implement intervention structures within the school day
- Develop and maintain data analysis systems during PLCs to ensure ongoing response to student need.
- Train all new teachers on the curriculum
- Engage in at least bi-weekly walk throughs of all classrooms with weekly debrief/coaching sessions with ELAR teachers
- Determine areas of need across the campus for additional PD and support following onsite walkthrough visits
- Bi-weekly leadership training/support calls with provider

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Engage in meaningful curriculum PD determined based on campus need
- Leadership training/support calls with professional development provider
- Onsite walkthrough visits with provider
- Engage in at least weekly walk throughs with weekly debrief/coaching sessions with ELAR teachers
- Bi-Weeky leadership training/support calls with provider
- Analyze intervention and MOY data to reassess intervention plan

Third-Quarter Benchmark

- Onsite walkthrough visits with provider
- Engage in at least weekly walk throughs with weekly debrief/coaching sessions with ELAR teachers
- Bi-Weeky leadership training/support calls with curriculum provider
- Analyze intervention and reassess intervention plan

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The summative SMART goal and benchmarks will be continuously monitored by the School Innovation Collaborative staff (SIC) or other authorized partner, school leaders, district staff and the board. School leaders will have access to comprehensive data dashboards that enable the use of real-time data to inform campus decision making. Dashboards will incorporate information from all schools, collaborating institutions of higher education and certification partners and provide clear and up-to-date data on each student's progress throughout their experience to ensure they are on track to reach EOY targets. School leadership will have the autonomy, with support from SIC, district staff, and the hired literacy support provider, to adjust school and classroom strategies as we work towards our goals. In addition to these school based supports, SIC staff will assume a project manager role to ensure that our benchmarks remain on track and that school leaders and teachers are well supported throughout the process. Our campuses will reflect these and other goals in the performance contract giving operational authority to the SIC. Failure to meet the agreed upon goals in the agreed upon time-frame may lead to probation or revocation of the operating contract.
The authorized partner will continuously use evaluation data to ensure that the program can be effectively modified for sustainability.
As the authorizer, the board of trustees will conduct an annual review of the charter and will formally determine renewal or revocation decisions every 3 years. The district will make decisions based on a school action planning process in context of the state accountability system and a school performance framework. We will enhance this competency through participation in the Texas Authorizer Leadership Academy (TALA).

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| RFA/SAS # | 701-21-123 | 2021-2022 Texas Reading Initiative– Literacy Coaching and PD Grades K-5 | Page 3 of 10 |

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 or are currently completing the required HB 3 Reading Academies.

☒ 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)

The district, in collaboration with School Innovation Collaborative (SIC), and the provider of high-quality professional development, will conduct an updated annual needs analysis and create a school implementation plan aligned to the goals of the campus and partnership at the beginning of the school year. Discussions of these needs will be continued from the previous school year.

To carry out its school support and implementation activities, each of the participating districts will partner with School Innovation Collaborative (SIC) to design and launch a supportive implementation partnership with a literacy provider of high quality professional development to ensure that teachers, principals, and other instructional support (including instructional coaches, and special education support) receive comprehensive support to ensure instructional fidelity of the high quality curriculum. The focus of thes professional development will empower educators with the tools to adapt to their students' individual needs strategically, flexibly, and quickly. This will provide greater access to expertise and resources that will allow the campus to accelerate student academic achievement and help serve students effectively. The levels of support for implementation will include professional development sessions for teachers, as well as walkthrough, coaching and feedback support for administrators to ensure they have the training and support for ongoing coaching of teachers.

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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)

Campus administrators, School Innovation Collaborative staff, and the high quality professional development provider will review data from the previous school year to determine the overarching areas of need for the campuses. Teachers, with the support of admnistrators, SIC, and the PD provider, will engage in classroom data analysis to identify struggling students. All students who are below grade level on BOY, MOY, and EOY testing will automatically receive additional support through literacy interventions with an identified reading interventionist. These interventions may be in the form of additional scaffolding and support during lessons, small group instruction, or targeted one-on-one intervention, determined by the data and teacher observations of student needs. Teachers may also share information about a student to ensure they receive the direct support they need to reach grade level achievement. Individuals will also engage in classroom observations to determine if additional supports are required for student success. A high quality professional development provider will provide support in each of these areas, including, how to support struggling students, how to improve classroom effectiveness, and how to support struggling teachers in meeting student achievement.

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

The designed literacy implementation support is focused on ensuring effective instructional fidelity of a high quality curriculum that incorporates foundational literacy skills, fluency, and comprehension in science and social studies context to build background knowledge and teach literacy skills within context. The plan sets to improve evidence-based literacy instruction at the campus by ensuring consistent coaching and feedback support for teachers, improving literacy instructional practices, and integrating literacy services into a well-rounded education experience. The provider will set to ensure that teachers are properly preparing for delivery of instruction, executed instructional fidelity of the curiuculum, and supporting teachers and administrators develop systems and structures to stupport struggling students.

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)

During the grant period, the campus will also be implementing foundational literacy in the early childhood education by providing teachers with training around the science of teaching reading, utilizing curriculums aligned with the science of teaching reading, as well as assess and monitor student foundational reading skills. The school will also develop and host parent information sessions to bridge the learning in the classrooms to learning at home. To support both early childhood students and their families, programs will be purchased (Ready Rosie) to continue the development of literacy skills at home.

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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)

During the 2020-2021 school year, our network rolled out a new literacy program aligned to the Science of Teaching Reading. By rolling out during this school year, the campus was able to receive extensive support in the knowledge and reasoning behind the curriculum. Implementation support was limited to training around the curriculum, rather than ensuring effective implementation to meet the needs of students. As we move into year 1 of implementation, our support from the provider would focus on meeting the needs of students and ensuring instructional fidelity of high quality literacy practices. The support provided will ensure teachers are properly preparing for delivery of instruction, executing instructional fidelity of the curriculum, and supporting teachers and administrators develop systems and structures to stupport struggling students. The district plans to continue this partnership in the 2021-22 school year. They meet the requirements of Texas State Board Educators Certification and requirements of the subgrant.

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)

Campus administrators, SIC staff, and the professional development provider will work together to identify what areas of information the professional development provider needs. This will be in the form of engaging conversations with each of the stakeholders involved in the initative. The embedded professional development may be in the form of understanding district expectations, operations, and intended outcomes.

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)

District data assessment processes will be used to demonstrate outcomes for increasing student literacy. Data will be gathered from BOY, MOY, and EOY NWEA MAP, unit assessments, campus benchmarks, intervention programs and state STAAR scores. Outcomes will consider to be met if the percent of students that are meeting or mastering grade level reading on the STAAR increases. Another measure used to determine if the campus is increasing student literacy will be the on or above grade level of students on EOY NWEA MAP.

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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)

Brooks County ISD, one of the participating districts, lies within a Qualified Opportunity Zone. The population that attends the campus includes students of low-income, children living in poverty, Language Learners, and students with disabilities. The grant would provide funding to better support students in an Opportunity Zone, to increase student achievement in the area of literacy. The district serves a student population that is 84.3% economically disadvantaged. The district's English Language learners make up 2.3% of the student population. Lastly, Brooks County ISD serves a student population where 12.3% of their students have been identified as requiring special education services. This campus will be prioritized during the implementation plan.

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)

The district has, and will continue to, establish milestones, identify evaluation methods, set associated indicators of accomplishments, and engage in data collection and analysis processes. The milestones and = indicators will be tied directly to the School Improvement Plan. By monitoring these milestones and indicators, the district will also be able to monitor the implementation plan. Furthermore, as part of the services and support that are offered by the high quality professional development provider, data collection and analysis will support the goals and pre-defined outcomes of the partnership from the external 3rd party.
The superintendent will oversee the grant management, with support from the School Innovation Collaborative (SIC). The Dean of Network Academics has supported the campuses with literacy implementation over the last year. Using data gathered over the last year, the areas of teacher implementation struggle, and student learning gaps will be identified to ensure the professional development aligns with campus needs.

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)

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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)

[ ]

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)

[ ]

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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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.	Payroll	26,400
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Initial Teacher Training Sessions	6,400
7.	On-Site Training and Coaching	43,200
8.	Bi-Weeky Remote Training Sessions (Teacher or Administrators)	21,600
9.	Mid Year Teacher Training	6,400
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

TOTAL GRANT AWARD REQUESTED: [ ]

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CDN [   ] Vendor ID [   ]   Amendment # [ ]

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
Required Attachments ▼	
▼	
▼	
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