



2023-2024 Texas Reading Initiative - Literacy Coaching and Professional Development 6-12

Competitive Grant Application: Due 11:59 p.m. CT, June 2, 2023

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From 10/2/2023 to 09/30/2024

Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization Point Isabel Independent School District

Campus name Port Isabel Junior H CDN 031909 Vendor ID 74-6001922 ESC 1 UEI WL2KEQAJDHJ9

Address 101 Port Road City Port Isabel ZIP 78578 Phone 956-943-0000

Primary Contact Theresa Capistran Email talarcon@pi-isd.net Phone 956-943-0000

Secondary Contact Anna Arredondo Email anna.arredondo@pi-isd.net Phone 956-943-0015

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 | ☒ Debarment and Suspension Certification |
| ☒ General Provisions and Assurances | ☒ Lobbying Certification |
| ☒ Application-Specific Provisions and Assurances | ☒ ESSA Provisions and Assurances requirements |

Authorized Official Name Theresa Capistran Title Superintendent Email talarcon@pi-isd.net

Phone 956-943-0000 Signature *Theresa D. Capistran* Date 6/1/2023

Grant Writer Name Kirstie Ramirez Signature *Kirstie Ramirez* Date 5/31/2023

☐ 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** 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
Santa Maria ISD and Point Isabel ISD campuses are classified as rural; and Point Isabel ISD has campuses in an Opportunity Zone (6pts). The locations of these districts cause them to be hard-to-staff areas and increase turnover (Districts' avg: 17.3% vs State: 17.7%)	Point Isabel ISD and Santa Maria ISD will create an SSA that will focus on recruiting and retaining a highly qualified Literacy Coach. They will strategically use these grant funds to support newly hired teachers who fill much needed vacancies by hiring the Instructional Literacy Coach who will provide teachers continuous, on-going support in these hard-to-staff locations.
SSA's average Economically Disadvantaged (ED) is 92.98%, average Emergent Bilingual (EB) is 36.18%, average Special Education is 59.17%. These are higher than the state's respective averages 60.7%, 21.7%, 43%	The SSA will target students classified at-risk: EB, ED, at-risk, special populations, & students with disabilities (6pt). Students will receive targeted interventions and accelerated support. Teachers will be provided OER/HQIM products to support all learners, align evidenced-based practices and improve academic achievement.
On average, only 38.5% of the districts' special education students met the approaches level EOC STAAR level. This is much lower than the state's average of 75% (Source: 2021-2022 Texas Academic Performance Report (TAPR)).	The SSA's plan for the Literacy Coach to 1) Train teachers and administrators at both districts, on the implementation, development, administration, and support of Amplify (TEA OER)(5pts). 2) Provide PD sessions to teachers/administrators in both districts. 3) Coordinate literacy instruction with early childhood programs. 4) Early intervention for EB, ED, and students with disabilities.

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.

SPECIFIC: 1) Employ one Literacy Coach to provide training sessions and professional development. 2) Target K-5 students, specifically at-risk groups: EB, ED, students with disabilities, and/or those who come from families who fall 200% below the poverty line (3pts). 3) Increase academic growth in Reading Language Arts (RLA) for targeted students by 25%. **MEASURABLE:** Outcomes will be measured using: Writing Rubrics, STAAR scores, benchmarks/ report cards, progress reports, PD sign-in sheets, and PEIMS data tracking demographics of students served. **ACHIEVEABLE:** Use the strategic recruitment/retention plan for a qualified literacy coach. **RELEVANT:** The proposed strategies are relevant as the students in the districts performed lower in the Reading STAAR tests. **TIMELY:** Services will be on-going from the start of the grant period until September 30, 2024, the grant's end date.

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

Benchmarks for the first quarter of the program include:

I. Hire literacy coach for the grant program; II. Create and utilize a rubric to access student baseline data in RLA subjects. III. Create/implement a strategic model that enhances the recruitment/retention of a literacy coach; IV. Both districts will create a schedule of PD trainings that will occur during the funding period; V. Conduct an initial meeting at each district, between the teachers, administrators, and the literacy coach to discuss program and purpose; and VI. Complete the pre-coaching survey administered by TEA; and VII. Identify students who are EB, ED, and/or special education to ensure they receive additional support and intervention.

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

Benchmarks for the second quarter of the program include:

I. Coordinate two (2) sessions between the literacy coach and teachers to discuss proposed strategies and purchase needed TEA OER products at both districts. II. Have 50% of teachers state they feel more equipped to instruct evidence-based initiatives in RLA; III. Provide at least one embedded professional development training for both districts' teachers, principals, and/or other school leaders. IV. Coordinate comprehensive literacy instruction with early childhood education programs and activities; V. Coordinate comprehensive literacy instruction with after-school programs and activities in each district; and VI. Have 25% of the targeted students demonstrate academic growth in RLA (mCLASS software, benchmarks, or report cards).

Third-Quarter Benchmark

Benchmarks for the third quarter of the program include:

I. Coordinate two (2) additional sessions between the literacy coach and educators to discuss the effectiveness of strategies and the OER products that were implemented at both districts; II. Provided at least one (1) additional embedded professional development training to teachers, principals, and/or other school leaders at both districts; III. Have 90% of teachers state they feel more equipped to instruct evidence-based initiatives in RLA; IV. Ensure a total of 30 educators receive support from the literacy coach; V. Complete the post-coaching survey administered by TEA; VI. Ensure 40% of targeted students partake in after-school activities that incorporate comprehensive literacy instruction; and VII. Have 40% of the students demonstrate academic growth in RLA (mCLASS software, benchmarks, or report cards).

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.

PIISD successfully implemented the following TEA grants: Texas COVID Learning Acceleration Supports (TCLAS) and Strong Foundations Math & Literacy Frameworks Cycle 1 and will serve as the fiscal agent. The district has demonstrated its diligence to conduct effective grant management through frequent data collection and reporting that is consistent with TEA guidance. This frequent data collection will be consistent in the TRI program. PIISD plans on collecting data every month to determine if progress is being made toward meeting the SMART goal and quarterly benchmarks listed above. Data collected includes: Increase in participating teacher's efficacy, as measured by educators implementing effective practices; Demographic of students served; Number of educators effectively trained by the literacy coach; Specific areas of support the literacy coach is assisting educators with (support in implementation, videos, artifacts, etc.); Status on the comprehensive recruitment/retention plan; and Improvement in performance of students who were instructed by educators who received literacy coach support. IF BENCHMARKS DO NOT SHOW PROGRESS: Campus/district administrators will meet to identify what can be done to improve outcomes. The data mentioned above will be analyzed to identify if any gaps exist in the program. Based on gap(s) identified, modifications will be made, which could include but aren't limited to increasing dedicated meeting time for the literacy coach, increasing number of PD trainings offered, purchasing additional HQIM, and increasing embedded literacy coach sessions. By making modifications when needed, the districts will ensure progress at the campuses, grant compliance, and achievement of services and performance targets. This done proficiently will enable the districts to be eligible to receive the noncompetitive continuation grant funds. HOW PROGRAM WILL BE MODIFIED FOR SUSTAINABILITY: If it is determined that the program is not progressing sufficiently, the literacy coach will discuss modifications needed and adjustments will be made accordingly. If the districts require guidance on addressing a certain issue, they will reach out to TEA and/or other districts implementing similar programs to ensure their insufficiency can be addressed properly. If modifications must be made, the districts will notify parents, community, and board members of the modification to the program.

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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 to adhere to all the Statutory and TEA Program requirements as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12 Program Guidelines*.
- ☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12 Program Guidelines*, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program..
- ☒ 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements .
- ☒ 6. The applicant assures they will comply with the Program-Specific Assurances as applicable found on p. 7 of the *2023-2024 Texas Reading Initiative: Literacy Coaching and Professional Development 6-12 Program Guidelines*.

9. Statutory/Program Requirements

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

☒ **Check this box if applying for the literacy coaching opportunity (Questions 9.1-9.5)**

☐ **Check this box if applying for the regional literacy conferences opportunity (Questions 9.6-9.8)**

1. (Literacy Coaching Opportunity) Provide proof or a plan on recruiting and hiring a literacy coach. This must be a new position for the grant award

PROOF OR A PLAN ON RECRUITING AND HIRING A LITERACY COACH: To ensure the districts can support TEA's goal of developing a pipeline of literacy coaches, the districts will take the necessary measures to hire a literacy coach, prior to the October 1, 2023, requirement. As part of these measures, Point Isabel ISD created a literacy coach job description, proposed salary schedule, tentative board agenda item, and proposed interview dates, prior to the October 1, 2023, TEA requirement. This individual will be providing targeted intervention and support to at least 30 teachers annually, as well as students who are classified as Emergent Bilingual (EB), Economically Disadvantaged (ED), special education, at-risk, and/or highly mobile.

NOTE: The district is committed to hire an individual who is has completed the required HB 3 Reading Academies and has completed RBIS Training. If the individual needs one or the other, the district will implement a deadline to complete the required HB 3 Reading Academies and RBIS Training. The literacy coach position will have minimum of a bachelor's degree, preferred master's degree, along with several years of teaching experience. When selecting the Instructional Literacy Coach, the district looked for individuals who were: 1) Comfortable speaking in front of large groups and classrooms of students; 2) Excellent teachers with teaching experience at the particular level they're coaching; 3) Knowledgeable about reading processes, assessment, and instruction; 4) Masters of their craft, comfortable modeling lessons and teaching techniques in front of other educators; and 5) Experienced in coaching educators and assisting in coordinating professional development.

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9. Statutory/Program Requirements (Cont.)

2. Literacy Coaching Opportunity) Identify the tier 1 curriculum used for 6-12 RLA in participating schools. Please provide information on whether this is an OER product, or another HQIM product. If it is another HQIM product, please identify how it aligns with the RLA Research-based Instructional Strategies (RBIS).

Point Isabel ISD implements the Tier 1 State-Adopted RLA Instructional Curriculum for all 6-12 campuses. In addition, in order to bring rigorous instruction to all their 6-12 students, the district implements supplemental resources in their RLA courses. The 6th-8th RLA uses SAVVAS (HQIM) as a supplemental curriculum and the 9th-10th uses HMH Into Literature English I and II (HQIM). Point Isabel ISD also utilizes Rosetta Stone at the junior high and high school for the Emergent Bilingual (EB) and English as a Second Language (ESL) students. Point Isabel ISD also incorporated the TEKS Resources System, an on-line curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS Resource System uses current research-based practices to provide a foundation of aligned curriculum for the four core content areas in grades K-12.

Santa Maria ISD implements the Tier I State-Adopted RLA Instructional Curriculum for all 6-12 grade levels. The district uses supplemental on-line resources and Amplify (TEA OER) for their RLA classes.

The HQIM products listed above will support teachers in implementing Research-based Instructional Strategies (RBIS) and assist in addressing the needs of all learners, including students with disabilities, Emergent Bilingual students, Economically Disadvantaged students, and gifted and talented students. If funded, the Literacy Coach will support teachers by assisting them in implementing additional HQIM and OER products that increase the overall effectiveness of their teaching strategies; thereby, improving academic achievement.

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

Based on guidance provided by TEA, the following performance measures will be tracked to gauge grant effectiveness:

- Number of teachers effectively trained by the literacy coach;
- Percent increase in participating teacher's efficacy, as measured by educators implementing effective practices as well as student academics; and
- Percentage of evidence-based activities implemented that meet the requirements of strong or moderate evidence, as defined by the Notice Inviting Applications (NIA).

To ensure these performance measures are met, the following activities will be implemented:

I. Coordination of Staff - The districts will have monthly meetings with early childhood education personnel to ensure they are collaborating in the literacy development of children whose literacy skills are below grade level.

II. Retention Plan for Literacy Coach - The districts will ensure the Instructional Literacy Coach is retained throughout the duration of the grant and post-funding. This will be done through the use of strategic methods; thereby helping the districts staff these hard-to-staff locations.

III. High-Quality Professional Development Trainings for Teachers/Principals – The Literacy Coach will provide on-going high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by both districts. To ensure the quality of the trainings provided are high, the district will thoroughly vet the external organizations and training providers to determine if they have the quality and experience needed to provide such trainings.

IV. Intervention and Support - The districts will provide intensive, supplemental, accelerated, and explicit intervention and support in RLA for children whose literacy skills are below grade level. This will be done through Amplify, a TEA-recognized HQIM, as well as by embedding a knowledge-building curriculum into everyday instruction (the curriculum will be focused on the science of teaching reading) (15 pts).

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9. Statutory/Program Requirements (Cont.)

4. (Literacy Coaching Opportunity) Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs) or serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

TARGET SCHOOLS IN QUALIFIED OPPORTUNITY ZONES (QOZs): Point Isabel ISD has the ability to support traditionally unserved student populations (i.e. those who come from Qualified Opportunity Zones (QOZs), low-income, etc.). Evidence of this can be seen by the district's ability to serve Garriga Elementary, Derry Elementary, Port Isabel Junior High School, Port Isabel High School campuses, all of which are located in QOZs (5 pts). Santa Maria ISD has the ability to support traditionally unserved student populations who come from families who fall below the 200% poverty line. Evidence of this can be seen by the district's ability to serve Tony Gonzalez Elementary, which has an ED rate 99.6%, Santa Maria Middle School ED, which has an ED rate 99.2%, and Santa Maria High School, which has an ED rate 100%. (3pts) To be qualified as one of the opportunity zones, the targeted campuses must be within an area identified as having chronic unemployment, lower population density, and significant economic disruptor's, such as natural disasters.

SERVING LOW-INCOME, HIGH-NEED STUDENTS, INCLUDING CHILDREN LIVING IN POVERTY, EMERGENT BILINGUALS, AND CHILDREN WITH DISABILITIES: In addition to falling into the categories listed above, the districts also have:

- An average Economically Disadvantaged rate of 92.98% compared to 60.7% for the state;
- An average Emergent Bilingual rate of 36.18% compared to 21.7% for the state; and
- An average Special Education rate of 59.17% compared to 43% for the state (Source: 2021-2022 Texas Academic Performance Report).

Due to these statistics and with the qualification referenced above, the districts will emphasize targeting low-income, high-need students with this Texas Reading Initiative Grant Program.

5. (Literacy Coaching Opportunity) Describe your organization's literacy framework and how it aligns to the RLA RBIS including how HQIM fits into your organization's literacy framework.

ORGANIZATIONS LITERACY APPROACH: The districts' literacy framework was created to define beliefs, align practices, and take action for continuous improvement. As part of the literacy framework, the districts incorporate various research-based practices that are positive, purpose-driven, and incorporate student-led discussions. These practices include but are not limited to 1) Coaching-Facilitating – The teacher thinks along with students and helps them develop their own ideas rather than directing their thinking and telling them what to do. 2) Scaffolding – The teacher supports students at their independent learning levels, enabling them to solve problems and carry out tasks that would otherwise be impossible due to falling behind academically. 3) Literacy Workstations – Stations are created where students work in pairs using instructional materials to practice reading, writing, speaking, listening, and working with words. 4) Guided Practice – Teacher leads students through rehearsals of skills, processes, or routines to ensure understanding, accuracy, and automaticity. **HOW IT ALIGNS WITH THE RLA RBIS:** RLA Research-Based strategies include: Foundational Skills, Text Complexity, Knowledge Coherence, and Text-Based Responses. The way the districts practices will align to the RLA RBIS include 1) Foundational Skills – Literacy foundational skills are explicitly taught to each student using scaffolding, which tailors the instruction to each student's need. 2) Text Complexity – Complex text and academic language are instructed during the use of the literacy workstations, which enable students to review learning materials and practice reading/writing. 3) Knowledge Coherence – Student knowledge and vocabulary coherence is built through coaching-facilitating, which enables students to develop their own ideas and grasp the content rather than being told what to do/think. 4) Text-Based Responses – Text-derived instruction is used during guided practice learning, which included writing short essays, reading short stories, and completing other text-derived work assignments. **INCLUSION OF HQIM:** During regular classroom instruction, as well as during the use of literacy workstations, students are frequently provided with HQIM. If funded, the districts will implement the utilization of Amplify and incorporate other HQIM products, which will assist teachers in providing inspiring and impactful lessons that celebrate/develop the brilliance of their students.

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9. Statutory/Program Requirements

6. (Regional Literacy Conference Opportunity) Provide the plan for literacy conferences including how it incorporates support of HQIM implementation, the science of teaching reading, and a knowledge-building curriculum. Include a rationale as to why your organization is best suited to lead regional conferences.

N/A

7. (Regional Literacy Conference Opportunity) Include the proposed conference participation goals and outcomes-focused success metrics for conferences and your plan to align with the required performance measures.

N/A

9. Statutory/Program Requirements

8. Regional Literacy Conference Opportunity) Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs) or teachers serving low-income, high-need students, including children living in poverty, emergent bilinguals, and children with disabilities.

N/A

10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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 - Funds to provide a salary for the Literacy Coach	\$60,000
2.	Benefits - Funds to provide benefits for the Literacy Coach	\$11,700
3.	Mileage Stipend - Funds for the Literacy Coach for mileage traveling to SSA Districts	\$1,200
4.	Extra Duty Pay - Funds for Extra Duty Pay for After School Instruction	\$5,000
5.	Indirect Cost Restricted Rate (6.093%)	\$7,006

Professional and Contracted Services

6.	Professional Development - Funds for High Quality Professional Development	\$6,794
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies - Funds for HQIM Supplies and Materials	\$20,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel - Funds for Conference Fees and Travel Expenses	\$3,300
16.		
17.		

TOTAL GRANT AWARD REQUESTED: \$115,000

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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

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