



# 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](mailto: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  UEI

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 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
Address the needs of secondary grade student (8 Middle Schools, 3 comprehensive HS, West Academy and CCC Recovery Campus) currently serving over 14,392 students (56.64% LEP, 77.6% AR, 99% Hispanic, 91.39% Eco Dis. and 86% graduation rate.	Through the implementation of the 2023-2024 Texas Reading Initiative– Literacy Coaching and PD Grades 6-12 program a Literacy coach will be hired to provide individualized instructional support and targeted staff development that focuses in the area of literacy to teachers at targeted secondary campuses to ensure struggling students improve literacy to read at grade level & achieve graduation
Due to lack of literacy skills, 6th grade STAAR data is below the 50% mark which is below the state performance requirements.	Through the implementation of the 2023-2024 Texas Reading Initiative– Literacy Coaching and PD Grades 6-12 program, 6th grade ELA/Reading & content area teachers will receive individualized coaching assistance and PD that will assist them to increase literacy performance and STAAR performance.
Secondary students are struggling with college & career readiness. La Joya ISD currently has a Graduation Rate of 86% , a College & Career Readiness Skills level at 41.3% and TSI passing rate level of 45.9%	Through the implementation of the 2023-2024 TRI, The Literacy Coach will deliver teachers with targeted PD that will provide strategies specifically designed to increase students' passing in the areas of need, specifically, increasing literacy skills. Increasing literacy skills of 6-12th grade students will address the areas of needs and increase students' performance in College Readiness Assessments

**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.

(5 pts) Through the implementation of the 2023-2024 Texas Reading Initiative– Literacy Coaching and PD Gr 6-12 program, a total of 120 teachers will be coached and trained by a HQ Literacy Coach w/Texas Adolescent Literacy Academy (TALA) and Literacy Strategies that they will implement in their classroom to increase student literacy of the students serviced by these 120 teachers. by 10% by the end of the school year 2023-2024. (Job Description of Literacy Coach Attached). Student progress will be monitored through Screeners which include TX-KEA, TPRI, Tejas LEE and Reading Renaissance STAR. Assessments will be administered at BOY, MOY and EOY. Currently LJISDt has a Literacy Coach implementing Literacy Coaching at 6-12 for 60 teachers. Through the implementation of the 2023-2024 TRI Literacy Coaching Program, a total of 120 teachers will be trained.

**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**

1. Obtain Notice of Grant Award & Present Required Board Agenda Item to accept NOGA
2. Post Literacy Coach Position
3. Interview and Hire Literacy Coach
4. Meet with Middle School and HS Principals to review teacher rosters and select participating teachers
5. Obtain Teacher Participation Commitment & select participating teachers(including Special Education Teachers)
6. Meeting with Campus Leadership to create PD Calendar & Communicate PD Calendar to participating teachers
7. Start implementation of PD Texas Adolescent Literacy Academy and Literacy Strategies
8. Gather data reports from Screeners ( TX-KEA, TPRI, Tejas LEE and RR STAR - BOY Reports)

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

1. Teachers start attending PD sessions
2. Literacy Coach starts providing literacy support and PD to selected participating teachers
3. Literacy Coach meets with Campus Administration to ensure proper program implementation
4. Gather data reports from Screeners ( TX-KEA, TPRI, Tejas LEE and RR STAR - (MOY)
5. Literacy Coach continues imparting PD to the teachers participating in the program
6. Literacy Coach conducts instructional coaching visits (at least 1 per teacher per quarter).
7. Literacy Coach, Campus Administration and Teachers review and analyze data to determine student growth and determine what additional strategies to implement

**Third-Quarter Benchmark**

1. Literacy Coach continues conducting instructional coaching visits (at least 1 per teacher per quarter).
2. Literacy Coach continues providing literacy support and PD to participating teachers
3. Gather data reports from Screeners ( TX-KEA, TPRI, Tejas LEE and RR STAR - MOY and EOY
4. Literacy Coach, Campus Administration and Teachers review and analyze data to determine student growth and determine if strategies implemented are being successful.

**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.

In order to determine when/how to modify the program to ensure student literacy improvement / success, the following data sources will be used:

Screeners: TX-KEA, TPRI, Tejas LEE and RR STAR - MOY and EOY.

\* STAR Reading Data

\*State STAAR Data

\* Six Weeks Assessment Data \* District Benchmark Data \* ACT / SAT / TSIA2.0

Literacy Coach and Campus Administration will analyze data from the above listed sources to evaluate program success and implement modifications as needed. After evaluating data, changes will be implemented as needed to PD to ensure student literacy performance improves as expected in SMART goal. Ensuring participating teachers receive the appropriate Professional Development and strategy implementation coaching is key to ensure program sustainability success. The Literacy Coach will ensure all participating teachers successfully participate in the PD selected for the program and provide the required assistance to teachers that demonstrate additional need for support. Once all teachers are properly trained, they will be able to continue implementing strategies in their classroom, but most important, they will be able to share the implementation of strategies with their peers to pass the knowledge gained through their professional development. This will ensure other teachers that are not part of the program also gain knowledge on literacy improvement strategies. The participating teachers will share this knowledge during PLC (Professional Learning Communities) time. Campus Administrators will be able to observe implementation of strategies as they conduct classroom visits.

Coaching support will be provided to teachers in need of assistance based on student screeners data and classroom observations conducted by the Literacy Coach

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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

La Joya ISD will abide by all program guidelines regarding Statutory Program Requirements 9.1-9.5 regarding recruiting and hiring a literacy coach, ensuring that we follow required La Joya ISD District Board Policy regarding hiring of personnel.

As soon as NOGA is received, the posting for the Literacy Coach position will be advertised. The Literacy Coach position requires that the candidate must have at least 5 years successful classroom teaching experience (as evident on yearly appraisal instrument) in the area of ELA and/or Reading and be familiar with Reading Research, Reading Standards and Assessments.

The selected individual must have knowledge of best practices for reading instruction and have a collection of effective research based strategies that will be implemented to target the diverse population of learners that are at highest needs at the campuses to be served. The Literacy Coach will collaborate with Campus Administration and Leaders as well as with the Elementary Literacy Coach to implement the Texas Adolescent Literacy Academy (TALA) and Literacy Strategies to transition from Elementary to MS and create a student transition/bridge from Middle School to High School. The Literacy Coach will report to the Executive Directors for Secondary Education & Language Arts Coordinators.

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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).

(15 pts RBIS & HQIM)

\* K-5: The Tier 1 curriculum used for K-5 RLA is HMH. According to the HQIM Rubric, HMH Into Reading and HMH Arriba la lectura scored a 100 in TEKS alignment, Text, Interaction with response to the text, Foundational Literacy Skills, Support for all learners, and Implementation.

\*6-12: La Joya Independent School District ISD uses Study-sync for 6th through 8th grade Reading Language Arts (RLA) and HMH and SpringBoard for 9th through 12th grade English Language Arts (ELA). All three programs are designed to align with the Texas Essential Knowledge and Skills (TEKS) and provide students with a rigorous and comprehensive ELA curriculum. As a result, the curricula used in 6-12 are considered HQIM.

\*The curricula being used incorporate many of the research-based instructional strategies. For example, StudySync incorporates explicit instruction through its "Sync Skills" lessons, which provide direct instruction on grammar, usage, and mechanics, as well as close reading and critical thinking skills. Scaffolding is also built into StudySync through its "Blast" assignments, which are short, high-interest readings that are designed to help students build background knowledge and develop vocabulary before they engage with more complex texts.

\*HMH's ELA curriculum aligns with the RLA RBIS through its use of explicit instruction. The curriculum includes a wide range of instructional materials, such as teacher guides, student workbooks, and Online resources that provide explicit instruction on critical ELA skills and concepts. \*SpringBoard also incorporates many of the RLA RBIS into its ELA curriculum, including explicit instruction through its "Skills Lessons," differentiated instruction through its "Differentiated Instruction" and "Embedded Supports," and collaborative learning through its "Collaborative Discussion" and "Group Work" activities.

\*Overall, while there may be variations in how these programs implement the RLA RBIS, all three curricula are designed to support student learning and achievement through evidence-based teaching practices.

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

In order to coordinate and implement a successful, well rounded and comprehensive literacy instruction program that provides PD and targets the needs of identified students, the Literacy Coach will meet with the Early Childhood Department to align best practices for reading instruction across K-12th spectrum.

The Literacy Coach will collaborate with the Language Arts Coordinators and the Federal and States Programs Director to align best practices on allowable activities to be implemented through the ESSER II , and ESSER III grant and RSSP Initiatives as well as collaboration with the Director of the 21st CCLC, Texas ACE Program which provides after school services at four of the middle schools and one of the comprehensive high schools that will serve teachers/students participating in this program.

Through comprehensive collaboration, literacy instruction that is aligned during the regular school day will transition into activities that are provided during after-school program services. This will be monitored by Campus Administration, Literacy Coach and Director of 21st CCLC, Texas ACE (for participating schools).

In order to demonstrate outcomes for increasing student literacy the following steps will be implemented:

- \* Identification of teachers (know your teachers at each campus that need literacy coaching)
- \* Identification of students (know the students that lack literacy skills - review data)
- \* Implementation of a targeted Literacy Coaching Program
- \* Monitoring of the Literacy Coaching Program to ensure implementation fidelity
- \* Monitoring of student performance data (constant monitoring - every 6 weeks)
- \* Reviewing Literacy Coaching Program as needed to ensure successful outcomes are present

In order to increase student literacy, targeted monitoring of data from all screener sources will be analyzed BOY, MOY and EOY. Screeners to be utilized include TX-KEA, TPRI, Tejas LEE and Reading Renaissance STAR. Assessments will be administered at BOY, MOY and EOY, STAR Reading Data, State STAAR Data, Six Weeks Assessments, District Benchmarks, and ACT / SAT/ TSIA2.0.

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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.

(12pts) In order to identify students in need of literacy interventions, the Literacy Coach will review with teachers and Campus Admin the following data: \*STAR Reading Data,\*State STAAR Data,\*Six Weeks Assessment Data \* District Benchmark Data. \* ACT / SAT / TSIA2.0\*BOY (Beginning of Year) Reading Renaissance Data. Additionally, the Literacy Coach will collaborate w/ campus Counseling Dept. to ensure students receiving Sp. Ed., 504, GT and/or other programs or services and special pops are identified for services including, but not limited to, (1) Target Opportunity Zones (2) Special Ed. Students, (3) English Language Learners, (4) Eco. Dis. and At Risk students , (5) students from campuses / homes located in rural areas. To ensure that a comprehensive literacy instruction is appropriately implemented , the Literacy Coach will conduct Instructional Coaching Visits to the classrooms of the participating teachers to ensure strategies learned through the TALA professional development are being implemented. Campus Admin. will also monitor implementation of strategies while they conduct classroom visits of all teachers. Campus Admin. Literacy Coach and participating teachers will have the opportunity to discuss the implementation of the strategies during their meetings (calendar of meetings to be created) and modifications/changes will be implemented as/if needed to ensure a comprehensive literacy instructional program is implemented with fidelity in the classrooms of all participating teachers. The Literacy Coach will collaborate with the Title III Teacher Facilitators, the Special Education Dept., Counseling Dept., Bilingual Dept., & Library Services to align best practices and ensure program implementation success. LJISD is one of the largest districts in Hidalgo County serving 27,685 students in 19/20 with 91.39% Eco. Dis., a poverty rate of 49.1% one of the highest in the US(14.8%) , 77.6% At Risk, 56.64 LEP, and 99% Hispanic. Only 41.3% of LJISD High School graduates are College Ready vs the State's 50% and the Region 52.9% (2018 2019 TAPR) with only 45.9% graduates being TSI ready in ELA & 34.6% in Math vs the state's 58.2% & 46%) Through this program, teachers from selected secondary school campuses in La Joya ISD will have the opportunity to participate and receive Literacy Coaching Prof. Dev. All schools from which studets will be selected all under the demographics stated above. Targeted interventions will be implemented to address Sp. Pops. Data will be collected and disaggregated from BOY,MOY & EOY. Data analysis will occur during PLC time, office hours & Admin trainings.

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.

(5 pts Strong Foundations Implementation)  
 La Joya Independent School District currently has a literacy plan that addresses the RLA RBIS. However, the district is working with the Texas Education Agency (TEA) to develop a more comprehensive literacy framework through the Strong Foundation Literacy Grant.  
 The Strong Foundation Literacy Grant is designed to support the development of a comprehensive literacy plan that aligns with the Texas Essential Knowledge and Skills (TEKS) and incorporates evidence-based instructional strategies, including the RLA RBIS. By working with TEA to develop a literacy framework through the Strong Foundation Literacy Grant, La Joya ISD will have the opportunity to build on its current literacy plan and strengthen its efforts to improve literacy outcomes for all students. The framework will likely include components such as curriculum and instructional materials, teacher professional development, assessment, and data analysis. Developing a literacy framework through the Strong Foundation Literacy Grant will provide La Joya ISD with a comprehensive plan for supporting literacy development that aligns with the RLA RBIS and other evidence-based instructional strategies.  
 La Joya ISD has a strong PD Dept. that provides a wide variety of PD to all district teachers and staff employees. The literacy coach will be required to attend the following PD sessions in order to be ready to provide high quality Literacy Coaching services to the additional 60 participating teachers (total of 120 with current program being implemented): \* Texas Adolescent Literacy Academy (TALA) (Region One , Texas Gateway Resource or The Meadow Center) \* Literacy Strategies (Region One, Lead 4ward, ABYDOS, Region 4) \* Impact Cycle for Instructional Coaching by Jim Knight \* Other trainings as required / recommended by Language Arts Coordinators and/or Executive Directors. In addition to attending PD with La Joya ISD, the Literacy Coach will participate in all TEA required and recommended professional development sessions associated with Reading Academies.

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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

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**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

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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	\$73,440
2.	Health Insurance	\$5,615
3.	TRS	\$11,824
4.	Medicare	\$1,065
5.	Workers Compensation Insurance	\$735

**Professional and Contracted Services**

6.		
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Office Supplies, Materials & Technology	\$10,410
12.	Professional Development for Literacy Coach	\$2,911
13.		
14.		

**Other Operating Costs**

15.	Mileage to travel between Campuses (11 Secondary Campuses)	\$2,000
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
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