



# 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:**

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

**Required attachments:**

## Amendment Number

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

## 1. Applicant Information

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

## 2. Certification and Incorporation

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

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

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Integrated reading and writing in the English I end-of-course assessment results in less than a 50% passing rate (49% in 2019 and 46% in 2021), down from 81% in 8th grade reading.	Somerset ISD will focus on the integration of the new state standards addressing reading and writing with a comprehensive approach especially as it relates to constructive responses and short answers in response to a reading selection in all subject areas.
Reporting category one represents understanding and analyzing across genres and is scored the lowest among the reading standards in the English I end-of-course exam at 53%.	Students must be exposed to a variety of expository texts and genres, building their background through a variety of authentic texts.
7th grade writing scores indicate an approaches passing standard of just over 50%, 55% in 2019 and 52% in 2021.	Focus on the integration of the new standards addressing reading and writing comprehensively in order to prepare for phase-in of combined reading and writing standards in state assessments using a whole language approach.

**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.

Students who are administered the English I end-of-course assessment will meet the approaches level at 70% by the end of the 2021-2022 academic year. Reporting category one will demonstrate an increase in reading proficiency to 70% by the end of the 2021-2022 academic year on the end-of-course English I assessment.

**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**

Somerset ISD utilizes assessments created by Master Teachers in order to regularly assess student achievement. By the close of the first quarter, English I assessments will reflect a 60% approaches level as deemed by the Texas state STAAR (State Texas Assessment of Academic Readiness) standards.

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

Somerset ISD utilizes assessments created by Master Teachers in order to regularly assess student achievement. By the close of the second quarter, English I assessments will reflect a 65% approaches level as deemed by the Texas state STAAR (State Texas Assessment of Academic Readiness) standards.

**Third-Quarter Benchmark**

Somerset ISD utilizes assessments created by “Master Teachers” in order to regularly assess student achievement. By the close of the third quarter, English I assessments will reflect a 70% approaches level as deemed by the Texas state STAAR (State Texas Assessment of Academic Readiness) standards.

**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.

Somerset ISD will utilize the four stages of the Assessment-Instructional Cycle which include data collection, data analysis, data, interpretation, planning and implementation (Reading Academy, 2020) to monitor student progress toward our SMART goal. To ensure that educators possess a strong understanding of this process and can effectively utilize it, the Literacy Coach will provide support, guidance, and professional development. Through intensive support, in small-group settings as well as one-on-one coaching, along with analysis of data sets that contain benchmark results, authentic work samples, anecdotal observations, and portfolios teachers will use data to inform the instructional decision-making process and determine next steps.

Next steps would be dependent upon data but could include professional develop related to foundational literacy skills, cognitive reading strategies, “Show and Know” TEKS studies, and writing as a response to reading.

Alternately, next steps might demand content specific pedagogical support or require modeling with real-time, on-demand feedback from the Literacy Coach.

Through the use of multifaceted data sets, professional development, coaching, and collaboration, the Somerset ISD team will closely monitor student data and respond using explicit, systematic, culturally responsive instructional practices and resources.

Somerset ISD will continue to hold campus and district level data meetings to ensure that data evaluation results in modifications that positively impact student growth.

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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)

The Teacher Advancement Program (TAP) is an established program model in Somerset ISD, adopted in 2010. We utilize weekly meetings with embedded professional development facilitated by master and mentor teachers to share high quality, research-based instructional strategies. Through the TAP system, Somerset ISD designed a powerful structure for ensuring consistent delivery of strong instruction in every classroom. Teachers in Somerset ISD are provided with ongoing, job-embedded, student-centered professional development led by Master and Mentor teachers. The school day has been restructured to provide time during the regular school day for teachers to meet, learn, plan, mentor, and share with other teachers. This common time allows staff to constantly improve the quality of their instruction and increase their students' academic achievement. As a result of implementing ongoing, high quality professional development, Somerset is one of the top performers in Bexar County. These results sharply contrast the district's performance seven years ago when multiple "improvement required" campuses were identified. These changes happened as a direct result of purposeful planning and targeted/individualized professional growth opportunities. We would continue to use this platform to shift to literacy as the cornerstone to the instructional development based on the Science of Teaching reading and evidence-based instruction.

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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)

Somerset ISD tracks student performance using a variety of data sources. Students in grades 6-12 are provided local assessments developed by master teachers and are administered frequently throughout the year. Somerset ISD utilizes the Eduphoria online platform in order to conduct deep data dives. These data dives drive the creation of the quizzes, unit assessments, and discussion questions used by educators in the classrooms. Teachers and students conduct data meetings in order to track both student and teacher progress in the English Language Arts and Reading classroom. Those students who continue to struggle with specific student expectations, as identified by the state standards, will be given both in class intervention as well as supplemental intervention by additional support staff. In addition, students not meeting the quarterly benchmarks will be identified for intervention and supplementary instruction.

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

Somerset ISD has a total of 7 campuses and presents an ideal opportunity to integrate an evidence-based, comprehensive approach to literacy. The Literacy Coach will work directly with each campus's designated Master and Mentor Teachers to build a repertoire of research-based instructional strategies using high quality resources across the curriculum in order to build a wide knowledge base to increase student reading comprehension. Through this forum, teachers have ongoing support as they navigate literacy learning in cross-curricular spaces. Ultimately this model enhances teacher practice while strengthening and deepening student content and literacy learning in a cohesive manner that tightens vertical alignment and leverages literacy opportunities throughout the instructional day.

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)

Our Early Childhood Academy and elementary campuses will also be expected to apply the learning provided by the Literacy Coach. The Literacy Coach will build capacity with the English Language Arts Master Teachers at these campuses via coaching and professional development. Exposure to literacy across the curriculum will allow students to build background knowledge. Somerset ISD also hosts afterschool programs at our elementary campuses where learning opportunities will be extended beyond the school day.

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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)

The selected candidate for the literacy coach position is already employed with the Somerset ISD and has been with the district since August 2, 2016. Dr. Teresa Sellers currently holds the position of Language and Literacy Coordinator. She conducts weekly professional development, supports teachers through coaching, and is part of the evaluation team on her assigned campus. She meets the minimum requirements set by the Texas State Board for Educator Certification. Her certifications include: Elementary Self-Contained Grades (1-8), Elementary History Grades (1-8), and Mid-Management Administrator Grades (PK-12). In addition to her certifications, Dr. Sellers holds a Doctor of Philosophy in Teaching and Learning. Prior to her employment with our district, Dr. Sellers was Director of the Reading Plaza de Lectura with the University of Texas at San Antonio. She was a professor of multiple courses focusing on Reading Comprehension.

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)

Given the TAP structure established in SISD dedicated time is already built into the schedule once per week. Teachers meet in grade level teams under the direction of the Literacy Coach and the Master Teacher. Long-range professional development plans are created and can be adjusted quickly based on needs identified in the analysis of data.

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)

We believe it is important to provide our students with authentic reading and writing experiences. Students in Somerset ISD are exposed to reading experiences through both novel studies as well as a new and robust textbook adoption that provides up to date literature by a diverse group of authors. Students are then prompted to answer discussion questions as well as create essays both in collaborative groups as well as on their own. Those students who are not responding well to these reading experiences will be provided intervention by both the classroom teacher as well as supplemental support by the school interventionist. We also examine our locally developed unit assessment data. Students who were previously identified as not meeting proficiency will be closely monitored and provided supplemental instruction, as needed, to accelerate 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)

Somerset ISD does serve a cross-section of students who reside in the Qualified Opportunity Zone. As a district, our demographics are as follows: 82% economically disadvantaged, 19% English-learners, 9.5% special education, 7% Section 504. Our district is located in a rural area.

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)

Somerset ISD will utilize the Eduphoria online platform. This application is an enhanced system for administering assessments and analyzing student progress through targeted data disaggregation.

Grant manager - Gloria Wynkoop, Director of Human Resources

Mrs. Wynkoop has over 17 years of Federal and State grant management experience. Her past experience includes management of the Teacher Incentive Fund grant totaling over \$6 million, E-Rate and other state grants. She currently manages the district's Title I ESSA grant. She will ensure grant reporting, deadlines and compliance are met.

Dr. Teresa Sellers - Literacy Coach

Dr. Sellers will be responsible for the day-to-day grant activities in her role as the Literacy Coach. She has extensive experience in using Eduphoria, coaching teachers and leading data meetings in her position as Language and Literacy Coordinator for Somerset Elementary School.

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	<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.	Salary plus fringe for Literacy Coach	\$107,013
2.		
3.		
4.		
5.		

**Professional and Contracted Services**

6.		
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Laptop	\$1,100
12.	Projector	\$400
13.		
14.		

**Other Operating Costs**

15.		
16.		
17.		

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

**Section Being Negotiated or Amended**

**Negotiated Change or Amendment**

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