



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

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

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

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

## Amendment Number

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

## 1. Applicant Information

Name of organization Bridgeway Preparatory Academy

Campus name Bridgeway Preparatory Acade CDN Vendor ID ESC DUNS

Address 1861 Valley View Lane, Suit 100 City Farmers Branch ZIP 75234 Phone 214-557-8883

Primary Contact Tara Moore Addison Email taddison@bridgewaypreparatory.org Phone 214-557-8883

Secondary Contact Tamia Norris Email tnorris@bridgewaypreparatory.org Phone 214-557-8883

## 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 Natalie Davenport Title Superintendent Email ndavenport@bridgewayprepar

Phone 214-557-8883 Signature *N. Davenport* Date 6/28/2021

Grant Writer Name Tara Moore Addison Signature *T. Moore* Date 6/28/2021

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
Increase Reading STAAR scores by 10% with 60% of ESL Students meeting scale score.	We will target ELL students based on previous year TELPAS scores. We will also provide the ESL Interventionist Literacy Coach and reading teachers with SLOP training that will give them strategies to aid in student success. The growth target for all students is to move up at least one proficiency level based on the district approved ELL rubric from the pretest (September) to the post-test (April).
Increase Reading STAAR scores by 10% with 45% of SPED students meeting scale score.	Using DRA2 assessment tool to measure and monitor growth. Reading teachers will conduct BOY, MOY and EOY assessments to progress monitor student success. By the end of the school year, 8 out of 11 first grade students and 6 out of 9 second grade students will be reading on or above grade level. The six students who might not be reading on or above grade level will make significant
Increase student Tier 2 and Tier 3 intervention time from 30 minutes to an hour to increase student development in reading comprehension by 15%	All teachers will use Universal Design for Learning to help develop lesson plan that will address all student needs in the classroom. Once students have reach the 6 week of school in the 1st 6 weeks, students will be identified through MAP, DRA and previous year STAAR reading scores if they did not meet.

**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 June, 2022, students in grades K-2 will demonstrate growth in reading grade level text with accuracy and fluency. Teacher will use DRA and MAP data to determine levels of accuracy and fluency in reading grade level text and also reading comprehension. Students should read 70 wpm with 95% accuracy in the fall on grade level text. Students who scored significantly below benchmark reading 54 wpm or less at an accuracy rate of 88% or less will increase in the spring to reading between 80- 99 wpm with an accuracy rate of 94-96%. Students who scored below benchmark in the fall reading 55-69 wpm with an accuracy rate of 89%-94% will increase in the spring to benchmark with a reading rate of 100+ wpm and an accuracy rate of 97% or greater. By June 2022, all students in grades 3rd through 5th will demonstrate growth in reading by increasing their score on the STAAR Reading 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**

PreK-grade 2 will be monitored through monthly Istation assessments, running records, and phonics data gathered from the use of the weekly curriculum based assessment. PreK-2 will also be able to utilize data gathered from the CIRCLE and STAAR Interim Assessments. Grades 3-5 will also benefit from the aforementioned assessments as well as STAAR Interim Assessments. PreK-5th grade will also utilize MAP scores taken at the start of the year.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

MOY data will be collected through assessments such as ISIP, running records, and weekly phonics assessments through our Wonders ELAR and/or Sadlier Grades 3-5 will benefit from this data as well as STAAR Interim Assessments. MAP scores will be taken and used too.

**Third-Quarter Benchmark**

EOY data will be composed of the same data as used in the beginning of the year assessments with the addition of utilizing STAAR Reading Testing data for grade 3rd-5th and Pre K CIRCLE data .

**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 Literacy Coach and the Assistant Principal will do three week checkpoints using weekly common based assessments for reading to review data and determine if modifications of the program goals are needed. Teachers will gather student assessment and separate them into high, medium and low. Teachers, literacy coach and assistant principal will work together to guide the teachers through the Know/Show process to make sure they have activities/discussion that have address student misconceptions and taught multiple ways to address the needs of all students. Teachers will also use DRA2 score and MAP score to identify foundational reading skills that students did not achieve.

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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 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)

We will provide teachers with the opportunity to attend multiple reading and balanced literacy professional developments through Region 10 and Fountas and Pinnell. Teachers will also have the opportunity to attend free webinars and workshops the Key to Literacy. All teachers and administrator will attend the Reading Academies starting in August.

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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)

We will identify students in need of literacy intervention through data sources such as previous year STAAR Reading testing data, IStation, DRA(BOY, MOY and EOY), NWEA MAP (BOY, MOY and EOY) and guided reading levels.

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

We will integrate comprehensive literacy instruction by developing a book study for all reading teachers in K-5 using the book *Comprehensive Literacy for all* by Karen Erickson and David Koppenhaver to give teachers a point of reference on how to teach reading to student with significant disabilities. The literacy coach will guide the professional development to help teachers to develop activities and centers for small group instruction. The literacy coach will model for teachers, best practices in reading that consists of daily instruction in word study, comprehension, and writing, with an additional period of time during each day for self-selected reading with the use of Scholastic Classroom Libraries.

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)

We will coordinate comprehensive literacy instruction with early childhood education programs by providing support in setting up literacy centers and reading activities in the early childhood classroom. We will develop reading activities for the afterschool reading program that will support the reading comprehension skills that are taught in the classroom. All literacy center and reading activities will be aligned to the TEKS.

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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)

We are developing a job description for a literacy coach position. Once the job description is completed, we will post the position on Teacher Job Network for the 2021-2022 school year.

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)

We will provide multiple professional development opportunities for the literacy coach through Region 10 and Key to Literacy based in Rowley, MA. These professional developments will give the literacy coach both free and paid in person and online training and webinars that will help to support their learning. We will also provide one on one consultation throughout the school year with a contracted consultant with a reading background.

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 will approach an increase in student literacy through ensuring that pacing guides are aligned with the TEKS and supported with resources. We will continue to use formative and summative assessments to guide instruction. We will also continue to use all components of balanced literacy to develop critical thinking skills. We will continue to keep parents informed about the instructional program on campus. We will continue to support students in self-assessment and self-reflection. Our implementation will start through consistently meeting as a team to continually reflect and revise our reading units of study, as well as to look at student work. We will provide time in staff meetings to enable teacher to reflect and review current and upcoming units in planning meetings. We will continue to provide professional development opportunities that support teachers in continued growth (PLC ' s and literacy coaching sessions). We will use instructional rounds as a way to collect data and plan next steps as a school community. We will have ongoing review of struggling students through RTI meetings. We will provide reading intervention support through RTI. We will continue to work on student partnerships to support reading comprehension and accountable talk. Based on our approach and implementation, students reading and writing ability will improve, as evidenced through

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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)

We will target schools or districts in Qualified Opportunity Zones (QOZs) through our campus, Bridgeway Preparatory Academy which is an inclusion school that service economically disadvantage, Gifted and Talented, English Language Learner, children with disabilities and general education students. We will provide our students with additional literacy resources for our intervention, afterschool and ADSY program to support reading accuracy and fluency along with reading comprehension skills. Tier 1 instruction will be supported through the Universal Design for Learning. Intervention for all student will start at Tier 2 and Tier 3 students. These students will be identified through previous year STAAR Reading scores, IStation and MAP data throughout the school year. The afterschool reading program will target student based on reading levels. We will use Fountas and Pinnell to determine students reading levels. This will help students to choose books that are on their level that will allow to build reading comprehension with use of accelerated reading assessments. The ADSY will further give students the

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)

We are in the process of acquiring a data management system that will allow to collect and track data. It will also allow us to pull report to meet reporting requirements. We will track student progress and identify trends and outcomes. Dr. Norris, assistant principal, will play an intricate role in the grant activities as she will oversee literacy and reading on campus. She will be responsible for providing the literacy coach ad reading teachers with support throughout the school year.

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"/>
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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	\$60,000
2.	Afterschool Reading Tutor	\$20,000
3.		
4.		
5.		

**Professional and Contracted Services**

6.	Outside consultant who specialize in reading and balanced literacy	\$5000
7.	Fountas and Pinnell Training	\$1400
8.	Region 10	\$1500
9.	Book Study- Comprehensive Literacy for all by Karen Erickson and David Koppenhaver	\$300
10.	SIOP Training for ESL Interventionist and Reading Teachers	\$2450

**Supplies and Materials**

11.	Scholastic Classroom Library K-5	\$11,390
12.	Fountas and Pinnell Leveled Reader K-5	\$38,043
13.	DRA Kits grade K-5	\$2460
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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