

# Board of Trustees

## Executive Summary of Board Agenda Item

Meeting Date: \_\_\_\_\_

Subject/Title for Agenda Posting: Approval of CREEED Grant MOU between Canutillo ISD and CREEED for Academic Year 2025-2026.

**Justification Statement:** The objective of the CREEED Grant is to further the Literacy Implementation strategy and plan initially put together with the support from TNTP, Inc. The goal is to train effective teachers in order to ensure rigorous and engaging classrooms, and ultimately high end learning on the part of the students in the area of Literacy. Excellence in the classroom is met by providing quality teachers who understand the subject matter and the means to teach and apply it. This is a specific goal of the Program. The CREEED Grant provides support for the components necessary to assure these objectives.

Purpose of Agenda Item:

☐ Information ☒ Discussion

☒ Action

Item Type:

☒ Curriculum & Instruction

☐ HumanResources

☒ Business Services

Staff Responsible:

*Jessica Auleno*  
Signature of Requester(s)

*Jessica Auleno*  
Signature of Presenter(s)

Business Services Approval (Initials)

Date

### Agenda Summary:

Curriculum and Instruction presents the CREEED Grant MOU for board review. The CREEED Grant will provide \$125,000.00 in financial support for our continued partnership with TNTP, Inc. and expenses associated with professional development as we enter the implementation phase of our Literacy Framework Process. This MOU is being presented for board review jointly with the TNTP, Inc. executive summary describing our scope of work.

**RECOMMENDATION:** To approve the CREEED Grant MOU between Canutillo ISD and CREEED. CREEED will provide financial support to advance our Literacy Framework Implementation process.

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S): \$125,000.00 CREEED Grant

ACCOUNT NO(S): 487.00.5744.00.20.000.00

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
MOU

REQUESTING DEPARTMENT:

Curriculum and Instruction Department

CONSEQUENCES OF NON-APPROVAL:

We will not be able to access professional development services needed to support our Literacy Framework implementation Process.

IMPLEMENTATION TIMELINE:

April 1, 2025-December 30, 2025

ATTACHMENT(S): ☒ 1) CREEED MOU  
2) Exhibit A 3) Exhibit B

CANUTILLO | A Premier District



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**MEMORANDUM OF UNDERSTANDING  
GRANT AWARD  
("MOU")**

**Council on Regional Economic Expansion and Educational Development  
("CREEED")  
4110 Rio Bravo St., Suite 103  
El Paso, TX. 79902**

**To**

**Canutillo Independent School District  
("Grantee")**

**Primary Contact:**  
**Dr. Jesica Rendon Arellano**  
Executive Director of Curriculum and Instruction  
jarellano@canutillo-isd.org

**Secondary Contact:**  
**Shawn Leggett**  
Curriculum Coordinator | Reading Language Arts  
Canutillo ISD  
7965 Artcraft  
El Paso, TX 79932  
915-877-7433

**In the amount of  
\$125,000.00**

**Payable as follows:**

**May 2025 - \$75,000  
September 2025 - \$25,000  
January 2026 - \$25,000**

**For the benefit of**

**Canutillo Literacy Improvement Initiative**

**In consideration of the commitment and support pledged by the Council on Regional Economic Expansion and Educational Development ("CREEED"), a Texas Non-Profit Corporation, duly formed and organized under the Texas Business Organization Code and a tax exempt**

organization under the provisions of 501 (c ) (6) of the Federal Income Tax Code, along with its affiliated organization, CREEED Foundation, duly formed and organized under the Texas Business Organization Code and a tax exempt organization under the provisions of 501 (c ) 3 of the Federal Income Tax Code, in the form of a grant in the total amount of **\$125,000** in support of the Grantee and its **Literacy Improvement Initiative (“Program” or “Literacy Implementation Plan”)**.

### **Description of Program**

Canutillo Independent School District (“CISD “or “Canutillo ISD”) is a strong learning community where all stakeholders are motivated to engage in the purposeful literacy tasks to ensure its students become effective readers, writers, and communicators.

CREEED is an organization geared towards assisting public education in meeting its objectives of providing a quality public education to all students regardless of background or status and graduating college ready high school seniors ably prepared to pursue post-secondary education successfully in order to secure the necessary skill and capabilities for individual success in meeting the demands of the 21<sup>st</sup> Century economy.

CREEED uses its philanthropy to enable public schools in the El Paso County, Texas region to advance the preparation of students in college ready courses, specifically advanced mathematics, particularly Algebra, and grade level literacy in all its aspects (reading, writing, communication, and analytical application) and at all grade levels.

Literacy remains a challenge in the United States and within the public schools of El Paso County, Texas.

Consistency in the teaching of literacy is regarded as necessary in order to assure comprehensive learning and development of the skills reflected in high literacy, i.e. reading, writing, communication, and analytical application. It is understood that without mastering these skills a student’s ability to engage in post-secondary education or the economy in general is compromised.

The objective of the CREEED Grant is to further the Literacy Implementation strategy and plan initially put together with the support from TNTP, a national non-profit founded by teachers driven by the belief that the nation’s public schools are able to fulfill an excellent education for all students. The goal is to train effective teachers in order to ensure rigorous and engaging classrooms, and ultimately high end learning on the part of the students in the area of Literacy. Excellence in the classroom is met by providing quality teachers who understand the subject matter and the means to teach and apply it. This is a specific goal of the Program. The CREEED Grant provides support for the components necessary to assure these objectives.

The application seeks to fully implement, by means of High Quality Instructional Material (HQIM) consistency in the teaching of reading, writing, communication, and analytical

application, grade level literacy throughout the Canutillo ISD at all grade levels. The CREEED Grant will assist Canutillo ISD to fully implement the Literacy Framework and Implementation Plan, incorporated herein by reference, originally piloted through a Strong Foundation Planning Grant.

The efforts of the Literacy Framework and Implementation Plan is targeted within the plan to the various stakeholders involved in this effort, namely Teachers, Students, Campus Leaders, District Leaders, and most significantly, Families.

To confirm the effectiveness of the Program, Canutillo ISD will provide CREEED reports and assessments utilizing the following:

- TX-KEA (Kindergarten Entry Assessment)
- Texas Primary Reading Inventory (TPRI), 1<sup>st</sup> & 2<sup>nd</sup> grade
- Renaissance Star Reading (TSR) 3<sup>rd</sup>-10<sup>th</sup> grade

Progress reports will be submitted for TX-KEA/TPRI/Renaissance Star to CREEED:

- Beginning of Year (Oct)
- Middle of Year (Feb)
- End of Year (June)

Also included will be:

- STAAR Interim - (Feb)
- STAAR summative
  - Preliminary Data – (Jul)
  - TAPR- (Dec-Jan)

In addition, Canutillo will track and report the metrics and goals they have established under the Canutillo ISD SMART Goals, the details of which are contained in Exhibit “A” to this MOU Grant Agreement and are incorporated into this MOU Grant Agreement by reference, as if fully detailed in the body of this MOU Grant Agreement.

A written report to CREEED describing the benefits and outcomes of the Program in line with the established metrics and goals, within a year of the initial grant provided to Grantee in May 2026 and thereafter until the goals detailed in Exhibit “A” to this MOU are achieved. This written report will be detailed in a presentation to the CREEED Board of Directors on the status and impact of the Program and its extension of the high-quality education seats within the Grantee’s organization, at the May Board meeting. This Board meeting date may be amended by the CREEED Board of Directors to accommodate its schedule of meetings and presentations.

Grantee will be provided proper notice of any meeting date change.

Literacy goals and metrics are detailed in Exhibit “A”. Ultimately, the objective is to elevate literacy levels to over 90%.

#### Miscellaneous.

- Without the prior written consent of the other party, no party shall have the right or power to assign this MOU in whole or in part. THIS MOU SHALL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF TEXAS AND IS PERFORMABLE IN EL PASO COUNTY, TEXAS.

- This MOU, and its provisions, shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns.
- Wherever the context shall require, the singular shall include the plural, and the male gender shall include the female gender and the neuter, and vice versa.
- In the event that either party brings an action to enforce or interpret any provision of this MOU, the prevailing party will be entitled to recover its costs and expenses, including, without limitation, reasonable attorney's fees, costs, and necessary disbursements, in addition to any other relief to which it shall be entitled to receive.
- No consent or waiver, express or implied, by a party to or for any breach of any provision of this MOU by the other party shall be deemed a consent or waiver to or for any other breach of the same provision of any other provision of this MOU.
- All funds paid under the terms of this MOU shall be used exclusively for charitable or educational purposes.
- All funds paid under this MOU shall be used exclusively to carry out the purpose described in this MOU.
- Any provision, or part thereof, of this MOU held by a court of competent jurisdiction to be invalid or unenforceable shall not impair or invalidate the remainder of this MOU and the effect thereof shall be confined to the provision, or part thereof, so held to be invalid or unenforceable.
- Grantee shall remain an organization described in 501 (c) 3 of the Internal Revenue Code of 1986, as amended ("Code"), and shall be and remain organized and operated exclusively for the exempt purposes for which it is organized and operated as of the date of this MOU.
- This MOU contains the entire understanding of the Parties with respect to the subject matter of the MOU and supersedes all other agreements and understandings, both oral and written, between the Parties related to the subject matter of the MOU.
- This MOU may be executed in multiple counterparts (including by means of facsimile or electronic signature pages), any one of which need not contain the signatures of more than one Party, but all such counterparts taken together shall constitute one and the same instrument.
- The MOU to the extent signed and delivered by means of facsimile or email with scan or facsimile attachment, shall be treated in all manner and respects as an original agreement or instrument and shall be considered to have the same binding legal effect as if it were the original signed version of the MOU delivered in person. At the request of any Party, each other Party shall re-execute original forms of the MOU and deliver them to all other Parties. No Party shall raise the use of a facsimile machine or email to deliver a signature or the fact that a signature was transmitted or communicated through the use of a facsimile machine or email as a defense to the formation or enforceability of the MOU, and each Party forever waives any such defense.

#### Prohibited Uses.

- No Grant funds may be used for any of the following purposes:

- To carry on propaganda, or otherwise attempt to influence legislation with the meaning of Code Section 4945 (d);
- To influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive within the meaning of Code Section 4945 (d) (2);
- To test for public safety; and
- To undertake any activity for any purpose other than religious, charitable, scientific, literary, or educational purposes.

If Grantee expends any of the Grant funds for prohibited use, Grantee shall notify CREEED immediately of such expenditures and Grantee shall refund to CREEED those funds and CREEED may terminate this MOU without any further obligation to Grantee. Any forbearance by CREEED in exercising any right or remedy under this MOU, or otherwise afforded by applicable law, shall not be a waiver of or preclude the exercise of any right or remedy.

**Amendment.** Any Amendment to this MOU must be in writing and signed by all the Parties to be effective.

In Witness Whereof, the Parties have executed and entered into this MOU on the \_\_\_\_\_ day of \_\_\_\_\_ 2025.

**Canutillo Independent School District**

Name:

Title:

Address:

\_\_\_\_\_  
Signatory

**Council on Regional Economic Expansion and Educational Development ("CREEED")**  
4110 Rio Bravo, Suite 103  
El Paso, Tx. 79902

\_\_\_\_\_  
Eduardo A. Rodriguez, Executive Director

**Exhibit A**  
**CREED MOU Grant**  
**Canutillo Literacy Improvement Initiative**

## **CISD Literacy Goals and Timetable**

Canutillo ISD has developed a [progress monitoring tool](#) and SMART Goals to measure the literacy outcomes for our students across grades K-10. Our 2023-2024 academic year summative results are our benchmark dataset. Our current efforts to redesign literacy instruction in Canutillo ISD began during the 2024-2025 academic year.

### **Progress Monitoring Assessments**

To monitor progress throughout the academic year, we will utilize the following assessments:

#### **Kindergarten:**

- Texas Kindergarten Entry Assessment (TX-KEA) - A TEA commissioner-approved kindergarten reading instrument, TX-KEA is a foundational literacy assessment given at the beginning, middle, and end of the year to assess grade-level proficiency in reading.

#### **1st and 2nd Grade:**

- Texas Primary Reading Inventory (TPRI) - A TEA commissioner-approved 1st and 2nd-grade reading instrument, TPRI is a foundational literacy assessment given at the beginning, middle, and end of the year to assess grade-level proficiency in reading.

#### **3rd - 10th Grade:**

- Renaissance Star Reading - A reading comprehension assessment given at the beginning, middle, and end of the year to assess grade-level proficiency in reading. This assessment also provides a predictive measure for student performance on the summative STAAR assessment.
- STAAR Interim - A TEA-designed interim assessment designed to provide a predictive measure for student performance on the summative STAAR assessment.
- State Assessments of Academic Readiness (STAAR) - The summative STAAR Assessment is the state accountability tool and primary measure of student grade level proficiency.

### **CREEED Reporting Timeline**

Canutillo ISD and TNTP will report outcomes for the assessments listed to CREEED as that data becomes available. The timeline for the release of data is listed below:

1. TX-KEA
  - a. Beginning of the Year (BOY) - October
  - a. Middle of the Year (MOY) - February
  - a. End of the Year (EOY) - June
  
0. TPRI
  - a. Beginning of the Year (BOY) - October
  - b. Middle of the Year (MOY) - February
  - c. End of the Year (EOY) - June
  
0. Renaissance Star Reading
  - a. Beginning of the Year (BOY) - October
  - b. Middle of the Year (MOY) - February
  - c. End of the Year (EOY) - June
  
0. STAAR Interim
  - a. February
  
0. STAAR Summative
  - a. Preliminary Data - July
  - b. Texas Academic Performance Report (TAPR) -  
December-January
  - i. TAPR scores are the official state performance reports for the STAAR summative.



### **Canutillo ISD SMART Goals**

CISD has established literacy SMART goals across a 3-year timeline based on a goal structure provided by our Texas Reads Texas Leads partners in education. The CISD Literacy Committee adopted these goals utilizing the following structure:

- **Kindergarten:** By June 2027, CISD will increase the TX-KEA composite scores for each grade level by at least 15 percentage points.
  - The percentage of kindergarten students reading on grade level will increase from 43% in June 2024 to 58% by June 2027.
- **1st and 2nd Grades:** By June 2027, CISD will increase the TPRI/Tejas Lee composite scores for each grade level by at least 15 percentage points.
  - The percentage of 1st-grade students reading on grade level will increase from 60% in June 2024 to 75% by June 2027.
  - The percentage of 2nd-grade students reading on grade level will increase from 54% in June 2024 to 69% by June 2027.
- **3rd Grade - 10th grade:** By June 2027, CISD will increase the percentage of students scoring "Meets Grade Level" on STAAR between 8 and 15 percentage points depending on 2023-2024 results as described below. Progress monitoring at the beginning, middle, and end of the year will be conducted using the Renaissance Star Reading assessment.
  - If the 2023-2024 Meets score was < 35%, the target is +15 percentage points.
  - If the 2023-2024 Meets score was 36 - 45%, the target is +12 percentage points.
  - If the 2023-2024 Meets score was 46 - 50%, the target is +10 percentage points.
  - If the 2023-2024 Meets score was > 50%, the target is +8 percentage points.
  - The percentage of 3rd-grade students reading on grade level will increase from 46% in June 2024 to 56% by June 2027.
  - The percentage of 4th-grade students reading on grade level will increase from 54% in June 2024 to 62% by June 2027.
  - The percentage of 5th-grade students reading on grade level will increase from 60% in June 2024 to 68% by June 2027.
  - The percentage of 6th-grade students reading on grade level will increase from 51% in June 2024 to 59% by June 2027.
  - The percentage of 7th-grade students reading on grade level will increase from 50% in June 2024 to 60% by June 2027.
  - The percentage of 8th-grade students reading on grade level will increase from 44% in June 2024 to 56% by June 2027.
  - The percentage of 9th-grade students reading on grade level will increase from 53% in June 2024 to 61% by June 2027.

- The percentage of 10th-grade students reading on grade level will increase from 60% in June 2024 to 68% by June 2027.

**Canutillo ISD Early Childhood STAAR Meets Predictor**

Canutillo ISD is currently working with Region 19, CLI Engage and Texas Reads Texas Leads (TXRL) to identify TX KEA, TPRI and Tejas LEE subtests that will serve as predictors of STAAR Meets Grade Level proficiency when students test in 3rd grade.

The STAAR Meets performance level “indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts” (TEA).

We want to ensure this predictor is one that provides high levels of confidence. This work is ongoing in consultation with our partners. Canutillo ISD will provide CREEED with an update once this tool is complete and implemented in our data analysis toolkit.

# Literacy Implementation Plan – Strategic Supports

Canutillo ISD Proposal to CREEED for TNTP  
Supports

June 2024



## Introduction

TNTP believes our nation's public schools can offer all children an excellent education. A national nonprofit founded by teachers; we help school systems end educational inequality. We work at every level of the public education system to attract and train talented teachers and school leaders, ensure rigorous and engaging classrooms, and create environments that prioritize great teaching and accelerate student learning. Since 1997, we've partnered with more than 300 public school districts,

charter school networks, and state departments of education. Today, TNTP works directly with school systems in 35 states.

In Texas, we are currently collaborating with more than 250 diverse school systems and TEA in all parts of the state. Our commitment to our work in Texas is clear—out of our national staff of 600+, TNTP has over 120 full-time employees who lead work in Texas to improve outcomes for students in classrooms, whole schools, across districts, and throughout communities. At the state level, we are currently supporting several large scale, statewide initiatives, including Resilient Schools Support Program, School Action Fund, Strong Foundations, CRIMSI, Product Academies, and Effective Advising Initiatives. Additionally, TNTP developed the Research-Based Instructional Strategies (RBIS) in partnership with TEA, articulating the why, what, and how that bring content-specific best practices to life for students. Based on this work across the state, TNTP staff bring extensive knowledge of organizational change management, content-specific instruction, HQIM implementation, and Research-Based Instructional Strategies (RBIS).

In addition to our experience in the field, TNTP provides deep support grounded in the perspective of our research. In our recent study, *The Opportunity Myth*, we found that the common approach of “meeting students where they are,” though well intentioned, practically guarantees students will lose more academic ground and reinforces misguided beliefs that some students can’t do grade-level work. The report highlighted that greater access to grade-level work can and does improve student achievement—particularly for students who start the school year behind. Additionally, TNTP co-authored *Accelerate, Don’t Remediate*, which found that students who experienced learning acceleration struggled less and learned more than those who experienced remediation, and that learning acceleration can be especially effective for students of color and those from low-income families.

As a result of engaging with TNTP, we aspire for partnering districts to be on a trajectory towards instructional coherence. In *Instructional Coherence: A Key to High-Quality Learning Acceleration for All Students*, we outlined that instructional program coherence means ensuring that every element of an instructional program— from core instruction to interventions to adjusted or extended time - work in concert, not in opposition, to advance the same set of priorities, goals, and grade-level student experiences. In addition to improved experiences and outcomes for students, school systems which focus on advancing coherence across their instructional program benefit from stronger educator satisfaction and retention. **Therefore, TNTP seeks to partner with Canutillo ISD in charting the course to bring to life the coherent and effective literacy experience for students, families, and educators that was envisioned through the Strong Foundations Planning Grant.**

## Our Strategy

At TNTP, we believe that any efforts to improve coherence across a system must begin with understanding students’ daily experience in school. Our partnerships are designed with the goals to ensure all students feel that school is:

- **Logical:** Students perceive a sense of purposeful organization in how things are done at their school.
- **Predictable:** Students’ daily routines within and across classrooms leave them feeling secure, with clarity on the actions that lead to success.
- **Unified:** Students’ experiences at school are meaningful and connected across days, weeks, and years.

To accomplish this, we aim to address instructional coherence at both the school and system level.

|   |                                      |
|---|--------------------------------------|
|   |                                      |
| Build an understanding of students’ experience of coherence within their school and system. | Collecting and analyzing evidence of |

|  |  |
|--|--|
|  | stakeholders' experience with coherence.   |
| Identify areas of incoherence and their root causes.   | Engaging a diverse group of stakeholders to contribute to naming and prioritizing of root causes of incoherence aligned with TNTP's six levers.      |
| Name specific goals for improvement and prioritize key essential levers necessary for change .                           | Engaging a diverse group of stakeholders in equity-focused strategic planning to ensure goals and targets center students furthest from opportunity. |
| Provide all educators with the knowledge, skills, and conditions necessary to improve coherence in the prioritized area. | Developing and implementing an action plan with aligned leadership actions and educator supports.  |
| Create systems for de-siloing across teams and developing cross-functional collaboration.                                | Establishing structures for cross-department activities (e.g. retreats, stepbacks, recurring meetings).  |
| Commit to ongoing reflection on threats to coherence in prioritized areas.   | Developing a strategic approach to change management and continuous improvement through data-driven decision making.                                 |
| Benefit from an inclusive, aligned ecosystem of learning in which they feel that they belong and they matter.            |  |

Leveraging these principles, TNTP seeks to partner with Canutillo ISD to implement an instructionally coherent literacy program through:

- **Strategic Advising:** We will guide and support district leadership through navigating the technical and adaptive challenges of strengthening and executing the Implementation Plan developed through the Strong Foundations Planning Grant.
- **Capacity Building:** We will design and lead training sessions for key stakeholders within the district – with a focus on principals, coaches, the community, teachers serving multilingual learners, and teachers serving students with IEPs.
- **Progress Monitoring:** We will leverage improvement cycles to drive progress by considering key data including implementation fidelity, stakeholder experiences and feedback, educator capacity, and student outcomes.

**Phase 1: Prior Partnerships (June '23 – July '24)**

Through the Strong Foundations Planning Grant, TNTP partnered with Canutillo ISD to develop a guiding coalition within the district committed to improving literacy outcomes for students – aligned behind the newly developed Canutillo ISD Literacy Framework. Following the development of the Instructional Framework, Canutillo ISD partnered with TNTP to develop an Implementation Plan that charts the course from the district's current state to a future state aligned to the Literacy Framework.

During the period from March – July 2024, TNTP and Canutillo ISD have continued our partnership in order to ensure training for district leaders, school leaders, and teachers aligned to the RLA RBIS and the Canutillo ISD Literacy framework. During this period of time, TNTP is providing regular strategic advising and coaching for district leaders as they prepare for the 24-25 school year in alignment with the Implementation Plan.

### **Phase 2: School Year Supports (August '24 – May '25)**

As the school year begins, the scope of our support pivots to implementation of the plan. While the detailed vision for School Year Supports will be defined within the Implementation Plan, key inputs will include:

**Strategic Advising:** We will guide and support district leadership through navigating the technical and adaptive challenges of executing the Canutillo ISD Literacy Framework Implementation Plan, including:

- Ongoing and frequent coaching and support for designated senior leaders and initiative leads within the district, to support effective leadership practices in response to the technical and adaptive challenges of executing the Implementation Plan, including the vision and strategy for improving outcomes for multilingual learners & students with IEPs.

**Capacity Building:** We will design and lead training sessions for key stakeholders within the district – with a focus on principals, coaches, the community, teachers serving multilingual learners, and teachers serving students with IEPs.

- Ongoing training aligned to the RLA RBIS as well as newly designed training sessions for prioritized tiers of leadership within the district, with a recommendation of prioritizing school principals.
- Ongoing training to support the effectiveness of coherence-boosting routines prioritized within the Implementation Plan for teachers serving multilingual learners & students with IEPs.

**Progress Monitoring:** We will leverage improvement cycles to drive progress by considering key data including implementation fidelity, stakeholder experiences and feedback, educator capacity, and student outcomes.

- Establishing and managing the vision for data & assessment practices aligned to the Implementation Plan.
- Conducting bi-monthly walkthroughs to monitor the evidence of the RLA RBIS within classroom instruction.
- Gather critical feedback from teachers and school leaders across all district schools utilizing TNTP's Instructional Culture Insight Survey tools and additional customized content to assess experiences and perceptions of the RLA implementation. For more details of the content and components of this data collection and reporting, see Appendix A.
- Facilitate improvement cycles that holistically consider implementation fidelity, educator capacity, and student outcomes, naming clear and accountable next steps.

### **Phase 3: Preparation for 25-26 School Year (June – July '25)**

During the Spring & Summer of 2025, TNTP will support the development of Canutillo ISD's 25-26 Literacy Implementation Plan as well as facilitate aligned trainings for Canutillo ISD district leaders, school leaders, and teachers to accelerate progress towards the Canutillo ISD Literacy Framework.

# Staffing

As an organization, we work to ensure that all young people have the opportunity to succeed in school and life and work to disrupt inequities at every level of the education system. Internally, we work to shape an organizational culture that is people-centered and takes an asset-based approach to leveraging the diverse talents of our team and works to position all our staff towards success.

Each TNTP project leverages the support of a central team of specialists who are among the nation's best thinkers in their respective areas of expertise. While official project members will be assembled upon contract award, the team supporting Canutillo ISD will consist of a Partner, Director, Leadership Coach, Data Analyst, and Senior Manager. Below you can find a brief description of each team member's contribution.

**Partner:** The Partner provides strategic advisory throughout the engagement and provides internal management to the project team. The Partner will manage the relationship with senior central office leaders to ensure successful delivery of services and provide team and project oversight.

**Director:** The Director will oversee planning, implementation, and evaluation of all components of the services and supports TNTP will provide. The Director will ensure the successful design and successful delivery of all services and provide direct coaching to district senior leaders and additional technical assistance providers.

**Senior Manager:** Senior Managers will manage and execute the strategy and are responsible for the team's delivery of results as well as innovative solutions and achievement of goals.

**TNTP Insight Team:** The TNTP Insight Team leads the administration and rollup of actionable data and insights to inform the continuous improvement of district-level and school-based strategies.

The composition of the TNTP project team will prioritize both expertise with RLA RBIS, supporting diverse and multilingual learners, and relationships with Canutillo ISD.

## Project Budget

Our project budget is inclusive of all costs associated with the TNTP consulting team dedicated to Canutillo ISD, including travel for in-person meetings, trainings, and walkthroughs, during the period from **August 1, 2024 – August 1, 2025**.

Project Budget: \$290,875  
August 1, 2024 – August 1, 2025

### TNTP Supports

- TNTP Consulting Team to lead TNTP Scope of Work outlined in "Our Strategy" (\$169,199)
- TNTP Travel Costs for In-Person Professional Development & Progress Monitoring (\$46,676)
  - TNTP Insight Survey (\$40,000)

### Canutillo ISD Costs

- Additional Professional Development Costs (\$35,000)
  - Expenses related to team culture & coverage
  - \$30,000 allocated for substitute coverage for teachers attending professional development sessions.
    - \$100/substitute per day for 2 days of training

- 150 teachers trained
- \$5,000 allocated for miscellaneous cost to host PD activities including, but not limited to:
  - Food items to maximize time at work during training sessions
  - Supplies and materials for training sessions

## Conclusion

TNTP is incredibly excited about the opportunity to partner with Canutillo ISD to provide holistic supports to bring to life the Literacy Framework & Implementation Plan established through the Strong Foundations Planning Grant. We would be honored to work alongside Canutillo ISD's leadership team to prioritize students' wellbeing and ensure that best practices are implemented in a way that is both positive and sustainable. For more information, please reach out to Lars Nelson (lars.nelson@tntp.org), Texas-based Partner. We look forward to continuing the conversation about this exciting new opportunity for collaboration. Thank you for your time and consideration.

## Appendix A

TNTP's *Instructional Culture Insight* ("Insight") surveys provide district and school leaders with a roadmap for improving leadership practices by first collecting feedback on specific actionable practice from all stakeholders, including teachers, families, students, school support staff, school leadership teams, and central office staff. Leaders are then provided tools and resources to use that feedback to identify strengths and opportunities for improvement at their school, relative to schools nationally where practices are strongest. Data from Insight has shown that schools with strong instructional cultures and leadership practices can retain more effective teachers and support strong student achievement. Each participating school receives reports containing specific, actionable feedback that school teams can work together to assess and address quickly. Stakeholder surveys provide an overview of the needs of the district, which can be helpful in coordinating ongoing support and improvement efforts.

### Available Insight Survey Instruments

TNTP's survey tools encourage districts and schools to put student learning at the heart of all improvement efforts. Each stakeholder group plays a specific role contributing to student success, and our survey tools ask stakeholders about the experiences they are uniquely able to speak to because of their role. TNTP has developed survey instruments to solicit feedback from teachers, school support staff, school leadership, central teams staff, families, and students.

To support RLA Implementation, TNTP has included the administration of the Insight ***Teacher Survey*** and the ***School Leadership Survey*** to gather feedback from critical stakeholders.

|                       |   |
|-----------------------|---|
|                       |   |
| <b>Teacher Survey</b> | Teachers are asked to share about their experiences with leadership practices related to instructional culture, including topics such as observation and feedback, academic expectations, peer culture, instructional planning, and more. Teachers also share their retention plans and reasons for staying or leaving. |



|                                 |   |
|---------------------------------|---|
| <b>School Leadership Survey</b> | School Leadership staff provide valuable information on the quality of support schools receive from direct supervisors, central office support structures, and district leadership to build and maintain strong instructional cultures at their school. |
|---------------------------------|---|

In addition to the above Insight survey content, **TNTP will incorporate standard and customized survey items that are intended to capture teachers and school leaders experiences with Literacy Implementation.** These additional items are intended to gain a better understanding of how the instructional materials your district has selected have impacted classroom practices.

Information will be collected around topics such as Expectations, Usability of Materials, Impact of Materials, and Knowledge & Mindsets. In addition, items will also explore teacher and leader perceptions of the support they are receiving to implement selected materials. This data can be used to inform future planning and support of literacy implementation.

## Data Collection, Reporting & Engagement Details

Details aligned with survey administration, reporting and implementation include the following:

**Survey Administration:** TNTP collects survey responses from teachers and school leaders through online surveys. TNTP's responsibilities include:

- Provide standard, research-based survey instruments
- Support discussions to finalize survey content including custom items aligned with RLA Implementation efforts
  - Provide communication materials to inform relevant stakeholders about upcoming surveys
  - Facilitate all aspects of online survey administration, including survey set-up and close-out, roster management, data collection and cleaning, respondent reminders, and technical support
  - Set response rate targets to meet minimum reporting requirements & monitor response rates
    - Provide district contacts with access to a portal where they can monitor response rates by school

**Reporting:** TNTP analyzes and packages data into interactive, online Tableau reports. TNTP's responsibilities include:

- Minimum response thresholds are required to receive reports. TNTP determines minimum reporting thresholds to maintain respondent confidentiality, reliability of the data and validity of results. These thresholds were based on an external study conducted by the American Institutes for Research
- All survey responses (with the exception of open-ended comments) are shared in reports in aggregate when minimum thresholds are met. Guidance is provided to survey participants on how to share feedback anonymously when responding to open-ended survey questions
- Provide online district-level reports with results aggregated at the network-level by stakeholder as well as all individual school results (if applicable)
- Provide online school reports with individual school-leader access: school-level results by stakeholder where minimum response rates are met, and guidance for building a roadmap for improvement
  - Comparisons to national and local benchmarks, where available
- Up to three school group filters, if requested, including School Level and two other client-designated groups

**Engagement & Resources:** TNTP provides a full suite of support tools and resources. TNTP's responsibilities include:

- Online reports contain a link to additional guidance and resources on how to read and use reports, as well as guidance and templates for sharing results with teachers
- Included on the Insight Help Center, you will see a section called “Browse Resources by Domain” that includes materials aligned with Insight domains to support leaders understand best practices and take action on their data.
- TNTP’s Teacher Talent Toolbox and Student Experience Toolkit contain hundreds of tools and resources sourced from schools aligned to the Insight survey that leaders can use to address key growth areas on stakeholder surveys
- “Introduction to Insight” webinar to introduce new users to the survey. Topics include: survey and report basics, best practices for sharing results with others, and a preview of TNTP available resources.
- “District/Network Snapshot” webinar provides an overview of the client’s results, highlighting areas of strength and opportunities for growth based on the data-findings.