

Browning Public Schools – MT Reads

Submitted by: Debbie Hunsaker
STRIVE INC

STRIVE Support

This proposal outlines a comprehensive professional learning partnership to support the Browning Public Schools in the implementation of HQIM CKLA and FastBridge.

Goal of Support

The aim is to build teacher confidence and instructional skill in planning, delivering, and assessing high-quality reading and writing instruction rooted in the Science of Reading. All support will be aligned with MT Reads, Montana Academic Standards and tailored to meet the specific needs of Browning’s leaders, educators, and students.

Scope of Work

On-Site Support

Dedicated STRIVE literacy consultants will be on-site providing:

Session 1: MARCH 21, 2026

- **Foundational Reading Skills – Basic**
- **Foundational Reading Skills – Advanced**
(greater emphasis on data use, item analysis, response to instruction, and targeted strategies)
- **Dyslexia: Identification, Instruction, and Support**
(in person on March 21 only)
- **Disciplinary Literacy (Grades 4–12)**
- **Science of Writing: Sentence → Paragraph**

Session 2: APRIL 18, 2026

- **Foundational Reading Skills – Basic**
- **Foundational Reading Skills – Advanced**
- **Disciplinary Literacy (Grades 4–12)**
- **Vocabulary, Comprehension, and Writing to Text – Basic**
- **Vocabulary, Comprehension, and Writing to Text – Advanced**
(greater focus on text evidence, ACE/CER, and instructional rigor)
- **Science of Writing: Genre Writing**

Session 3: MAY 2, 2026

Targeted & Responsive Literacy Day

This day is intentionally designed to respond to what we learn from March and April.

Proposed full-day sessions (in person):

- **Vocabulary, Comprehension, and Writing to Text – Basic**
- **Vocabulary, Comprehension, and Writing to Text – Advanced**
- **Science of Writing: Writing Techniques and Use of Evidence**

Professional Development	
On-Site Support – March/April/May 5 consultants/mo. (Inclusive of all planning, delivering, travel expenses, follow-up)	\$3,500/day/consultant =\$17,500/mo
Total On-Site Support Proposed	\$52,500.00
Resources: PRINT VERSIONS: Striving Readers Striving Writers L.I.T.E.R.A.C.Y. Books and digital dashboards (ever-evolving and no subscription fees)	\$10.00 ea +S/H estimate \$ DISOUNTED PRICE \$75.00ea +S/H estimate \$3.00/print book
Resources: DIGITAL VERSIONS: Striving Readers Striving Writers L.I.T.E.R.A.C.Y. Books and digital dashboards (ever-evolving and no subscription fees)	\$50.00 ea DISOUNTED PRICE \$40.00ea

<p>Total for Resource Options Proposed dependent on quantities of each needed –</p> <p>Note: Books are data systems that support effective data-based decision making and scaffolds for all Tiers of instruction</p>	<p>Total based on QTY of Resources Ordered</p>
<p>ALTERNATIVE OPTION TO RESOURCE PURCHASE –</p> <p>Packets of Strategies and Practices used within training modules from books</p> <ul style="list-style-type: none"> • Striving Readers: \$2,500 (district prints) • Striving Writers: \$2,500 (district prints) • L.I.T.E.R.A.C.Y.: \$2,500 (district prints) 	<p>Strategies Access Alternative to Resource Purchase \$7,500.00 (district to pay additional printing costs)</p>
<p>Total Proposed</p>	<p>\$52,500.00 + Resources</p>

We look forward to supporting your team in delivering exceptional literacy instruction and building sustainable, schoolwide literacy practices. Please let me know what additional questions you have or if you want to adjust this in any way.

Warm regards,
Debbie Hunsaker
Founder & Literacy Consultant
STRIVE TLC

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ADDITIONAL NOTES:

Big Picture Structure

- Three Saturdays, in person
- Teachers attend **one full-day session per Saturday**
- Sessions are designed so teachers can:
 - Choose based on grade level, role, and experience
 - Build a learning pathway across the three dates
- Some sessions are offered on **multiple Saturdays**, others are intentionally limited
- The May 2 session includes a **flexible option** that can be adjusted based on participation and feedback from March and April

Saturday 1: March 21

This day provides the widest range of options and establishes a strong foundation for the series.

Proposed full-day sessions (in person):

- **Foundational Reading Skills – Basic**
- **Foundational Reading Skills – Advanced**
(greater emphasis on data use, item analysis, response to instruction, and targeted strategies)
- **Dyslexia: Identification, Instruction, and Support**
(in person on March 21 only)
- **Disciplinary Literacy (Grades 4–12)**
- **Science of Writing: Sentence » Paragraph**

Saturday 2: April 18

Proposed full-day sessions (in person):

- **Foundational Reading Skills – Basic**
- **Foundational Reading Skills – Advanced**
- **Disciplinary Literacy (Grades 4–12)**
- **Vocabulary, Comprehension, and Writing to Text – Basic**
- **Vocabulary, Comprehension, and Writing to Text – Advanced**
(greater focus on text evidence, ACE/CER, and instructional rigor)
- **Science of Writing: Genre Writing**

Dyslexia would **not** be offered in person on this date.

Saturday 3: May 2

Targeted & Responsive Literacy Day

This day is intentionally designed to respond to what we learn from March and April.

Proposed full-day sessions (in person):

- **Vocabulary, Comprehension, and Writing to Text – Basic**
- **Vocabulary, Comprehension, and Writing to Text – Advanced**
- **Science of Writing: Writing Techniques and Use of Evidence**

Flexible, needs-based session:

- **Two Open Literacy Sessions (Topic Determined by Teacher Need)**
These sessions will be finalized after reviewing participation data and feedback from March 21 and April 18. Possible examples might include additional foundational skills support or an added writing or secondary literacy focus.

Optional asynchronous-supported options:

- **Dyslexia (Grades Prek-12) – Asynchronous Module**
- **Disciplinary Literacy (Grades 4-12) – Asynchronous Module**