


**Coppell Education Development Corporation**  
**Grant Application**

<b>Project Title:</b>	Literacy Intervention Support Program
<b>Principal Applicant</b>	Mrs. Jean Boyd
<b>Title of Principal Applicant</b>	Director of Elementary Curriculum
<b>ISD Representative in Application</b>	Coppell
<b>Project Period</b> (Start & Finish of Entire Project)	August 2004-May 2005
<b>Total Amount Requested</b>	\$450,882

**Printed Names & Title of Grant Approvers; Signatures; & Dates:**

Jean Boyd Director of Elementary Curriculum <i>Principal Applicant</i> Title (Required)	 Signature	8/25/04 Date
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<i>Team Member</i> Title (Optional)	Signature	Date
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<i>Team Member</i> Title (Optional)	Signature	Date
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<i>Principal of School Involved</i> Title (Optional)	Signature	Date
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<i>District Superintendent</i> Title (Required)	Signature	Date
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Kathie Gautille President, Board of Trustees <i>** School Board President</i> President (Required)	Signature	Date
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**\*\*Signifies approval by the School Board of Trustees**

### **Section I: Abstract of Project/Activity**

The Coppel ISD Literacy Intervention Support Program is designed to serve students who are identified by Early Reading Assessments in kindergarten, first, second and third grades at nine elementary campuses. Literacy Intervention support teachers, one teacher per campus, assist targeted students in grades K-3 to develop literacy skills needed for academic success. The amount of support each student receives is dependent on the results of the Early Reading Assessments. Coppel ISD is applying under the literacy provision of the Coppel Education Development Corporation for a total of \$450,882 to fund salaries for these nine personnel units.

In order to work toward the Coppel ISD Profile of the Graduate goals that, (l.) “A scholar of high reputation (b) transfers and applies knowledge and skills in meaningful ways that lead to further learning opportunities, (e) utilizes critical reading and thinking skills, and (g) seeks knowledge independently, responsibly and purposefully,” students must achieve highly developed literacy and thinking skills.

### **Section II: Description of Proposal and Nature of Request:**

Goals for this program are based upon the Twelve Essential Components of Research-Based Programs for Beginning Readers from the Texas Education Agency. Essential components (goals) are as follows:

Children will have the opportunities...

1. to expand their use and appreciation of oral language.
2. to expand their use and appreciation of printed language.
3. to hear good stories and informational books read aloud daily.

4. to understand and manipulate the building blocks of spoken language.
5. to learn about and manipulate the building blocks of written language
6. to learn the relationship between the sounds of spoken language and the letters of written language
7. to learn decoding strategies.
8. to write and relate their writing to spelling and reading.
9. to practice accurate and fluent reading in decodable stories and pattern-type readers
10. to read and comprehend a wide assortment of books and other texts
11. to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction
12. to learn and apply comprehension strategies as they reflect upon and think critically about what they read

To effectively meet these goals the literacy teachers will:

- provide intensive, focused literacy instruction to identified students on a daily basis and constantly monitor students' literacy growth
- assist regular classroom teachers in identifying students at-risk of reading failure based upon assessment results and work cooperatively with classroom teachers to plan effectively for these identified students
- coordinate state mandated Early Reading Assessments in grades kindergarten, first and second grade three times a year

- provide model teaching in the classroom in such areas as guided reading, interactive or guided writing, phonemic awareness or phonics lessons especially for teachers new to CISD
- work cooperatively with teachers and principals to promote literacy at each campus and participate in monthly literacy study sessions with other literacy support teachers and the Director of Elementary Curriculum to keep current on reading and writing research and effective literacy program implementation.
- Provide additional literacy resources for both students and teachers

In order to meet the reading goal set by then Governor George W. Bush in 1996 stating that, “All students will read on or above level or higher by the end of third grade and continue reading on or above grade level throughout their schooling,” literacy support is imperative in the early grades and is mandated in the Student Success Initiative. This existing program expanded to third grade in the 2003-2003 school year due to the “no social promotion” legislation that became effective in the spring of 2003 with the third grade class. Due to the efforts of trained literacy teachers and regular classroom teachers in third grade during the 2002-2003 and 2003-2004 school year, 100% of CISD third grade students met the standard on the TAKS reading assessment.

As a result of the reading goal set by then Governor Bush, guidelines were given to educators and legislation was passed which requires early reading assessment in kindergarten, first and second grade. Guidelines for the mandated Accelerated Instruction included the following:

- Identify target students and instructional priorities based upon assessment results

- Provide for at least 30 minutes a day of additional systematic and explicit literacy instruction
- Provide small group instruction in the areas of phonemic awareness, phonics alphabetic principle, reading fluency, reading comprehension and writing
- Use highly trained professionals to deliver instruction and provide interventions

Without the requested funds, the CISD will need to reexamine current student teacher ratios in all classes in order to provide district funding for this program. Denial of CEDC funds may also result in a decrease in specialized programs for all students in the district. If CISD is not able to adequately fund this program at the current level, a decrease in the district's state accountability rating could result.

**Section III: Budget**

\$450,882 Total budget request for salaries

**Section IV: Project Measurement and Evaluation**

Estimated number of students to be served in this program K-3<sup>rd</sup> grade: 580 (13% of the elementary population).

Dollars per student proposed: \$777.38

**Evaluation of Project's Success**

A valid measure of a student's progress in learning to read is the result of the TAKS tests administered in the spring.

PROGRAM GOAL	STANDARD	MOST RECENT MEASURE	EVALUATION INSTRUMENT
Increase the percent of students who meet the standard on TAKS exams in Reading.	Reading: 100%	3 <sup>rd</sup> Grade Reading: 100% 4 <sup>th</sup> Grade Reading: 93% 5 <sup>th</sup> Grade Reading: 90%	Reading TAKS

In order to continue to adjust instruction and address changing needs of our students we respectfully apply for this grant.

## References

Coppell Portrait of a Graduate, Coppell ISD, 2003

Texas Education Agency, (2003), Austin, Texas. Retrieved June 110, 2003 from

[www.tea.state.tx.us](http://www.tea.state.tx.us)