READ TO ACHIEVE GRANT APPLICATION COVER PAGE

This page must be complete and returned with the application to be responsive

DISTRICT:	Bullitt County Public Schools
SUPERINTENDENT	Keith Davis
SCHOOL APPLYING FOR GRANT:	Brooks Elementary School
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I assure the attached application has been reviewed and approved for implementation by all stakeholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the Read to Achieve grant. Failure to do so could impact future funding.

Keith Davis
Superintendent

1-27-14
Date

Betsy L. Owen-Nutt #476739
Notary Public

10-26-16
My commission expires

Notary seal

Cheri Lineweaver
Principal Signature

1-30-14
Date

Tammie Collins
Notary Public

February 14, 2015
My commission expires

Notary seal

READ TO ACHIEVE GRANT APPLICATION

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Part 1: IDENTIFICATION OF LITERACY NEEDS

1.1 Researched-based Intervention Model

Our school serves students in preschool through fifth grade. We also house a Head-Start facility. We currently have 535 students' enrolled (327 in grades K-3). We are applying to implement the Early Intervention in Reading program for struggling readers in kindergarten through third grade.

Our school has a unique student population that faces many educational challenges. Poverty is a major indicator of students at-risk of falling behind academically. Of our 535 students, approximately 70 percent participate in the free/reduced price lunch program. This indicates that a majority of our students come from low socio-economic households. Research indicates that the most economically disadvantaged students enter school significantly below grade level in foundational skills (atf.org). Our fall 2013 assessment results validate this finding. Every student entering kindergarten took Kentucky's new readiness screener, the Brigance Kindergarten Screen III. More than 72 percent of our kindergartners were considered "not ready," or lacking the early foundational skills needed to be successful.

In 2012-13, 5 percent of our students were English Language Learners, according to the Kentucky Department of Education School Report Card. According to the U.S. Census Bureau, our school has the highest percent of parents who are non-native English speakers at 4.8 percent, and this population continues to grow every year. Additionally, many students come from homes in which parents have low levels of education attainment. Only 12.5 percent of our c residents age 25 and older have a Bachelor's Degree or higher, compared to 21 percent statewide, according to U.S.

Census Bureau data. Our student mobility rate (10.88 percent) also is much higher than the district average (5.73 percent), according to the 2011-12 KDE School Report Card. High mobility rates are often linked to frequent absenteeism, which undermines student learning and increases a student's risk of falling behind academically (Chang, Hedy, & Rinerim Narahise). The circumstances described above often create educational barriers for children and are part of the reason so many of our students struggle with reading. Although we have highly qualified classroom teachers who strive to differentiate lessons and work hard to fill in the cognitive gaps for these students, informal classroom observations and assessment data has led us to determine that many of them need a more intensive small-group intervention led by a highly qualified, certified teacher to make adequate progress.

1.2a Program Design

We are applying to implement the Early Intervention in Reading (EIR) model to meet the changing needs of our students in kindergarten through grade three. The Early Intervention in Reading (EIR) model was developed by Professor Barbara M. Taylor of the College of Education and Human Development at the University of Minnesota. EIR is a daily, 20- to 30-minute supplemental small group reading program designed to accelerate the reading development of primary students reading below grade level. Like our core literacy program — Rigby Literacy — the EIR model includes the five essential components of effective reading instruction – phonemic awareness, phonics, fluency, vocabulary and comprehension. EIR includes: **1) A reading component** that includes the use of high quality leveled texts to build fluency, vocabulary, comprehension strategy use, and critical thinking through research-based practices. These practices

include reading aloud, repeated readings, fluency, comprehension strategies, vocabulary development, guided reading, discussion of books, and instructional conversations. **2) A word work component** that provides instruction in a meaningful context to build phonics skills, phonemic awareness, sight word recognition, vocabulary and word solving strategies through research-based practices. Practices include making words, word study, vocabulary instruction, word wall words and accompanying sight word recognition activities, and phonemic awareness, phonological awareness and phonics. **3) A writing component** that will develop thinking skills, comprehension, letter-sound correspondence and conventions of print through writing in response to reading and guided writing. **4) Continuous assessment** to document progress and guide instruction. Teachers use continuous progress monitoring tools such as running records to analyze student reading strategies, which guides future instruction. They also monitor student's performance and progress on universal screeners and diagnostic assessments in areas of letter sound correspondence, phonemic awareness vocabulary development, fluency and comprehension. **5) A home/school connection** to develop a family partnership in the literacy development of the student by sending books home daily.

The program provides the teacher with ongoing professional development to help meet the literacy needs of participating students. EIR also provides a detailed list of leveled text for student use and extensive teacher training modules that include DVD instruction and monthly web-based meetings.

Both our core reading program and the EIR model complement one another and will enable us to meet our current literacy needs and trends. We use Measures of

Academic Progress (MAP) as a universal screener and diagnostic assessment. MAP scores indicate that students need the most help in areas of foundational skills and vocabulary development.

Percentage of RTI Students Scoring in the 21st Percentile or Lower by MAP Goal Areas (indicating severely at-risk students)		
Grade level	**K**	**1**
Literature and Informational (fluency and comprehension)	22%	15%
Vocabulary Use and Functions	18%	19%
Language and Writing	27%	23%
Foundational Skills (phonemic awareness/phonics)	21%	22%
Overall Reading (all goal areas)	21%	13%
Grade level	**2**	**3**
Literature (fluency and comprehension)	16%	14%
Informational Text (fluency and comprehension)	14%	11%
Foundational Skills (phonemic awareness/phonics) and Vocabulary	15%	15%
Overall Reading (all goal areas)	17%	13%

During the 2012-13 school year, our lowest readers in primary were not making sufficient progress to meet end-of-year benchmarks in the regular education classroom setting. While participating in Tier III small-group interventions, the first grade students served by our RTA interventionist gained 13 Rasch Unit (RIT) levels based on the MAP assessment. RIT is an equal-interval score that measures student achievement and growth developed by the Northwest Evaluation Association (NWEA), creator of the MAP assessment. Even with this gain, these students remained 10 RIT levels below the spring norm of 177 and were 10 RIT levels below their non-RTA grade level peers at the end of the year. This alone indicated a significant need for continued interventions in our primary program.

According to an Intervention Report in the What Works Clearinghouse, EIR strongly focuses on the areas of phonemic awareness, systematic phonics and

vocabulary. Lessons also include fluency, comprehension and writing components. In kindergarten through second grade, collaboration between classroom teachers and the reading interventionist is an essential element of the EIR model. This collaborative model will complement our current Literacy Lab structure (model discussed below). For third-grade students, EIR focuses on addressing multisyllabic words and fluency, vocabulary and comprehension strategies. After reviewing our schools' literacy needs, school leadership and reading specialists determined EIR would be the most effective intervention to meet and improve students' literacy skills.

Our school uses Rigby Literacy as its comprehensive core Reading program and supplements reading instruction using the Readers Workshop model. The Rigby Literacy program uses all five essential components of effective literacy instruction. It includes text for large-group shared reading activities, leveled texts for guided reading, a word work component, daily poems and writing connections. The Readers Workshop model allows students to spend an extended amount of time reading authentic texts that interest them on a daily basis. The workshop model allows us to align the Rigby Literacy materials to Common Core Standards, as required by the KDE. The components of the Readers Workshop model include:

- Interactive Read Aloud - to engage students in text, as well as model teacher thinking as he/she reads the text.
- Shared Reading -which provides in-depth strategy instruction using a variety of texts, develops basic reading concepts, demonstrates quality writing, models fluent reading and problem-solving strategies, and develops a strong foundation for small-group and independent reading.

- Small Group Reading Instruction - leveled text collections by unit that supports differentiated reading instruction for all students with an emphasis on practicing and extending a variety of competencies.
- Independent Reading– students self-selecting texts which transform confident, motivated, and enthusiastic readers.
- Conferencing – designed to inform and monitor student progress, Writing – connecting and demonstrating understanding of reading.
- Phonics and Word Study – connects skills taught within the context of reading, writing, and spelling.

We implement Rigby Literacy and the Readers Workshop during a grade-level literacy lab. Each grade level has 90-minute literacy lab block. Students receive 60 minutes of comprehensive core instruction (Rigby Literacy). All students also receive an additional 30 minutes of small-group intervention (for struggling readers) or enrichment (for on-grade-level and above readers). Our literacy lab was established to give all students daily supplemental reading instruction at their instructional level. The lab model enables us to quickly identify struggling students and intervene accordingly, while also providing enrichment for students at or above grade level expectations.

We have an RTI support team in place to ensure all students receive 30 minutes of small-group intervention or enrichment during the literacy lab. This support team includes our existing RTA teacher, who provides Tier II and Tier III interventions during the literacy lab. Our classroom teachers provide Tier II and Tier III interventions to students who qualify for RTI services but are not initially placed with the RTA teacher. In

addition, two academic tutors (one certified and one classified), and two classified part-time instructional assistants provide academic enrichment for high-achieving students.

1.2b Complements RTI Framework

The Early Intervention in Reading (EIR) program will seamlessly fit into and complement our school's existing three-tiered Response to Intervention (RTI) system. The system is designed to offer core instruction to all students, and to offer small-group and one-on-one (when necessary) interventions to struggling readers. Our RTI support team includes the RTA teacher, classroom teachers, two academic tutors and two instructional assistants. Interventions are delivered **in addition to** the core reading instruction. The RTI team uses a triangulation of data to determine students who qualify for Tier II and Tier III services. Our three tiers include:

Tier I: Core reading program delivered to all students by a certified classroom teacher. Our school uses Rigby Literacy and Readers Workshop to meet Common Core Standards.

Tier II: Intensive short-term, small-group intervention delivered to struggling readers by the RTA teacher or certified classroom teachers who have been trained in best practices in guided reading. Groups are never larger than four students, and are often limited to two students. The RTA teacher will provide EIR for Tier II intervention.

Tier III: Most intensive short-term, small-group and one-on-one interventions that our school offers, delivered by a highly-qualified, certified teacher. The school currently uses Guided Reading per the design of its previous RTA grant. However, if awarded this grant, the highly-qualified, certified RTA teacher would implement Early Intervention

in Reading (EIR) for Tier III students. Classroom teachers also will provide Tier III services if there is a waiting list for RTA services.

If the number of students who qualify for RTA services is greater than the RTA teacher can service, students will receive high-quality Tier II and Tier III interventions from a certified classroom teacher until space in the RTA teacher's schedule becomes available. The RTA teacher, classroom teachers, academic tutors and instructional assistants collaborate in lesson planning and work together to ensure all students' needs are met.

The Early Intervention in Reading (EIR) program fits seamlessly into this existing school-wide literacy and intervention model and would allow our school to continue using the Literacy Lab grouping model. The Literacy Lab model allows us to service more students. The RTA teacher will provide small-group EIR instruction during the Literacy Lab, which is in addition to regular classroom instruction. The Literacy Lab uses flexible grouping at each grade level to ensure all students' needs are met. Below is an example of our current first grade Literacy Lab schedule:

RTA TEACHER	9:15-9:45 Level 4 Tier 3 intervention group		9:45-10:15 Level 6 Tier 3 intervention group	10:15-10:45 Level 6 Tier 2 intervention group
	9:15-9:40	9:40-10:00	10:00-10:20	10:20-10:45
First grade teacher	Rigby Lvl. 6	Rigby Lvl. 6	Tier 3 Group *Leveled Literacy*	Core Literacy
First grade teacher	Rigby Lvl. 6	Rigby Lvl. 7	Tier 2 Group	Core Literacy
Classified staff member	9:25-9:50 Rigby Lvl. 8		9:50-10:15 DRA 18	10:20-10:45 Rigby 11 (DRA 16).

Classified staff member	DRA 24	Rigby Lvl. 10		
First grade teacher	Rigby Lvl. 6	Core Literacy	Rigby Lvl. 9	Open for Tier Group
First grade teacher	Core Literacy	Rigby Lvl. 6	Rigby Lvl. 7	Rigby Lvl. 9
Classified staff member			DRA 20	DRA 24

1.2c Meeting Needs of Diverse Learners

To address the literacy needs of diverse learners and to ensure that differentiated instruction occurs, teachers continually collaborate with all staff personnel. For example, many of our RTA students also receive speech services and struggle with letter-sound associations, consonant blends, and digraphs. Language processing is often problematic, inhibiting comprehension. By conferring with the speech therapist regarding helpful strategies, adjusting text complexity, and focusing on specific components within the EIR program (particularly phonemic awareness and phonics), the teacher will be able to specifically target their speech difficulties.

Our school also has the largest percentage (4.8 percent) of English Language Learners (ELL) among all schools in our district. A majority of ELL students qualify for RTI services and work with the RTA teacher. Currently, our RTA teacher works with six of the nineteen ELL students in our school (note that some ELL students have previously exited from the program or were referred for special education services). To address diverse learners' needs, our RTA teacher will focus on vocabulary development

and comprehension to ensure that they understand what they read. Examples of instructional strategies include using context clues, rephrasing and writing down words students don't understand.

A challenge faced when working with the lowest level readers is finding what motivates students to read. Struggling readers can be more motivated when they are in the setting of a small group or one-on-one instruction. The RTA teacher will provide a variety of texts to provide options for boys/girls and minority groups. Students are given individual goals to help them build their reading stamina to increase their enjoyment of reading and reading endurance. Self-selected material at a "just right" reading level keeps students interested and engaged in reading.

The RTA teacher will use Running Records (a teacher observation of reading strategies and behaviors) to help make decisions regarding instruction for diverse learners and all other RTA students.

APPENDIX D

Data for students in bottom quartile according to Measure of Academic Progress

Grade	School Year	Number of Students	Assessment Name	Average Entry Score	Average Exit Score	Comments
K	2012-13	12	MAP	107	147	
	2013-14	15		129	NA	
1	2012-13	16	MAP	150	163	
	2013-14	10		147	NA	
2	2012-13	26	MAP	163	174	
	2013-14	16		155	NA	
3	2012-13	5	MAP	171	180	
	2013-14	24		173	NA	

Kentucky Performance Rating for Educational Progress (K-PREP) 2012-13 data also indicates that our school lags slightly behind the state in reading. More than 52 percent of our student scored below grade-level in reading.

2012-13 K-Prep Data: Percentage of Students Scoring Novice, Apprentice, Proficient and Distinguished			
Score	**School 3-5th Grades Reading**	**District 3-5th Grades Reading**	**State 3-5th Grades Reading**
Novice	24.6%	23.9%	25.4%
Apprentice	28%	29%	26.7%
Novice/ Apprentice (combined)	52.6 %	52.9 %	52.1%
Proficient	33.3%	33.8%	32.9%
Distinguished	14%	13.3%	15%
Proficient/ Distinguished (combined)	47.3%	47.1%	47.9%

Part 2: IDENTIFICATION OF STUDENTS TO BE SERVED

2.1 Students to be Served

Our school employs a diagnostic process to identify students eligible for RTA services. Initially all students are administered the district-wide universal screener, the NWEA's Measure of Academic Progress Assessment (MAP), which meets the requirements of Unbridled Learning legislation. Students who fall in the bottom 25th percentile on MAP are given a diagnostic assessment: the Developmental Reading Assessment (DRA2). The RTI team meets as a Professional Learning Community (PLC) to review the data, discuss students' immediate needs and make student placement decisions. The RTI team also will take into account any concerns the classroom teacher may have regarding the student's overall academic performance. The lowest performing students are placed in RTA. Other low-performing students are placed in other RTI groups based on their individual needs. Small group sizes range

from one to four to ensure that the needs of each student are met. During the interventions, the RTA teacher progress monitors students weekly using running records and fluency probes. The data is reviewed at monthly RTI meetings to monitor student progress. Students move in and out of flexible groups according to the data.

2.2 Ensure Progress Monitoring

Our school has a detailed plan in place to ensure the EIR intervention is based on the on-going progress monitoring of individual student needs.

Intervention	Person Responsible	Progress Monitoring Tool	Frequency of Progress Monitoring	Management of Data	Rate of Analysis
EIR	RTA Teacher	Fluency probes	Weekly	RTA teacher	Daily
				RTI team	Monthly
		MAP data	Three times per year (fall, winter and spring)	RTI team	Quarterly
		Benchmark Assessments	As needed	RTA teacher	Monthly
				RTI team	Monthly

Students are monitored weekly with fluency probes and running records. Oral Reading Fluency probes assess students' proficiency in reading connected text. The running record tool helps teachers identify patterns in student reading behaviors. These patterns allow a teacher to see the strategies a student uses to make meaning of individual words and texts as a whole. The RTA teacher will use this information to guide their instruction.

The RTA teacher sets both short- and long-term goals for student achievement in fluency and reading levels. The data — along with classroom and teacher input — are reviewed each month in RTI Professional Learning Community meetings. Our RTI team consists of classroom teachers, our RTA interventionist, the school-wide instructional

coach, the principal, special education teachers, and a district special education consultant and/or psychologist.

The following is our RTI (Response to Intervention) procedures:

1. Discuss the student at grade level PLC data meeting.
2. Notify parents of entrance into RTI Tier II. (Letter)
3. Baseline data collected – 3 data points (probes). Probes need to be on student's grade level.
4. Complete Proficiency Plan with accurate goals based on data. (Probes, MAP, DRA, etc.)
5. Identify Tier II intervention and assessment.
6. Implement intervention and collect data. At least 4 additional data points with identified Tier II intervention are needed before moving to next step. Probes must be on student's grade level.
7. Review data at grade level PLC data review meeting. (At least 4 additional data points with identified Tier II intervention and probes must be on student's grade level.)
8. PLC makes decision based on data if student is making progress. If student is making progress, they will remain in Tier II and continue with the identified intervention. If the student is not making progress the PLC may decide to move the student to Tier III.
9. Identify Tier III intervention and assessment and document on the student's Proficiency Plan the name of the intervention and the date implementation began.
10. Notify the parent of the change from Tier II to Tier III. (Letter)

11. At this time the school counselor or curriculum coach will request a vision screening.

12. Notify school special education consultant to place student's name on "watch list".

13. The curriculum coach will provide the homeroom teacher with a referral packet to begin working on.

14. Repeat steps 6 and 7.

15. Based on the data, if the student is making progress, they will continue to receive Tier III support. If the student is not making progress the PLC may discuss a special education referral. At least 4 additional data points with the identified Tier III intervention must be presented before a decision regarding progress can be made.

16. The homeroom teacher may complete and submit the referral packet to our school special education consultant. (The packet includes the referral form from step #13, a motor screening, vision screening from step #11, hearing screening, SPAGs, etc.)

17. At this time, the school counselor or curriculum coach will request a hearing screening.

18. The special education consultant will enter the referral information into Infinite Campus and forward to the school psychologist.

19. The school psychologist will set up a meeting to review the referral and create an evaluation plan.

20. During the evaluation process the student shall remain in intervention with the RTA or classroom teacher.

21. If a student doesn't qualify for special education they will continue in Tier 3 interventions.

2.3 Movement Between Tiers and Exiting Program

Our RTI plan follows a process to determine student movement among tiers. Students are placed in Tier 2 or Tier 3 (RTA) interventions when they are determined eligible based on a triangulation of data, including whether they scored below the 25th percentile on MAP and whether their DRA2 diagnostic assessment shows them to be reading a half year or more behind. Once students are placed in Tier 2 or Tier 3, they will receive daily small-group instruction from the RTA teacher or their classroom teacher. Teachers set short-term goals for each student and use individual monitoring sheets to track progress. Goals are typically set for a 16-week period. The RTA teacher and other RTI interventionist monitor student progress weekly through running records, fluency probes and, when needed, benchmark reading assessments. Short-term goals can be adjusted to meet individual student needs. Students who score above the 25th percentile on MAP and/or make gains with their reading level and writing process will be re-evaluated using benchmark assessments and/or the DRA2. This data is reviewed during monthly RTI Professional Learning Community meetings. Students must show sustained progress reading at grade level (as monitored through fluency probes and running records) before they can exit the program.

If students have made sufficient progress, they will be exited from RTA. Once they exit RTA interventions, they are placed in Tier 2 with their classroom teachers, who continue to monitor their progress until they no longer need intervention services. For Tier 2 and Tier 3 students who do not make adequate progress, the RTA and RTI teacher will adjust the intervention to better meet their needs. This includes changing the interventions strategies, intensity, duration and frequency of services. Tier 2

students who continue to show no progress will be moved to Tier 3. Tier 3 students who don't show improvement despite intervention changes will be referred for special education evaluations.

Part 3: IMPLEMENTATION OF INTERVENTION

3.1 Resources Needed for Effective Implementation

Our school is a current RTA grant recipient and implements small-group interventions as part of the RTA program. Our principal supervises RTA implementation to fidelity. The RTA teacher is a collaborative member of the school Response to Intervention (RTI) team. The team consists of the following: classroom teachers, our RTA interventionist, the school-wide instructional coach, the principal, special education teachers, and a district special education consultant and/or psychologist. Monthly meetings are designated to monitor RTA student progress, review short- and long-term goals, formal and informal assessments, entry and exit criteria, effectiveness of interventions, weekly fluency probes, and student movement between tiers. The team works collaboratively to ensure all students who need services receive them.

Primary students who fall in the bottom quartile on the universal screener, Measures of Academic Progress (MAP), receive further testing using the Diagnostic Reading Assessment (DRA2). Students who show the most need will be assigned to small-group RTA interventions. The EIR small group size will range from one to four depending on the individual needs of the students. Through previous RTI experience, teachers have found that some students do not fit in with small peer groups. If necessary, we provide students with one-on-one tutoring with the RTA intervention

teacher. Once they have reached a level commensurate with their peers they are moved into the small-group setting.

Our RTA teacher monitors progress using running records, fluency probes and benchmark reading assessments. She also collects, manages, and reports data within the school and district.

Our RTA teacher devotes her entire day to intervention with identified struggling readers. This includes both delivering interventions and analyzing progress monitoring data. EIR students receive a short-term intervention, averaging 16 weeks based on their individual needs.

The RTA teacher is provided a furnished classroom to meet with students. To help ensure student success, the classroom is equipped with four student computers, a teacher computer, an iPad, an iPod and a smart board. The school stocks the classroom with numerous literacy resources to supplement intervention as needed. These include magnetic boards and letters, additional leveled readers for individual and group use, literacy center games and activities that students can check out for classroom and home extensions, and leveled readers that students can check out for home/school connection. The classroom is available to the RTA teacher and her students full-time. Previous RTA grant funds were used to purchase materials that will help meet the requirements of the Early Intervention in Reading model. The only additional materials that our school needs to add are EIR teacher resource books ($150) and supplemental leveled texts that the EIR model suggests ($500). Title I funds will pay for the RTA teacher to complete EIR-related professional development to ensure successful implementation. Our school will use funds from RTA, Title One,

school general funds, and Family Resource funds to fully implement the program. These multiple sources of funds will help us provide students with a comprehensive, effective literacy intervention program.

3.2 Family Involvement

Parents are notified when their child enters and exits the RTA program and are regularly provided updates of progress. The EIR program will send home books on the students' instructional level keeping parents updated and involved in student learning. A reading log is included with a comments section for two-way communication between the RTA teacher and parents. MAP scores are sent home by the school three times per year. Parents are informed in writing if Tier levels change from Tier 1 to 2 or Tier 3 instruction. At the end of the year, the RTA teacher also provides students with a list of books at their reading level to help keep students engaged during the summer months.

Our school provides multiple opportunities and activities for struggling readers to interact with their families and the community. The school hosts several family literacy nights each year that are entertaining and educational for parents and students. We strive to educate parents on how they can be part of their child's literacy success. The school's Family Resource Center provides funding for some aspects of the literacy nights and also provides refreshments and materials. Our school also operates a 21st Century Community Learning Center that provides after-school services for students and their families, including academic tutoring, enrichment and regular family literacy programming. The 21st CCLC also provides ESL classes for English Language Learning parents during the evenings.

The Accelerated Reader program provides updates of student reading progress to parents. In Accelerated Reader, students earn points for reading books. Each month, students and teachers are updated on students' progress toward their goals. Rewards are given out quarterly. The local public library hosts a Public Library Patron Night that provides great opportunity for community collaboration. More than 40 students and their parents attended the patron night in the spring of 2013 to sign up for a public library membership and learn how to utilize its resources and services. Families received their library cards and were able to check out books that very night.

The RTA teacher also takes part in parent conferences with the classroom teacher to report on student progress. Letters are sent out to parents at least three times per year with detailed reports of their child's RTA progress.

The RTA teacher will establish a parent group to facilitate ongoing communication regarding the literacy needs of their struggling readers. The parent group will meet six times throughout the school year. Initially, the RTA teacher will communicate her goal to teach parents literacy strategies to use at home. Parents will be surveyed on specific topics they want addressed during these meetings. Reading strategies discussed will be based on the needs of the students currently in the program. Topics could include using picture clues, breaking words apart, monitoring for meaning, and the importance of reading regularly at home.

Part 4: DESRIPTION OF TEACHER SELECTION AND TRAINING

4.1 Teacher Selection Criteria

RTA funds will be used to hire a full-time RTA teacher to deliver EIR intervention services to struggling readers. Our current RTA teacher plans to continue serving as the

school's full-time interventionist next year. She has 16 years teacher experience, including eight years as an RTA interventionist. Her qualifications include: A Bachelors of Science in Elementary Education; a planned fifth year in Elementary Education; a lifetime certificate granted for teaching Early Childhood Education; a Rank 1 in Assistive Technology with an emphasis on special education, including six credit hours in Reading Recovery training; Reading Recovery certification from 2006 through 2010; Leveled Literacy Intervention Training certification and she also attended the Thinking Strategies Institute in 2012.

If for some reason the current RTA teacher cannot continue in the position, the school will hire a highly trained/qualified, certified primary teacher with at least three years teaching experience in the primary grades who has, or is working toward, a Master's degree in literacy. Other applicants may qualify it they have a Master's degree in another area, or are National Board Certified. In the first year of implementation of the new intervention, the RTA teacher will receive additional training in the EIR model.

Our RTA intervention teacher has many roles and responsibilities. She will work full-time providing small group intervention services to primary students who fall in the lower 25th percentile on the district's universal screener, the Measures of Academic Progress (MAP). In addition to delivering intervention instruction, the RTA teacher will actively participate in RTI meetings, monitor student progress, assess students, plan lessons, maintain records, collaborate with colleagues, communicate with parents, help organize literacy activities, report any data required through the RTA grant, participate in ongoing professional development and serve as a model to faculty and staff. Despite

these roles, her entire instructional day is devoted to the delivery of intervention services. Please see the example of the RTA teacher's daily schedule below:

Sample Daily Schedule for RTA Teacher 2014-15	
8:40 a.m.	Breakfast duty
9:15-9:45	First grade EIR group
9:45-10:15	First grade EIR group
10:15-10:45	First grade EIR group
10:45-11:15	First grade EIR group
11:15-11:45	Lunch
11:45-12:15	Second grade EIR group
12:15-12:45	Second grade EIR group
12:45-1:30	Planning
1:30-2:00	Third grade EIR group
2:00-2:30	Third grade EIR group
2:30-3:00	Kindergarten EIR group
3:00-3:30	Kindergarten EIR group
3:30-3:45	Car duty

4.2 On-going Professional Learning Plan

The professional development plan for the RTA teacher directly relates to the Early Intervention in Reading (EIR) Program. The plan includes the RTA teacher's attendance at a statewide workshop with Barbara Taylor, designer of EIR and the author of the Catching Readers series. George Hruby of the University of Kentucky Collaborative Center for Literacy Development said in an email to a district representative that the CCLD intends to hold an initial professional development session on the EIR model with Barbara Taylor. Our RTA teacher will attend this session if it is offered as planned. In addition, the RTA teacher will attend monthly grade-level EIR webinars and monthly collaborative team meetings as outlined in the EIR Catching Readers series.

During the monthly collaborative meetings, our RTA interventionist will pair up with other EIR interventionists in the district or from other districts throughout the state for meetings lasting about 60 minutes. This collaborative PD includes discussion of EIR instructional procedures, effective use of EIR materials, ongoing progress monitoring assessments, sharing of success, problem-solving related to challenges, and video sharing of EIR teaching strategies. Each Catching Readers book has a DVD with numerous video clips of teachers effectively teaching EIR strategies as well as downloadable teaching and assessment materials. The RTA teacher's professional development plan also will include nine WebEx meetings, live or recorded, in which Barbara Taylor will review EIR procedures (described in the Catching Readers books) that change as students grow and change across the school year. There will be one set of WebEx meetings for kindergarten and one set for grades one through three. The monthly WebEx meetings will be held live after school once a month, but the RTA teacher could also review the recorded versions of the meetings instead if she cannot attend live.

The RTA teacher will participate in RTA trainings made available through the Kentucky Department of Education (KDE) and will complete at least 24 hours of professional development, as required by the district. The teacher also will utilize PD360 to customize his or her professional growth needs. The school will send the RTA teacher to the EIR workshop led by Barbara Taylor. If for some reason the EIR workshop is not held as planned, the RTA teacher will attend the Kentucky Reading Association conference. The RTA teacher also will participate in book studies and webcasts to meet the needs of struggling readers at our school.

Our RTA intervention specialist also will participate in a professional learning cadre of RTA intervention teachers in the service region. The Ohio Valley Educational Cooperative (OVEC) currently operates comparable network groups for a variety of educators, including instructional supervisors, special education directors, preschool coordinators, instructional coaches, principals, guidance counselors, and library media specialists. In the 2014-2015 school year, the educational cooperative will initiate a network group for RTA intervention teachers. The group will meet four times each academic year for presentations from OVEC staff on early reading strategies, reading interventions, and continued implementation of the Common Core State Standards for English Language Arts. In addition, at each meeting, the network will group intervention teachers by their selected intervention model for collegial discussions on challenges in implementation. Through an evaluation form, participants will provide feedback on the quality of the network group meeting, as well as suggestions for future presentations.

This professional development plan adheres to the Kentucky Department of Education Standards for High Quality Professional Development definition, which states professional development should "systematically, over a sustained period of time, enable educators to facilitate the learning of students by acquiring and applying knowledge, understanding, skills, and abilities that address the instructional improvement goals of the school district, the individual school, or the individual professional growth needs of the educator. High quality professional development experiences shall be related to teachers' instructional assignments and administrators' professional responsibilities. Experiences shall support the local school's instructional

improvement goals and be aligned with the school or district improvement plan or individual professional growth plans of teachers."

Part 5: DESCRIPTION OF BUDGET PROCESS

5.1 To fully implement the Read to Achieve intervention services according to grant requirements, our elementary school will use multiple financial resources. The estimated total cost to operate RTA services is $68,707. The RTA funds will be matched by multiple school resources including but not limited to: Title 1 funds, Family Resource Center funds, general school funds and community support.

5.2 Budget Summary Form

Read to Achieve, Budget Summary Form, School Year 2014 – 2015				
1	**2**	**3**	**4**	**5**
MUNIS Code	**Item**	**Explanation of Expenditures**	**Amount of Grant Funds**	**Source & Amount Of Matching Funds**
0110	Certified Permanent Salary	Salary for a highly qualified/trained certified intervention teacher who directly implements EIR interventions	$48,500	$15,000 – Title 1 Fund Match
0211	Group Life Insurance	Life Insurance for certified RTA teacher		$40 Title 1 Fund Match
0213	Group Liability Insurance	Liability Insurance for certified RTA teacher		$50 Title 1 Fund Match
0222	Employer Medicare Contribution	Medicare Contribution for certified RTA teacher		$400 Title 1 Fund Match
0231	KTRS	Retirement Contribution for certified RTA teacher		$750 Title 1 Fund Match
0251	State Unemployment Insurance	Unemployment Insurance for certified RTA teacher		$30 Title 1 Fund Match
0260	Workman's Compensation	Workman's Compensation for certified RTA teacher		$110 Title 1 Fund Match

Read to Achieve, Budget Summary Form, School Year 2014 – 2015				
1	2	3	4	5
MUNIS Code	**Item**	**Explanation of Expenditures**	**Amount of Grant Funds**	**Source & Amount Of Matching Funds**
0338	Registration Fees	Registrations fees for workshop and conference related to the RTA Intervention(Kentucky Reading Association Conference/EIR workshop)		$200 Title 1 Fund Match
0580	Travel: (in district, out-of-district, out-of-state)	Travel costs for the RTA teacher to attend EIR conference and RTA-related Professional Development		$300 Title 1 Fund Match
0610	General Supplies	Consumable supplies for the RTA interventions for the year 2014-2015		$200 General Funds
0643	Supplementary Books	Leveled text books directly related to EIR intervention		$500 General Funds
0647	Reference Materials	Professional Development Books directly related to EIR intervention		$150 Title 1 Fund Match
0810	Dues and Fees	Membership dues in professional organizations		$100 Title 1 Fund Match
	Family Literacy Night Consumables	Refreshments, door prizes, awards, consumable items for Family Literacy Nights	N/A	$350 – School Family Resource Center
0294	Federal Health Insurance	RTA teacher's health insurance	N/A	$2000 Title One Funds
0295	Federal Life Insurance	RTA teacher's life insurance	N/A	$5 Title One Funds
0296	Federal Administration Fee	RTA teacher's Administration fee	N/A	$22 Title One Funds
Totals			**$48,500**	**$20,207**

NOTE: Columns above that do not contain Munis codes may only be used to show matching funds that are NOT allowable expenditures to be taken out of grant funds (for example, refreshments cannot be purchased with grant funds, however, a match may be provided to do so and can be shown in these columns).

Part 6: SUCCESSFUL IMPLEMENTATION OF PRIOR RTA GRANT

6.1 Our school was awarded the RTA grant in 2005 and implemented the researched-based model of Reading Recovery (RR) and small-group Guided Reading. The RTA grant allowed us to provide our students with a highly qualified, certified intervention teacher who has continued to expand her training to meet state and district changing educational needs. The school selected a successful classroom teacher specializing in early literacy and serving at-risk students for the RTA role. She received intensive training in both the RR and Guided Reading models. This training enhanced her understanding and instructional practices in delivering one-on-one and small-group interventions. She continues to serve as the RTA teacher at our school and plans to continue in this capacity if this grant is awarded.

Using RTA grant funds, the teacher has performed additional training in literacy intervention, including four years of ongoing Reading Recovery and Leveled Literacy Intervention training. Her expertise and training has been invaluable in serving the students of our school as well as providing an exceptional model and resource for all of our staff. Even as the RTA funds decreased and her position changed, we have been able to use our RTA funds to ensure the reading success of our students.

When the state decreased RTA funding in 2010, our RTA teacher temporarily dropped to serving students part-time because the school could not afford her full-time salary. The school also received a waiver from the state to discontinue the Reading Recovery portion of the grant because of associated costs. That allowed the RTA teacher to maximize her part-time schedule serving small groups of students using Guided Reading. She began working full-time again at the start of the 2013-14 school

year. Her salary is supplemented by Title I funds. She currently still only implements Guided Reading.

Since the inception of the grant, over 300 at-risk primary students have received short-term, intensive interventions from the RTA teacher. The RTA teacher collaborated with classroom teachers by modeling, demonstrating and using effective language and strategies to build on student strengths and address their needs. Due to a trickle-down effect, it is difficult to estimate the actual number of children affected by the RTA grant. The effective language and strategies modeled by the RTA teacher have become part of the collaborating teachers' toolbox, impacting future instruction.

The RTA teacher has been and continues to be a collaborative member of the school Response to Intervention (RTI) team. This Professional Learning Community (PLC) consists of the following: principal, instructional coach, RTA teacher, classroom teachers, special education teachers, district special education consultants and school psychologists. Monthly meetings are designated for the team to monitor student progress, review formal and informal assessments, entry and exit criteria, and interventions, and discuss student movement within tiers.

In addition to providing intense intervention to our most at-risk students, the RTA teacher has led professional development and book studies on topics pertinent to literacy intervention. She attends KDE webinars, district, state, and national professional development in literacy. She plans lessons, maintains records, keeps data on intervention students, and completes RTA evaluation reports. She also communicates with parents on the phone and via a daily reading log with a comments section. She has surveyed administrators, teachers and parents to evaluate the effectiveness of the

program and to get feedback and input on the impact of the program. The RTA teacher also is a member of the committee that is responsible for literacy events that is responsible for literacy events that encourage students, parents, staff and community involvement in literacy activities. The initial RTA grant and its implementation every year since have enriched our school environment.

Part 6.2 Effectiveness of Prior RTA Grant

The following data clearly demonstrates how we have effectively used our RTA funds over the past years to ensure student success in reading while keeping up with federal and state educational trends. We examined MAP scores of our primary program and looked at third grade data to measure students' reading growth for the past four years. Our reading scores show a dramatic increase of 43 percent.

Student Growth from 2010-2013				
	Spring 2010	Spring 2011	Spring 2012	Spring 2013
Total number of 3rd grade students reading above the 25th percentile.	48%	69%	92%	91%

The following data demonstrates RTA student growth over the past two years. The RTA teacher was serving students part-time in the 2012/2013 school year.

APPENDIX C: Data for students RTA Students Current and Past

Grade	School Year	Number of Students	Assessment(s) Names	Average Entry Score by RIT	Average Exit Score by RIT	Comments
K	2013-14	0	Measure of Academic Progress	NA	NA	
	2012-13	0		NA	NA	
1	2013-14	11	Measure of Academic Progress	138	NA	
	2012-13	12		154	167	
2	2013-14	8	Measure of Academic Progress	160	NA	
	2012-13	10		160	167	
3	2013-14	10	Measure of Academic Progress	139	NA	
	2012-13	0		NA	NA	

Data for all Other Students

Grade	School Year	Number of Students	Assessment(s) Names	Average Entry Score by RIT	Average Exit Score by RIT	Comments
K	2013-14	83	Measure of Academic Progress	149	NA	
	2012-13	92		142	161	
1	2013-14	77	Measure of Academic Progress	173	NA	
	2012-13	60		159	177	
2	2013-14	61	Measure of Academic Progress	192	NA	
	2012-13	88		175	193	
3	2013-14	73	Measure of Academic Progress	200	NA	
	2012-13	66		194	200	

6.3 Programmatic Changes

If awarded this grant, our RTA teacher will implement Early Intervention in Reading (EIR). This would mark a programmatic change, as our RTA teacher currently provides Guided Reading instruction per the school's original RTA grant. The RTA teacher will receive additional training on the EIR model and make all necessary adjustments to her intervention delivery. However, it is important to note that EIR and Guided Reading share many similarities. The EIR model addresses all five essential reading components of effective literacy instruction. The program will allow us to shift our focus when data demonstrates the need. We are confident that implementation of the EIR model by a highly-qualified, certified RTA intervention teacher, will allow us to successfully continue helping our most at-risk struggling readers improve their reading and writing skills.

APPENDIX C: Data for students RTA Students Current and Past

Grade	School Year	Number of Students	Assessment(s) Names	Average Entry Score by RIT	Average Exit Score by RIT	Comments
K	2013-14	0	Measure of Academic Progress	NA	NA	
	2012-13	0		NA	NA	
1	2013-14	11	Measure of Academic Progress	138	NA	
	2012-13	12		154	167	
2	2013-14	8	Measure of Academic Progress	160	NA	
	2012-13	10		160	167	
3	2013-14	10	Measure of Academic Progress	139	NA	
	2012-13	0		NA	NA	

Data for all Other Students

Grade	School Year	Number of Students	Assessment(s) Names	Average Entry Score by RIT	Average Exit Score by RIT	Comments
K	2013-14	83	Measure of Academic Progress	149	NA	
	2012-13	92		142	161	
1	2013-14	77	Measure of Academic Progress	173	NA	
	2012-13	60		159	177	
2	2013-14	61	Measure of Academic Progress	192	NA	
	2012-13	88		175	193	
3	2013-14	73	Measure of Academic Progress	200	NA	
	2012-13	66		194	200	

APPENDIX D: Data for students in bottom quartile according to Measures of Academic Progress (MAP)

Grade	School Year	Number of Students	Assessment Name	Average Entry Score	Average Exit Score	Comments
K	2012-13	12	MAP	107	147	
	2013-14	15		129	NA	
1	2012-13	16	MAP	150	163	
	2013-14	10		147	NA	
2	2012-13	26	MAP	163	174	
	2013-14	16		155	NA	
3	2012-13	5	MAP	171	180	
	2013-14	24		173	NA	