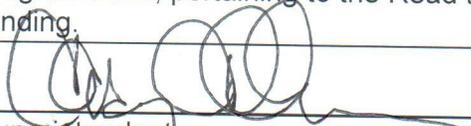


READ TO ACHIEVE GRANT APPLICATION COVER PAGE
This page must be complete and returned with the application to be responsive

DISTRICT:	Ballard
SUPERINTENDENT	Casey Allen
SCHOOL APPLYING FOR GRANT:	Ballard County Elementary School
SCHOOL ADDRESS:	3383 Paducah Road Barlow, KY 42024
SCHOOL TELEPHONE:	(270) 665-8400
PRINCIPAL:	Vicki Gough
PRINCIPAL'S EMAIL:	vicki.gough@ballard.kyschools.us
FISCAL AGENT:	Ballard County Schools
DISTRICT FINANCE OFFICER	Kim Bailey
DISTRICT FINANCE OFFICER'S EMAIL:	kim.bailey@ballard.kyschools.us

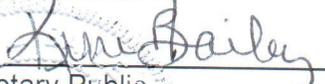
I assure the attached application has been reviewed and approved for implementation by all stakeholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the Read to Achieve grant. Failure to do so could impact future funding.



 Superintendent

1/28/14

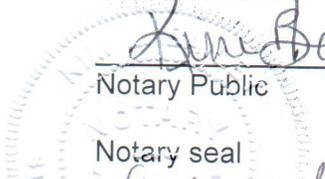
 Date

 441476

 Notary Public

4/20/15

 My commission expires

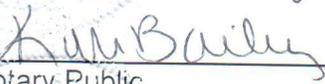


Notary seal


 Principal Signature

1-28-14

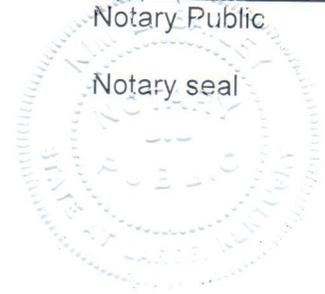
 Date

 441476

 Notary Public

4/20/15

 My commission expires



Notary seal

READ TO ACHIEVE GRANT APPLICATION

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Part 1: Literacy Needs 1.1 Ballard County Elementary is applying for the Read to Achieve (RTA) grant in order to better serve our struggling student population. The **research-based intervention models** for continued implementation are **Reading Recovery® and the Comprehensive Intervention Model (CIM)** delivered through small literacy groups. The models complement one another and both are necessary to the success of the lowest achieving students in Kindergarten through Third Grade. Our mission is to ensure access to Reading Recovery for first grade students who need its support, and we will also be providing CIM small group interventions (fewer than 5 students) to all identified struggling primary students using the research-based model, the Comprehensive Intervention Model which will be delivered through Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups.

Studies have shown Reading Recovery and the Comprehensive Intervention Model (CIM) small literacy groups to be more effective in achieving short-term and sustained progress in reading and writing than other intervention programs, both one-to-one tutorial and small groups methods (Pinnell, G.S. & McCarrier A., 1994). Research also shows that the RR program is based on a reading theory that emphasizes meaning; children's reading and writing behaviors are thoroughly analyzed and diagnosed as an ongoing part of instruction; children are taught reading strategies that they apply to connected text; and instructors learn to use strategies identified as being characteristic of effective teachers (Pinnell, 1993).

The Comprehensive Intervention Model includes a portfolio of evidence-based interventions and range from kindergarten to third grade. Numerous studies of small group interventions have demonstrated their effectiveness with struggling readers.

Three state-level studies in Arkansas provide support for a comprehensive intervention model that includes both Reading Recovery and small group. These studies found Reading Recovery and small group programs are complementary interventions recognizing the diverse needs of struggling readers and provide varying degrees of intensity.

1.2a According to STAR Reading and STAR Early Literacy, Fall 2013 Assessment, 76 students scored below benchmark. The results showed the greatest needs are in the areas of **phonemic awareness/phonics, comprehension and vocabulary.**

Table 1 Schools Current Literacy Needs/Trends in the 5 Essential Components of Reading Based on STAR Percentage Below 25th Percentile

Components	Grade K	Grade 1	Grade 2	Grade 3
Phonemic Awareness	18%	30%	40%	1%
Phonics	15%	30%	39%	14%
Fluency		20%	31%	11%
Vocabulary	11%	30%	40%	13%
Comprehension	45%	32%	40%	25%

The above chart shows the number of students in each grade that are below the 25 % percentile. In K-2 the percent was higher in all components except fluency. 3rd grade was higher in comprehension & vocabulary.

Reading Recovery (RR) is a short-term (12-20 weeks), intensive intervention program for young readers who are experiencing difficulty in their first year of reading instruction. By intervening early, RR can prevent the debilitating cycle of failure for at-risk children and enable them to become independent readers and writers who can fully participate with other first grade students within the average band of their class. Children’s regular classroom instruction is **supplemented** with daily one-to-one 30-minute lessons for 12-20 weeks with a specially trained teacher. The lessons consist of a variety of reading and writing experiences designed to help children develop effective strategies for reading and writing.

Strategies that Reading Recovery & Comprehensive Intervention Model Teachers use to address the **five essential components**

Fluency	<ul style="list-style-type: none"> • Read carefully selected continuous texts at the appropriate reading level • Provide opportunities for oral reading and multiple readings of familiar texts • Show how fluency can increase comprehension
Phonemic Awareness	<ul style="list-style-type: none"> • Study letters and connect them to sounds • Work with magnetic letters • Demonstrate how to take words apart by segmenting words into sounds • Make new words by <u>adding, deleting, or substituting</u> letters
Phonics	<ul style="list-style-type: none"> • Provide opportunities for child to apply principles they are learning • Identify & work with syllables in spoken words • Identify & work with onsets and rimes in spoken syllables
Comprehension	<ul style="list-style-type: none"> • Activate prior knowledge about the story • Build connections during and after reading • Have meaningful conversations about the text • Hold the child accountable for meaning during oral reading through such prompts as “Did that make sense?” • Surveying and predicting • Setting a purpose for reading
Vocabulary	<ul style="list-style-type: none"> • Use magnetic letters to explore how words work • Use analogies & spelling patterns to write new words • Teach for word-solving of new and unfamiliar words
Writing	<ul style="list-style-type: none"> • Include writing of a self-generated story daily in lessons • Hear and records the sounds heard in words and notice the sequence of sounds • Graphic Organizers
Motivation to read	<ul style="list-style-type: none"> • Read and reread many genre of stories • Provide culturally relevant texts • Variety of reading leveled texts • Suggest parent/student literacy interactions at home

The Comprehensive Intervention Model (CIM) is a systemic design for identifying and diagnosing reading problems, followed by a coordinated plan for **layering**, matching, and mixing **interventions** across classroom and intervention settings, and includes a portfolio of evidence based interventions for meeting the unique needs of struggling readers. The small group interventions in the CIM were developed by examining research on successful literacy practices and refined through partnerships with teachers in the schools (Dorn & Jones, 2011; Dorn & Soffos, 2001). **Literacy components within the CIM include: (a) phoneme awareness, (b) phonics, (c) oral language, (d)**

fluency, (e) vocabulary, (f) comprehension, and (g) writing. The collaborative process with teachers to teach these components effectively is facilitated through ongoing professional development, including clinical observations and action research projects. The **portfolios of interventions included in CIM are:** Early Language and Literacy (K-1) Guided reading Plus (1-3), Assisted Writing: Interactive writing (K-1) and Write Aloud (2-3) and Comprehension Focus Group (3rd grade). All have 30 minute frameworks with **differentiated components to meet a diversity of needs** enabling struggling readers to read for meaning, apply problem-solving strategies to solve words, acquire and expand **vocabulary, link** reading and writing processes, and build background knowledge. All have **letter and word study (phonemic awareness and phonics)** using magnetic letters, white boards, personal dictionaries and word cards rereading genres. The teacher reads aloud a higher-level text (i.e., above the students' instructional level) that provides opportunities for students to learn new **vocabulary, structure, and concepts** through listening and speaking activities. **Comprehension** strategies are taught through these higher level read alouds and are practiced in the instructional text students read. In **reading** the teacher provides explicit instruction in **word study (phonemic awareness and phonics)** and **vocabulary** strategies in context. Students read independently, the teacher observes their reading behaviors and provides highly tailored teaching points with meaningful discussion of the text to follow. During the writing, the teacher guides the students to write about the text and instruction is scaffolded as the students compose and expand their message, skill and independence. Individual reading conferences are used to assess students' in all areas and prepare them for group discussion.

1.2 b Reading Recovery and Comprehensive Intervention Model meets the EIGHT

CRUCIAL FEATURES OF Rtl, adapted from frameworks provided by the National Research Center on Learning Disabilities and the International Reading Association Commission on Rtl **in the following ways:**

1. RR and CIM are key components of a comprehensive school-wide plan for literacy learning.
2. RR and CIM provide universal literacy screening for first graders.
3. RR has the strongest research base of any early reading intervention reviewed by the What Works Clearinghouse across all four domains. CIM has substantial research attesting to its effectiveness with the lowest achieving students (See Part 1.2 a).
4. RR provides an exemplar for professional development and teacher expertise is a hallmark of the intervention. CIM professional development follows many of the same standards as RR.
5. RRTs use a problem-solving approach, building on strengths and guided by ongoing observational data from both RR and CIM instruction.
6. RR and CIM have a built-in system for monitoring the progress of each child using various assessments, including daily and weekly records of change over time.
7. RRTs and CIMTs adhere to a strict set of protocol known as Standards and Guidelines, undergoing intensive yearlong training, train in on-going professional development, and provide annual evaluations of outcomes, assuring fidelity of Performance.
8. RR and CIM have an established system of collaboration to meet the needs of children.

Reading Recovery and CIM have an established system of collaboration to meet the needs of children. The lowest students qualifying for Rtl services will be served by the RTA highly qualified teacher. Other qualifying struggling students for whom no slots are available with the RTA teacher will be placed on a **waiting list**. The **waiting list** students will receive Rtl intervention from a certified staff member already in place in the school. When slots become available with the RTA teacher, children on the **waiting list** will be reevaluated by the Rtl/RTA committee to determine the lowest scoring students to be served by the RTA teacher in RR and /or CIM.

1.2 c Specific Literacy Needs: The current reading needs of our school are evidenced in the 2011-12 and 2012-13 KPREP results which show that 46.6% and 47.6% of the students scored below proficient in reading respectively. Only 45.7% of our Gap kids scored Proficient or Distinguished in reading on K-PREP in 2012-2013,

which was below our targeted goal of 54.6%. Based on the past two year’s results on Kentucky Performance Rating for Educational Progress (K-PREP) assessment, Ballard County Elementary has been classified as a “Needs Improvement” school. Our school has also met the qualifications for the Community Eligibility Option the past two years, which allows all students to eat breakfast and lunch for free.

Trends show over the past three years through current RTA interventions we are reducing the number of students requiring interventions (See Table 2). Although gains are being made at our school, Kindergarteners enter school without adequate literacy experiences as shown in the fall 2013 Brigance. Results showed 51% were below average on Physical Well Being, **17.6%** below average on **Language**, **51%** below average on **Cognitive**, **21.4%** below average on **Social Emotional** and 44.9% below average on Self-Help. Overall **35%** of Kindergarteners scored in the area of “not ready for school”. These students require interventions to catch up to their average peers.

Table 2 Trends Showing the Reduction of Students in Intervention over the Past 3 Years

	2010-11 Served in Intervention	2010-11 # in class	2011-12 Served in Intervention	2011-12 # in class	2012-13 In Intervention	2012-13 # in class	2013-14 Served In Intervention	2013-14 # in class
Grade K	19.7%	86	11.5%	87	13.4%	89	11%	90
Grade 1	18%	100	8.4%	84	8%	84	4.7%	84
Grade 2	12.7%	104	10.5%	104	10.9%	82	7%	82
Grade 3	6%	88	3%	102	7%	106	4%	106

The number of trained teachers funded through RTA to provide struggling students with RTA interventions (Reading Recovery and CIM) was reduced from two teachers to one teacher in 2011-2012. Therefore the number of students on the **waiting list** to receive RR and CIM has increased. It is imperative to quickly intervene and provide intensive

intervention to those students scoring below grade level so that all are given the opportunity for successful intervention. Currently we have 28 students in K-3 on the **waiting list** for intervention. **Informal data** such as classroom observations by the Rtl/RTA teacher showed students are not always **transferring the information** acquired during intervention to the classroom. This was noted by using **anecdotal records** to record the number of miscues at points of difficulty. Also, if self-monitoring occurred during reading by recording the number of attempts made to self-correct the errors without prompting from the classroom teacher that an error was made during the reading. Using a **writing checklist** when looking at student writing samples, it was clear that first and second grade students do not use capitalization, punctuation, or word spacing correctly. According to regular teacher surveys, 62% of intervention students appeared to lack the adequate parental support to achieve or maintain grade level expectations: lack of homework completed, lack of parent signature on weekly progress reports and homework logs and lack of attendance at parent teacher conferences. Many of our intervention students attend the 21st CCLC for homework assistance and extra tutoring (See 3.2c). We must continue to provide a quality intervention system where acceleration is fostered through short term interventions.

A key premise of **Reading Recovery** is that **early individualized intervention** in first grade is critical. This is supported by longitudinal research (Shannahan, 1995) that shows children who fall behind in Grade 1 tend to remain behind in later school years. The Committee on the Prevention of Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998) also cited the importance of prevention and one-to-one intervention. In addition, numerous studies have examined the effectiveness of Reading

Recovery for children with reading difficulties. A notable example is the rigorously controlled experimental study of randomly assigned groups in 40 elementary schools (Pinnell,1997). Reading Recovery subjects performed significantly better than other treatment and comparison groups on all measures. Essential differences were related to one-to-one instruction, the lesson framework, and teacher training in order to meet the **specific literacy needs of diverse learners in reading and writing.**

CIM is built on the theory **that no single intervention can address the diverse needs** of low-performing readers. Critical factors that increase the likelihood of success for small group interventions have been cited in numerous research reports (Clay, 1982, 1991; Denton, Fletcher, Anthony,& Francis, 2006; Mathes et al., 2005; Schwartz, 2005).The Comprehensive Intervention Model includes a **portfolio of research-based interventions** that range from kindergarten to third grade. (See 1.1)

The reciprocal nature of reading and writing are embedded in the framework of RR and CIM small group interventions. Students are taught to read for meaning, acquire and expand vocabulary, and **link reading and writing processes.** Genuine conversations centered on text and student experiences increase receptive vocabulary. Students write about what texts they are reading and discussing which **strengthens reading and writing vocabularies.** The teacher explicitly plans for linking new learning across the lessons **linking one context to the other** to make what is new easier. Students' **motivation to read** and reread many genres of stories is encouraged as a part of the child's daily lessons in both RR and CIM small groups. The wide variety of trade books used by RR and CIM ensures that teachers can consider student interest in order to provide **motivation to read,** background knowledge, and **cultural relevance.**

Communication through parent visits, phone calls, emails, and other written communication ensure that parents understand how to help their child love to read, and helps teachers understands what already **motivates the child** intrinsically to enjoy reading and what is **culturally relevant**.

1.3 Multiple Forms of Data, Disaggregated Formal Data and Informal Data

The charts below show literacy data of Ballard County Elementary proving that there are needs of diverse learners in the primary grades.

Table 3 Appendix D Shows

Data for students in bottom 25th % quartile

GRADE	SCHOOL YEAR	NUMBER OF STUDENTS	ASSESSMENT NAME(S)	AVERAGE ENTRY SCORE	COMMENTS
K	2013-2014	20 out of 115	STAR Early Literacy	431 SS	Well Below Average
1	2013-2014	18 out of 79	STAR Reading	57 SS	Well Below Average
2	2013-2014	25 out of 87	STAR Reading	89 SS	Well Below Average
3	2013-2014	13 out of 75	STAR Reading	229 SS	Well Below Average

The Scaled Score (SS) is a raw score that measures ability and increases show that the student has experienced absolute growth. The average (SS) for K is 535 SS, 1st grade is 79 SS, 2nd grade is 184 SS and 3rd grade is 289 SS. As shown above the average SS of students entering intervention are well below average.

Table 4 Fall 2013 Observation Survey **Disaggregated Data** showing **Needs of Diverse Learners in Reading Recovery**

Test	Stanine 1	Stanine 2	Stanine 3	Stanine 4 +
Letter Identification		25%	50%	25%
Concepts About Print			100%	
Writing Vocabulary	50%	50%		
Ohio Word Test			50%	50%
Hearing/Recording Sounds in Words			75%	25%

The chart shows percent of students in RR that scored in the lowest Stanine (1,2,3) in each are of the OS

Table 5 Fall 2013 Kindergarten Brigance Disaggregated Data Showing Needs of Diverse Learners

Area	% of Students Scoring Below Average
Language	17.6%
Cognitive	51%
Social Emotional	21.4%

Above are 3 areas on the Brigance test that effect students reading and writing abilities. The percentage of students scoring below average was higher on the Cognitive portion of the test at 51%, so the majority of the K students are starting out with deficiencies.

Table 6 Disaggregated Data Showing Diverse Needs and Growth Needed- Observation Survey

	Letter ID	Word ID	Concepts about Print	Writing Vocabulary	Hearing & Recording Sounds in Words	Text Reading Level	Slosson Word Test
At-risk RR kids	49	4	12	11	19	2	10 (GE .3)
Average students at Mid-Year	53	18	19	45	35	12	40 (GE 1.5)
Discrepancy	-4	-14	-7	-34	-14	-10	-30 (GE -1.2)

The At-Risk kids had the greatest discrepancy in Word Reading & Slosson. Writing Vocabulary & Hearing and Recording Sounds in words and Text Reading Level were also areas with large discrepancies.

Table 7 Disaggregated Data Showing Diverse Needs in Small Literacy Groups & Growth Needed- STAR Reading Text Level

Winter Benchmark	Text Level 1st gr	Text Level 2 nd gr	Text Level 3 rd gr
At Risk Small Group Instruction	P (Primer Books)	1.2	3.0
Average students	1.3	2.4	3.8
Discrepancy	-1.3	-1.2	-0.8

There is still a large discrepancy between At Risk and Avg. students in 1st/2nd gr., these students have yet to master the basic reading strategies. The gap begins to close more in 3rd.

In addition to formal data, **informal data** helps to make informed decisions about intervention placement. According to the RTA teacher **classroom observation records**, 78% of the students in small group (2-3gr.) and RR (1st gr.) students need additional help transferring reading behaviors to their classroom such as: not attending to miscues or attempting to self-correct, attempt to solve unknown word and make multiple attempts at point of difficulty. According to **Writing Checklists**, 90% of the

students in RR and small group still have not mastered basic sentence mechanics such as: capitalization, word spacing and punctuation. Student **writing samples** show that their writing skills are well below their reading.

Part 2: Identification of Students to be Served

2.1 Reading Recovery (RR) uses multiple assessments to identify students eligible to receive intervention services in first grade. During the first two weeks of the school year, each first grade classroom teacher will collect available formal and informal assessment data including STAR Early Literacy, STAR Reading and Kindergarten end of year ranking in order to evaluate their students' reading ability. The classroom teacher will rank order his/her students in terms of reading achievement. The lowest 20% of each class is assessed by the Reading Recovery Teacher (RRT) using Marie Clay's *An Observation Survey of Early Literacy Achievement* (OS), which is the required assessment for RR in order **to determine eligibility**. The OS includes Text Reading, Word Reading, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words, and Letter Identification assessments. The Slosson Oral Reading Test is also administered for potential RR students. Marie Clay's *The Record of Oral Language*, which assesses language development as it relates to reading acquisition, may be used in some cases to give more thorough information for particular students. Based on the assessment results, the RR Teacher will work in **collaboration** with a RR Teacher Leader(s) to select the first grade students with the lowest OS scores to receive RR intervention service first. Children, who score in the low range, but not lowest in the initial pool of first grade students, will receive intervention literacy instruction from certified staff per RtI/RTA recommendations and collaboration with the RtI/RTA team, or until a slot opens in the one-on-one RR program.

The Comprehensive Intervention Model (CIM) uses a variety of assessment tools in order to identify struggling students in need of intervention in grades Kindergarten, Second, and Third grades. All primary students are screened in August using STAR Early Literacy or STAR Reading. Any child falling below benchmark is more deeply assessed using the Slosson Oral Reading Test. Running records to determine if a child is reading at Benchmark text level as determined by the Scott Foresman Leveled Text. Informal checklists for reading and writing, and/or classroom teacher **collaborative** recommendations are also used. Ballard County Elementary School has a Response to Intervention (RtI/RTA) team that actively monitors student progress in all grade and subject areas for Kindergarten through Third grade students. The RtI/RTA team is focused on the school's implementation of the Scott Foresman Reading Street series, as well as the interventions for struggling students in the school. The RtI/RTA team is comprised of the principal, assistant principal, Reading Recovery Teacher/RTA teacher, classroom teachers, and speech-language pathologist. The role of each RtI/RTA team member is to **collaboratively** ensure that the literacy needs of all struggling students in grades K-3 are being assessed and addressed through initial assessment, **ongoing assessment/progress monitoring**, classroom performance, and the dissemination of this information to all stakeholders. **The RRT will work collaboratively with the RtI/RTA committee**, as well as with classroom teachers in the school, to report on student progress as measured by the **ongoing progress monitoring assessments** (see in 2.2) every six weeks or sooner if there is a student need. Based on the established assessment benchmarks discussed above, a **three-tiered** approach is used to provide appropriate interventions for students in need. **Tier three** students represent

the most at-risk group of children who need to receive one-to-one instruction, and our school will use Reading Recovery as the **Tier three** intervention for first grade. In addition to the collaboration of the RtI/RTA team, the RR teacher will receive feedback from the RR/CIM Teacher Leader, as well as other RRT through monthly professional development session, site visits, Behind the Mirror lessons with discussions, and colleague visits. **Daily and/or weekly collaboration** between the RRT and classroom teacher is key to successful Reading Recovery implementation. The framework of the RR and the CIM training models is **collaborative** in nature, with the goal being to find the best instructional approach for each child's individual needs.

2.2 Ongoing/Progress Monitoring Assessment of Individual Student Needs

During the RR and CIM training years, the teacher learned how to administer and deeply analyze Marie Clay's *Observation Survey of Early Literacy Achievement (OS)*, the Slosson Oral Reading Test, and running records of text reading. Using these assessment tools, in addition to skilled teacher observations taken during each lesson, the RRT can begin to design RR and CIM small group instruction based on a child's strengths and **individual needs** as well as the needs of the group. In CIM, California Word Test and Gentry's Developmental Spelling Text may also be used to assist in designing instruction. The **frequency of progress monitoring** is in the **daily RR lesson** using **running record and lesson analysis**. In this way, the RRT is able to scaffold each child's learning based on the results of **ongoing daily assessment**. The RtI/RTA team will be instrumental in deciding when to discontinue a child's series of RR lessons, as well as in recommending further evaluation, support services or additional intervention, if the child's performance is still below the average level of his/her class

upon exiting RR. Additional services for those students who have not made adequate progress following RR might include Tier one small group intervention within the regular classroom, working with other certified staff one-to-one or in small group, and/or requesting additional assessment for educational needs that fall outside of the **three tier** services already described. **Layering of interventions**, and/or additional targeted 1:1, outside of RR could also be an option depending upon need and availability supplied by certified staff in the school.

During the **CIM small group lessons** (See Part 1.2 a) the RRT will use running records, writing samples with rubrics, and lesson notes to **frequently monitor** students' **progress** on a **daily and weekly basis**. The progress monitoring tools for all CIM small groups will also include **daily note-taking of each group lesson**, noting individual students' needs as well as group needs. Informal assessments such as checklists, anecdotal lesson notes, and classroom teacher input will also be used to monitor a child's progress in CIM intervention groups on a **weekly basis**. All **progress monitoring data collection and management** from RR & CIM small group intervention students will **be the responsibility of the RRT**, and will be **shared** with the Rtl/RTA committee members at regular Rtl/RTA meetings.

The **long-term assessment goal** for RTA intervention students will be for the students to reach the average level of their peers in reading and writing at accelerated rate. The **short-term assessment goal** will be for students to make adequate progress at prescribed intervals (listed above) which will allow the teacher to differentiate instruction to keep the student on the trajectory of accelerated growth in order to reach the average

of his peers. **Short-term goals** will be individualized by the RTA teacher based on the student's starting point and progress.

2.3 Process that will be used to determine student movement out of RTA

In addition to the initial Observation Survey (OS) assessment and daily running records, the OS is administered again upon exiting RR lessons, when evidence has shown that the child is reading at the average range of his/her peers or moving to another intervention. The OS tasks use nationally normed stanines for Fall, Winter, and Spring in order to compare the child's literacy progress to other students and schools across North America. In addition to the required RR assessments, the RRT and school Rtl/RTA team will track the RR student's performance using STAR Early Literacy and STAR Reading to determine whether or not the gains the first grade child has made in RR have transferred to the classroom.

Students in the **Tier Two** CIM Assisted Writing, Guided Reading Plus or Comprehension Focus small literacy groups who have not made adequate progress may be moved to more intensive intervention provided by the RTA teacher or another Rtl intervention, or receive a more layered approach receiving more than one of intervention per day from certified staff and/or the classroom teacher. For First grade RTA students who are not showing success in **Tier Two** (small group) intervention, Reading Recovery is a **Tier Three** (one-to-one) option providing they have the lowest scores according to the progress monitoring tools. Text Reading Level (running records), Slosson, and STAR Reading will be used to determine if a student is ready to successfully exit from the **Tier Two** small literacy group intervention to **Tier One** instruction (regular classroom). **Consultation and collaboration** between the Rtl/RTA

team and all stakeholders is essential in this decision-making process for determining the movement between tiers for RTA students, and the delivery of intervention instruction in order to meet the needs of all intervention students.

Exit criteria for student movement out of RTA interventions will be based on the progress monitoring data collected along with input from classroom teachers. A student will exit RTA when his/her scores and classroom performance matches classroom peers in the average range, and grade level benchmarks have been reached. Following the **successful exit** from RTA intervention, the RTA teacher, along with the classroom teacher, will **monthly monitor** the former RTA student(s) to ensure that literacy progress is maintained. For those **students needing further intervention** due to lack of progress meeting individualized goals; the Rtl/RTA team will analyze data and develop a plan to meet this child's **individual need**. The plan may include changing to another Rtl intervention using different tools and strategies to meet those needs, or recommend testing for special education services. The student not exiting successfully will be **progressed monitored every two weeks** and **daily informal** data will be collected to continue to track progress and adapt instruction accordingly. Parents will be invited to discuss progress and intervention changes.

Part 3: Implementation of the Intervention

3.1 Ballard County Elementary will implement Reading Recovery/Comprehensive Intervention Model - CIM (small literacy group) interventions. The RTA intervention teacher will spend her **time** devoted to the delivery of instruction with **.5** of the instructional day teaching the Reading Recovery intervention and **.5** of the instructional day teaching CIM (small literacy group) intervention. **The principal** will devote time

weekly monitoring the implementation (student progress, appropriate spending, instructional practices, and required trainings, professional development) to ensure the school remains in compliance. The **district finance officer's time** will provide RTA budget information and updates in the form of quarterly finance reports to KDE. RTA grant **monies** will be used to fund the salary of the dedicated highly trained RTA Reading Recovery/CIM teacher. **Resources** supplied by the district (in-kind or match) will include all **assessments** (See Part 2). The RTA room will continue to be dedicated for the RTA program with quiet **space** for 1:1 Reading Recovery Lessons and large **spaces** for small groups (**2-4**). The room houses a variety of **resources**: child size tables and chairs, wall white boards, easels, storage, computers, leveled multi-copy books, magnetic letters, charts, motivation to read activities and other materials and supplies for the **sole use of** RTA students and teacher. RTA grant funds, as well as matching and in-kind monies will be used to strongly support the RTA intervention. (See Part 5) The RTA intervention teacher will **collaborate** with classroom teachers through Rtl/RTA team meetings every six weeks, where student data is tracked and monitored. Further **collaboration** will occur when the RTA teacher conducts her intervention group as a push-in lesson in K-3 classrooms. The push into the classroom creates an atmosphere for sharing knowledge and expertise through modeling, and observing her intervention students reading and writing behaviors in the classroom (See Part 4.1).

3.2 Communication With Parents

3.2a The RTA intervention teacher will offer **monthly literacy meetings for parents** where student progress **updates** will be discussed and strategies on early literacy and age appropriate expectations for their students' literacy learning. These will be offered

at the school *during school hours and after school hours* to *accommodate* parent schedules. Reading Recovery and CIM programs send home books on the students' instructional level that help keep parents updated on their progress and keep them involved in student learning. **Bi-weekly report checklist** will be sent as well. Parents as well as all stakeholders are invited to observe intervention lessons periodically.

3.2 b Our **Family Resource Center and Youth Services (FRYSC)** offers **parent services** in order to help parents help children acquire good literacy skills and learn the joys of reading and writing. The school's 21st CCLC program targets the lowest achieving students to participate in summer school. It provides all students with opportunities to continue to build on the strategies taught throughout the year during summer months. **Information will be distributed** to parents about trainings and **monthly literacy meetings** through written communication and the school's one call . Our school offers parents **two school-wide Family Literacy Nights** and will schedule **one per grade level** to promote the love of reading and writing. **Parent-Tip sessions** are offered during the grade-level events and assist parents in helping their child in reading and writing. Transportation will be provided by FRCYS and/or local church groups.

3.2c The RTA program **will partner with the existing** 21st Century Community Learning Centers(21st CCLC) Advisory Council and the Community Education Advisory Council that meets quarterly and reviews the progress of meeting the goals and needs of the student's progress in the program and allows students and parents to voice any concerns or questions. The 21st CCLC is an after school program that provides tutoring/enrichment for students. This year 67% of the students in RTA interventions are

attending this after school tutoring program. We will utilize this as our **Parent Group** as it is **organized** with **goals and agendas** already set.

Part 4: Description of Teacher Selection and Training 4.1 Our current RTA teacher is **certified in Reading Recovery (RR) and Comprehensive Intervention Model (CIM)**. She also has a **master's degree**. She has 17 years of experience in the primary and 9 years of experience in RTA interventions. She has participated in over 360 hours of training in reading and writing processing. She truly is **highly trained and qualified**, and is a literacy leader in our school. In the event that our RTA teacher should become unavailable, we will continue to require the same high standards from any applicant for the RTA position through strict adherence to a published set of *Standards and Guidelines of Reading Recovery in the United States*.(2011). Section 3a of *Standards & Guidelines* pertains to teacher selection for a RR teacher. Those Standards include the following: 1) Be employed in a school system that has a commitment to implementation, 2) Holds teacher certification, 3) Have a record of successful teaching experience. The Guidelines are as follows: 1) Have at least **3 years teaching experience with primary-age children**, 2) Demonstrate evidence of adaptability and problem solving, 3) Be willing to learn, acquire, and apply new skills and knowledge, 4) Show evidence of good interpersonal skills with colleagues, and 5) Make application voluntarily and be screened through an interview and selection process. In addition to the protocol described above, RR/ RTA teacher must have or be working on a **Master's degree or be Nationally Board Certified**. Those who have a Master's degree in other areas will receive additional professional development during her first year as an RTA interventionist.

Reading Recovery teachers are required to complete **yearlong graduate credit classes** which prepare them to become highly trained observers of children’s literacy behaviors while observing learning through the use of a one-way mirror. **On-going professional development** continues after the initial training for the continued growth and refinement of theories on how best to teach for accelerated literacy learning

Comprehensive Intervention Model(CIM) Teachers are required to complete 40 hours of additional **professional development** in reading and writing processing specifically geared towards meeting the vast array of needs in a small group intervention. The RTA teacher’s **primary role and responsibility** is to **deliver instruction to eligible struggling readers** (students scoring below 25 percentile).

Table 8 Sample Daily Schedule:

8:05	Push Into K-3 Group on Rotating Basis for collaboration & increase transfer of skills
9:00	Kindergarten Early, Language and Literacy Group (2 - 4 students)
9:30	Reading Recovery Child 1 Lesson
10:00	Analysis of RR Child 1 Plan for Next Target Goals
10:15	Reading Recovery Child 2 Lesson
10:45	Analysis of RR Child 2 Plan for Next Target Goals
11:00	Primary Grade 3 Comprehension Focus Group
11:45	Lunch
12:15	Reading Recovery Child 3 Lesson
12:45	Analysis of RR Child 3 Plan for Next Target Goals
1:00	Guided Reading Plus Intervention Group (2-4 students)
1:45	Reading Recovery Child 4 Lesson
2:15	Analysis of RR Child 4 Plan for Next Target Goals/Planning for Grades K, 2, and 3 CIM Intervention

4.2.a Professional Learning Plan: Research suggests that high quality professional development has a positive effect on the construction and refinement of teacher knowledge (National Staff Development Council, 2013; Saunders, Goldenberg & Gallimore, 2009; Taylor, Pearson, Peterson, & Rodriguez, 2004). RR is widely known for the **high quality of professional development** provided for the RRT (Herman & Stringfield, 1997). During the first year, if the intervention teacher is not already trained

in RR, the RRT will participate in year-long training for which s/he **receives 6 hours of university graduate- level credit** taught by a Reading Recovery Teacher Leader (RRTL). During this time, no service is lost to children because the RRT is working with students as he/she learns to implement the program. This year-long training takes place once a week after school hours. **This meets KDE's Professional Standards, Standard 2:** A specially trained RR Teacher Leader provides the professional development and makes school visits to teachers to provide coaching. Course content includes (1) careful observation and recording of children's reading and writing behaviors to build a theory of the reading and writing process, (2) learning a set of procedures that have been shown to be effective in helping struggling young readers, (3) making teaching decisions based on observation and analysis, (4) learning about the implementation of the program in their schools and (5) collecting required data for monitoring and evaluation.

At each class session teachers observe two RR lessons taught by their peers through a one-way mirror. All members of the class take turns bringing to class the children they are teaching daily in their schools in order to demonstrate these lessons. Collaborative discussion of the lessons is held during and after the observation. Teachers consult records of children's reading and writing behaviors to analyze progress. After the training year, RRTs continue to participate in PD through **ongoing** "Continued Professional Learning" sessions. Once a month teachers come together with the TL during school hours and engage in lesson observations and in-depth study of the components of the RR lessons and the theoretical foundation for them, as well as discussion on the latest research in literacy education. This meets **KDE's Professional**

Standard 7: The proposed dates for these sessions are distributed in August at the beginning of the school year by the RR Teacher Leaders in the district or region. RRTs are released on those dates to attend. If a conflict in schedule occurs, RRTLs work with the teacher and the school to make accommodations.

The CIM professional development model has two major foci: first, to train teachers to provide evidence-based literacy interventions that address critical aspects of reading and writing for children in grades K-3; and second, to develop teacher skills in providing instruction that is responsive to students' changing learning needs using data-informed decision-making. **High quality professional development** in the CIM design focuses on enhancing teachers' knowledge for using student data to inform teaching and adjust instructional decisions to meet student needs. From this perspective, if a student is not responding to the specific intervention, the problem is not with the student; but rather the teacher has not yet found the best way to instruct the student (Clay, 2001). This meets **KDE's Professional Standard 4:** In the proposed project, the CIM **professional development** is based on an inquiry-based framework and clinical-type experiences with teaching children in authentic settings. We suggest that teachers who are more knowledgeable about teaching and learning are more likely to use research-based practices that are associated with increased student achievement. Furthermore, when teachers observe one another teach and engage in reflective dialogue about the teaching and learning, they develop greater expertise for meeting the needs of struggling readers. Toward that goal, the professional development design in the Comprehensive Intervention Model incorporates a mixture of face-to-face and virtual training sessions with reflective collaboration and clinical experiences to enhance

teacher knowledge. For instance, during the face-to-face sessions, teachers bring videotapes of their teaching a small group of students, while their peers observe the lesson, provide constructive feedback, and collaborate on next steps.

RR and CIM more than meet **KDE's Professional Standard 3**, "*Professional Development focuses on the knowledge and skills teachers...are to know and to do in support of student learning. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.*"

4.2 b Conferences and Trainings In order to encounter broader perspectives and expertise beyond that of the local training site, **in addition to the training listed above**, the RTA teacher will attend a national and/or regional RR conference and one other conference or reading training per year. Through conference participation, teachers become part of a larger network and develop a stronger sense of professional commitment. In addition, the RTA teacher will participate in all required webcasts sponsored by the KDE.

Part 5 Description of Budget Process

5.1 The projected total cost needed to fully implement our school's RTA intervention is **\$94,165.64**. **RTA grant funds** in the amount of **\$48,500** will fund the RTA teacher's salary, a portion of the RR and CIM professional development costs, along with conference fees, hotel, and travel for the RTA teacher. The school will use **matching funds** for student supplies such as writing journals, pencils, and markers. The school agrees to supply additional assessment materials **using matching funds** for items

such as STAR Early Literacy, STAR Reading; copy paper for other tests; and other supplies and materials needed for implementation of the RTA grant. The district will also contribute **matching funds** to be used for contributions to group health insurance provide by the board, Teacher Retirement, and Medicare in the amount of \$1503.00, as well as the salary of the other permanent certified staff involved in Rtl implementation in the amount of \$2,347.00. **In-kind contributions** by the district will include dedicated classroom space, tables, chairs, computers, computer lab for assessment, progress monitoring, and other intervention programs, a Smartboard for RTA use; multi-copy leveled texts; Accelerator Reader library books; RR student texts; magnetic letters; easels; and dry erase boards in the amount of \$28,309.

5.2 RTA School (RTA Funding Matrix) Budget Summary Form 2014-2015

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
110	Certified Permanent	Teacher Salary-amount to be put toward the salary of the RTA Intervention teacher	\$46,588.36	\$2,292.64 District
110	Certified Permanent	Principal: Monitoring and facilitating the grant		District \$2,347.00
111				
112				
113				
120				
211				
212	Group Health Insurance	Dental, Vision and Life Insurance Policy that is provided by the Ballard County Board of Education		\$148.00 District
213				

214				
219				
221				
222	Employee Medicare Contribution	RTA Intervention teacher Medicare contribution		\$625.00 District
231	KTRS Employer Contribution	Retirement		\$730.00 District
232				
251				
253				
260				
270				
291				
293				
298				
322	Educational Consultant Non-LEA Employee	Trainer from Renaissance Learning provided training on how to use STAR Reading and STAR Early Literacy reports		\$3,000.00 In-Kind
338	Registration Fees	Reading Recovery Continuing Contact for Professional Development & Conference Fees	\$1,275.00	
531				
532				
552	Printing and Binding: Posters	Printing forms and laminating charts and pictures used for implementing the RTA intervention		\$50.00 SBDM
553				
559				
580	Travel	Mileage to/from conferences & hotel	\$634.64	
581				
582				
584				

610	General Supplies	Writing journals, sentence strips, markers, printer ink etc. for implementing RTA intervention		\$300.00 Title 1/SBDM
641	Books and Periodicals: Library Books	Accelerated Reader books purchased for the library		\$4,000.00 In-Kind
642				
643	Books & Periodicals: Supplementary	Multiple copies of leveled text that will be used to provide instruction for the RTA intervention		\$4,500.00 In-Kind
644				
645				
646				
647				
650	Supplies: Technology Related	Renaissance Learning Program used for assessment and progress monitoring data and Moby Max site license for intervention and progress monitoring data		\$7,164.00 In-Kind
674				
734	Technology Related Hardware	Smartboard, RTA teacher computer, computer lab to take test and for intervention No more than 25% of new hardware costs may be charged to the grant. Computer purchases are encouraged as match.		\$15,000.00 In-Kind
735				
810				
	Student Activities	Purchase supplies needed for Family Literacy Nights for K-2	N/A	\$500.00 FRYSC
	Other Supplies & Materials ex., chairs tables, filing cabinets, metal shelves	Tables, chairs, shelving for storage of books and files, teacher desk , easels	N/A	\$5009.00 In-Kind
TOTALS			\$48,500.00	\$45,665.64

Part 6: Successful Implementation of Prior RTA Grant

6.1 Describe: In Fall 2005, we began utilizing RTA as a means to provide high quality intense interventions to the lowest struggling readers. In Grade one, **Reading Recovery®** was implemented. In Grades K – 3, **small Literacy groups** were implemented using instructional leveled text and Reading Recovery strategies. Our two RTA interventionist trained in **Comprehensive Intervention Model (CIM)**. We used **Guided Reading Plus** with our small literacy groups in order to improve the quality and intensity of instruction (discussed in 1.2a). The following year we were reduced to only the RTA funded interventionist. At this point we went back to small Literacy groups with K-3. With the knowledge gained from receiving CIM training and Continuing Contact through RR the interventionist was able to provide explicit and specific interventions for small groups. With Rtl we began to use a **layered approach to intervention** with RTA students with the greatest need. The **Rtl/Literacy Team** carefully matched interventions and intensity to student needs. We have continued to implement RR/small Literacy group **interventions** for our struggle readers and the Rtl/RTA team developed specific enter/exit criteria.

6.2 Data Showing Effectiveness The following Tables show our RR /small Literacy group programs' effectiveness on student achievement and comparison to the rest of the school population. The data shows exiting rate and documentation of success in the classroom after RTA intervention.

Table 9 Disaggregated Reading Recovery Growth Outcomes in All

Areas Showing Effectiveness on Student Achievement

2010-2013	Text Reading	Writing Vocabulary	Matching Sounds	Reading Words	Letter ID	Concepts Of Print	Slosson
Beginning	1	14	25	7	49	13	8
Ending	20	52	36	19	54	22	58

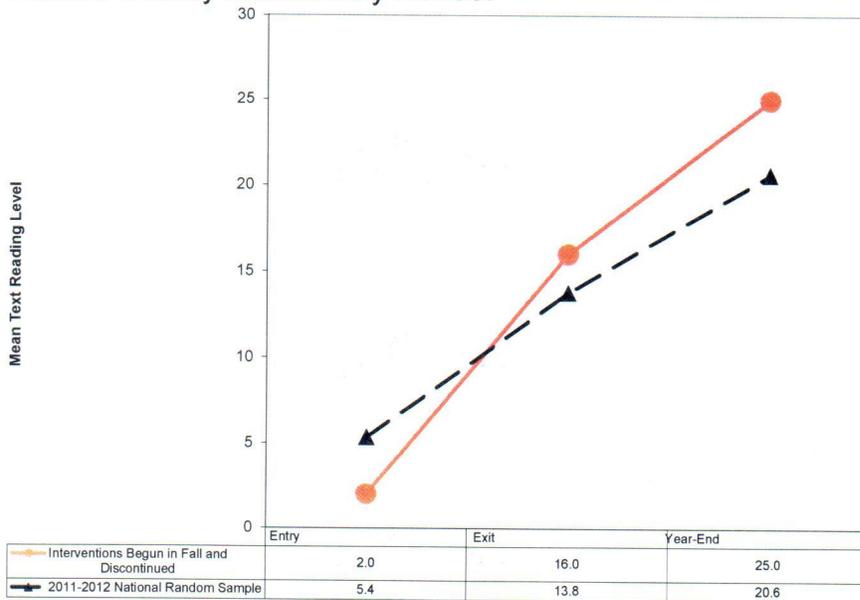
The students have made significant progress from the beginning of lessons to the end shown here by the increase of scores .

Table 10 Number of Reading Recovery and CIM Students Placed in Special Education and/or Retained for Reading Difficulties **Showing Effectiveness on Student Achievement**

School Year	Total Students Served	Placed in Special Education Reading	Retained for Reading Difficulties
2012 – 2013	8	0	0
2011 – 2012	8	0	2
2010 – 2011	16	0	1

Table 11 Effectiveness on Achievement & Comparison to Average Population- Progress on Text Reading Level of Reading Recovery Students Whose Interventions Started in Fall and Whose Lessons Were Successful as Compared to National Random Sample showing amazing growth.

Ballard County Elementary School



This graph shows that the Reading Recovery students at Ballard County Elementary in the 2011-2012 scored 3.8 levels above when exiting the program and 5 levels above at end of the year above the National Random Sample students.

Table 12 (Based Upon Appendix C) Data for students currently in RTA

Grade	School Year	NUMBER OF STUDENTS	ASSESSMENT NAME(S)	AVERAGE ENTRY SCORE	AVERAGE EXIT SCORE	COMMENTS Total Gain
K	2012-13	9	AIMSWEB Letter Naming	9	58	+49 Letters
1	2012-13	17	STAR Reading	109 SS	196 SS	+87 SS
2	2012-13	16	STAR Reading	147 SS	285 SS	+138 SS
3	2012-13	29	STAR Reading	293 SS	384 SS	+91 SS

The students made significant gains from entry to exit and were in the average SS range. Some grades did not make increase their total gain as much as the rest of the school population but within average range.

**Table 13 Data for all other students
Comparison of RTA to Rest of the School Population**

GRADE	SCHOOL YEAR	NUMBER OF STUDENTS	ASSESSMENT NAME(S)	AVERAGE ENTRY SCORE	AVERAGE EXIT SCORE	COMMENTS Total Gain
K	2012-13		AIMSWEB Letter Naming	34	62	+28 Letters
1	2012-13	60	STAR Reading	128 SS	230 SS	+102 SS
2	2012-13	66	STAR Reading	280 SS	372 SS	+92 SS
3	2012-13	78	STAR Reading	394 SS	526 SS	+132

The chart shows that great gains were made by RTA students from entry to exit score. Students in 2nd grade & Kindergarten made greater gains than the school population.

Table 14 Sustained Gains of Previous Reading Recovery & CIM Students STAR Reading Scores Fall 2013 Shows Former RTA Students Perform Well as Compared to School Population & Success in the classroom After RTA

%ILE RANK	75 th & Above	74 th to 50 th	49 th to 25 th	Below 25 th
Former RTA Students	15%	38%	40%	12%
Non-RTA Students	36%	40%	14%	10%

Former RTA students are remaining in the 74th -50th and the 49th -25th which would be in the average range for STAR Reading.

6.3 Detailed Description of Programmatic Changes We have demonstrated success with our RTA Grant, and will continue to offer Reading Recovery and

Comprehensive Intervention Model interventions to our students. To meet the needs of recent trends, the following outlines our **Programmatic Changes**.

- 1.** RTA teacher or other interventionist will screen *new students* using STAR Early Literacy and/or STAR Reading and Slosson within 3 days of enrollment.
- 2.** If a new student scores below grade level benchmarks the Rtl/RTA team (discussed in 2.1) will contact the parent and recommendations will be made within 10 school days of enrollment and placed in RTA interventions or placed in interventions provided by certified staff.
- 3.** Parents of students being served by RTA interventions (and other interventions) will be encouraged to visit to watch a lesson, attend monthly literacy meetings, be informed of Family Literacy Nights, 21st CCLC Advisory Council meetings, after school tutoring (discussed in 3.2c) and programs offered through the summer to continue to build or enhance strategies taught throughout the school year in reading and writing (i.e. summer school). Notification of about these events will be the responsibility of the RTA teacher.
- 4 RTA Interventionist will push-into the K-1-2-3** (discussed in 4.1) classrooms of students she serves 30 minutes per day on a rotating basis for a push-in lesson, to share expertise, increase collaboration, observe RTA and average students in order to increase **transfer of skills to the regular classroom**.
- 5.** We will continue to follow data trends to provide tailored specific, short term interventions to our students to **ensure continued student achievement successes**. We will continue to see a greater increase in lower students reaching grade level benchmark by fully implementing CIM for small group instruction in K-3 to better address wide diversity of needs with in our student population. The use of CIM will provide a more layered intervention approach for meeting the unique needs of struggling readers.