

**READ TO ACHIEVE GRANT APPLICATION**

<b>DISTRICT:</b>	Jackson County
<b>SUPERINTENDENT</b>	Mr. Mike Smith
<b>SCHOOL APPLYING FOR GRANT:</b>	Sand Gap Elementary
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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.

Reelie M. Smith

1/29/2014

Superintendent

Date

Shiela Minton

8-31-2014

Notary Public

My commission expires

Notary seal

Robert Williams

1-29-14

Principal Signature

Date

Shawn Estridge 484271

3/16/17

Notary Public

My commission expires

Notary seal

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## **Part I Identification of Literacy Needs**

1.1 Sand Gap Elementary (SGES) is applying for Early Intervention in Reading (EIR): Catching Readers as the research-based reading intervention model for Kindergarten through third grade implementation to supplement the school's core program:

Pearson's *Reading Street* and to expand and enhance the school's current intervention program. The format of the EIR program aligns perfectly with the current program offered at SGES with small group intervention groups, on-going progress monitoring, consistent data analysis and on-going modification of instruction and the instructional program to meet individual student need.

1.2.1 Through the school's current implementation of Reading Street as the core reading program, all students are provided core instruction that supports the five essential components of effective reading instruction: phonemic awareness, phonics, vocabulary development, fluency and comprehension through higher levels of both reading and writing during a daily protected time for all students. In addition to the core reading program which occurs daily during a protected 90 minute block, the reading intervention program currently offered at SGES is also provided daily and is a 30 minute protected time for every grade level established over and above the core reading program. Tier 1 intervention includes: leveled readers, *Reading Eggs* and *Reading Eggspress* which are on-line programs. Tier 2 Intervention embraces *Study Island* which is an on-line program as well as *Renaissance Reading* which is provided by the Save the Children program through staff that is stationed at SGES. Research-based programs are also utilized during the protected Rtl time including Reading Street's Rtl program and *Soar to Success*- both used for Tier 3 implementation. All Tier 3 programs

instill research-based strategies for reading development, are provided in small group settings and focus on the five components of reading instruction to build student mastery. All Tier 3 instruction is currently the responsibility of the grade level reading teacher. The strategy or program provided depends on individual student needs and changes with Tier level and data analysis.

**Table 1: Data for Students in Bottom Quartile**

GRADE	SCHOOL YEAR	NUMBER OF STUDENTS	ASSESSMENT NAME(S)	AVERAGE ENTRY SCORE	AVERAGE EXIT SCORE	COMMENTS
K	2013-14	5 in Bottom Quartile <hr/> 45 Total	ThinkLink BOY Test 1 Fall 2013	1154 (SS) 9 (NP)	NA	SS= Scale Score NP= National Percentile BOY= Beginning of Year
1	2013-14	19 in Bottom Quartile <hr/> 39 Total	ThinkLink BOY Test 1 Fall 2013	1191 (SS) 11 (NP)	NA	SS= Scale Score NP= National Percentile BOY= Beginning of Year
2	2013-14	12 in Bottom Quartile <hr/> 40 Total	ThinkLink BOY Test 1 Fall 2013	1271 (SS) 15 (NP)	NA	SS= Scale Score NP= National Percentile BOY= Beginning of Year
3	2013-14	11 in Bottom Quartile <hr/> 36 Total	ThinkLink BOY Test 1 Fall 2013	1298 (SS) 15 (NP)	NA	SS= Scale Score NP= National Percentile BOY= Beginning of Year

Data from ThinkLink screening fall of 2013 shows that 29 percent of all K-3 students scored in the bottom 25<sup>th</sup> percentile with the majority of those students enrolled in 1<sup>st</sup> grade with 19 of 39 students scoring in the bottom quartile. Data shows that 49 percent of 1<sup>st</sup> grade students, followed by 31 percent of 3<sup>rd</sup> graders, 30 percent of 2<sup>nd</sup> graders and 11 percent Kindergarteners entered their current grade scoring in the bottom quartile in reading. If one were to look only at the foundational skill category provided

by ThinkLink, that number would remain close at 27.9 percent of all K-3 students scoring in the bottom 25<sup>th</sup> percentile showing a need for intervention of essential skills in reading which includes phonemic awareness, phonics, vocabulary development, fluency and comprehension. The EIR program is designed to meet the school's current literacy needs as depicted in Table 1 by focusing on the five essential components of reading. These results are further strengthened by corresponding data from beginning of year EARLY STAR screening given to all K-1 students and STAR screening given to all 2-3 students.

**Table 2: Data for Students in Bottom Quartile—Additional Assessment**

GRADE	SCHOOL YEAR	NUMBER OF STUDENTS	ASSESSMENT NAME(S)	AVERAGE ENTRY SCORE	COMMENTS
K	2013-14	1 in Bottom Quartile <u>45 Total</u>	BOY Early STAR Literacy	0.5 GE or 550 SS	GE= Grade Equivalent SS- Scale Score BOY= Beginning of Year
1	2013-14	10 in Bottom Quartile <u>39 Total</u>	BOY Early STAR Literacy	0.7 GE or 608 SS	GE= Grade Equivalent SS- Scale Score BOY= Beginning of Year
2	2013-14	25 in Bottom Quartile <u>40 Total</u>	BOY STAR Reading	1.7 GE	GE= Grade Equivalent BOY= Beginning of Year
3	2013-14	13 in Bottom Quartile <u>36 Total</u>	BOY STAR Reading	2.5 GE	GE= Grade Equivalent BOY= Beginning of Year

The data from Early STAR/STAR screen from fall of 2013 reveals that 30 percent of all K-3 students scored in the bottom 25<sup>th</sup> percentile. The data in table 2 shows that the

average 1<sup>st</sup> through 3<sup>rd</sup> grade student entered that grade with reading skills substantially below grade level which is a trend SGES is determined to stop. EIR's Catching Readers program will meet the school's current literacy needs and help to break this trend by providing supplemental instruction to struggling students through daily small-group intervention that focuses on the essential foundational skills in reading which include phonemic awareness, phonics, vocabulary development, fluency and comprehension.

**1.2.2** The Early Intervention in Reading program tailor-fits the established RtI framework currently provided at SGES- including the small group setting needed, collaboration and on-going data analysis by an RtI/RTA team, running records, progress monitoring, and daily delivery. This proposal will expand and enhance the current intervention services offered at Sand Gap and will further meet the needs of our struggling readers in Kindergarten through 3<sup>rd</sup> grade and provide the school with a dedicated interventionist, in addition to and alongside the classroom teacher, to “catch” our readers that are falling behind. The following table provides information as to how the EIR program will complement and enhance the current reading instruction at SGES.

**Table 3: How EIR Meets the Requirements of Effective Reading Instruction at Sand Gap Elementary**

	<b>Effective Reading Instruction</b>	<b>EIR Lesson</b>
<b>What We Teach (Content)</b>	Word-Recognition Instruction	Decoding multisyllabic words, coaching in word-recognition strategies
	Rereading for fluency	Repeated reading of stories, coached reading with feedback
	Text-based vocabulary instruction	Discussion of word meanings at point of contact in EIR stories
	Comprehension strategies instruction	Summarizing stories, practicing comprehension monitoring, generating questions, answering written questions successfully
	Comprehension instruction in the context of high-level talk about text	Coaching for comprehension and high-level talk about text

<b>How We Teach (Pedagogy)</b>	Application of taught skills and strategies to text	Much of EIR lesson involves applying taught skills and strategies to text
	Differentiated instruction	EIR lessons are an extra shot of quality instruction for struggling readers in which the teacher provides support to individual students based on need
	Balance direct teaching with providing support	After teaching skills and strategies, the teacher spends much of the EIR lesson coaching students to use these skills and strategies as they read EIR stories
	Teaching with clear purpose and good timing	Teacher states lesson purposes routinely, teaches daily steps of each 20-minute EIR lesson at a rapid pace
	Active student engagement	All students read, write, talk, and share in the small group or with a partner
	Student engagement in challenging, motivating learning activities	Students read engaging narrative and informational texts that they will then read and discuss with younger reading buddies who are also in EIR groups.
	Developing independent learners	High expectations, releasing to students, partner work, developing students' self-confidence through their tutoring of younger readers who are experiencing difficulties in learning to read
	Motivating classroom community	Using praise, helpful feedback, demonstrating enthusiasm for learning
<b>Professional Learning</b>	Collaborative learning with a focus on practice	Monthly learning meetings to discuss EIR strategies, successes, and challenges

If student need is greater than RTA intervention space available, students will continue being serviced within the school's pre-established intervention program, until space is provided; and if available and deemed necessary, current data is analyzed.

**1.2.3** As the data reflects in table 4 below, the majority of SGES students are of low socio-economic status as determined by free and reduced lunch applications. Students of low socio-economic status often enter school with a lack of literary experiences to provide a firm foundation for future success. The EIR program will help to establish a solid literary foundation through a consistent and determined focus on the five essential reading components as well as activities that enhance and develop writing skills. Data

from the beginning of year ThinkLink screening shows that 34 percent of our students determined to be economically disadvantaged scored in the bottom quartile.

**Table 4: Percentage of Students Qualifying for Free and Reduced Lunch**

<b>Grade Level</b>	<b>Total Population #</b>	<b>Percent of Population Economically Disadvantaged</b>	<b>Percent of Economically Disadvantaged Population Performing in the Bottom Quartile on ThinkLink Beginning of Year</b>
<b>K</b>	<b>44</b>	<b>77%</b>	<b>15%</b>
<b>1</b>	<b>41</b>	<b>76%</b>	<b>42%</b>
<b>2</b>	<b>45</b>	<b>80%</b>	<b>25%</b>
<b>3</b>	<b>36</b>	<b>83%</b>	<b>27%</b>

EIR lessons provide specific quality instruction for all struggling readers based on student literacy needs. The program offers a balanced approach to instruction that involves direct teaching of reading skills and strategies as well as giving students who are reading and writing at low levels opportunities to apply skills and strategies to engage texts through reading, writing, and talking. The program lessons allow the intervention provider to support individual students and differentiate student lessons based on need. Instructional materials used with the program are based on student ability and interest level as they are popular trade books that are enjoyed by readers of that grade level.

Examples of instructional strategies included in the reading program that are used to make connections between writing and reading acquisition, can be found in lessons which include strategies to train students to write answers for informational text as well as narrative text. Question sheets are provided through the EIR program written

specifically for the trade book of focus with emphasis placed on understanding what the question is asking, answering all parts, and providing specific answers without rambling. Emphasis is also placed on identification of key words and how to use the key word to find the answer in the reading material. These strategies provide a clear relationship between reading and writing acquisition in struggling readers. Other examples of instructional strategies used in the EIR program to make connections between writing and reading acquisition are provided in table 3 above.

**1.3.1** Multiple forms of formal data from Thinklink and Early STAR/ STAR Literacy can be found above in section 1.2.1 used to establish the school’s current literacy needs. Informal data also exists from parent reports that show teacher input secured from in-class formative and summative assessments, checklists, running records, analysis of student work, and classroom observations.

**Table 5: Student Scores from Term 1 Parent Report**

<b>GRADE</b>	<b>SCHOOL YEAR</b>	<b>Decoding Skills</b>	<b>Compre-hension</b>	<b>Sight-Word Recognition</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>COMMENTS</b>
<b>K</b>	2013-14	16 %N 4%U	13% N 0% U	11% N 2% U	9% N 4% U	11% N 0% U	N- Needs Improvement U- Unsatisfactory
<b>1</b>	2013-14	13%N 5%U	13% N 2% U	13% N 13 % U	0% N 15% U	9% N 2% U	N- Needs Improvement U- Unsatisfactory
<b>2</b>	2013-14	20%N 1%U	20% N 1% U	18% N 13% U	50% N 13% U	18% N 5% U	N- Needs Improvement U- Unsatisfactory
<b>3</b>	2013-14	19%N 0%U	31% N 0% U	6% N 0% U	11% N 0% U	6% N 0%U	N- Needs Improvement U- Unsatisfactory

SGES utilizes a standards-based parent report that breaks reading into foundational skills including: Decoding, Comprehension, Sight-Word Recognition, Fluency, and Vocabulary. As noted in the table 5 above, the first term report cards show that an intervention program that further addresses phonemic awareness, phonics, vocabulary development, fluency and comprehension is needed in Kindergarten through 3<sup>rd</sup> grade based on data gleaned from informal measures.

## **PART 2 Identification of Students to be Served**

**2.1** All students provided instruction through the Kentucky Read to Achieve grant are or will be enrolled K-3 students at SGES initially identified using ThinkLink as the primary K-3 Screener, and supplementary screened using Early STAR for K-1 and STAR Literacy for 2<sup>nd</sup> and 3<sup>rd</sup> grades. To determine eligibility, a primary screen will be completed on all K-3 students using ThinkLink. A second screen, either Early STAR or STAR, will be given and used as supplementary data to be used to make decisions on Rtl placement and instructional programing.

It is imperative that collaboration exist between the reading teacher, interventionist, and administration (the RTA Team) in order for the intervention process to be most effective for the struggling student. Universal screening reports are collected by administration and the RTA team; as outlined in Part 4, will meet, analyze screen data of all K-3 students and give primary consideration for the RTA intervention pool to students that score in the bottom quartile on both ThinkLink and Early STAR/ STAR screens. Second consideration for the RTA eligibility pool will be given to the student who scores in the bottom quartile on only one of the screens given. If room exists after all students in the 25<sup>th</sup> percentile are placed, additional students who score in the 30<sup>th</sup> percentile will be considered for placement with the inclusion of informal data including classroom

performance data, summative and formative assessment data, and teacher observation. Vacant slots will continue to be filled in a likewise manner until a maximum of 8 students per grade level make up the pool of students to be provided daily intervention services by the RTA interventionist making a total caseload for daily instruction at 32 students. If student need is greater than intervention space available, students will continue being serviced within the school's pre-existing intervention program, until space is provided; and if available and deemed necessary, current data is analyzed.

**2.2** A district protocol for assessment has been established based on Thinklink as the primary universal screener for all students to be administered three times per school year: fall, winter, and spring. Because Sand Gap noticed a trend in declining reading scores, Kindergarten and 1<sup>st</sup> grade students are screened monthly using Early STAR and 2<sup>nd</sup>-3<sup>rd</sup> grade students are screened monthly using STAR Literacy to consistently progress monitor growth in reading. The data from the monthly screens are and will be used by collaborating teachers on Rtl teams to analyze the data and consistently modify and differentiate instruction for students. RTA intervention will be considered Tier 3 at SGES and will occur daily five days a week- continuing based on individual student need as determined through weekly progress monitoring by the interventionist including: oral reading analysis, oral reading fluency checks, analysis of summaries, and analysis of written answers to questions provided by the EIR program concerning the reading materials as well as Early STAR/ STAR and ThinkLink. All interventionist are responsible for progress monitoring students based on the level of Tier service provided using assessment data from the program provided (see section 1.2). Students in Tier 1 are progress monitored once a month; Tier 2 every other week; and Tier 3 weekly. The

data will be collected and utilized by the interventionist to establish student need and make changes to instruction. After each monthly screening with STAR or Early STAR, the RTA team will meet to analyze current student data and suggest changes to Tier placement or instruction. ThinkLink results will be added to the monthly RTA team data analysis three times a year to provide a more in-depth understanding of student growth and need. In addition to the already established screenings, the EIR program has a system of assessments and progress monitoring for utilization. In grades 1 through grade 3, the basic fall and spring assessments focus on administering an informal reading inventory to determine a student's word recognition accuracy and reading level, fluency, ability to summarize, and accuracy answering question about passages read. This information is used to determine what students need the EIR intervention as well as to determine students' current reading abilities. Pre-assessments are used in kindergarten and in the fall of grade 1 to determine what student would benefit from the intervention. EIR also integrates consistent on-going assessments to be utilized weekly by the interventionist to progress monitor students once they begin the EIR intervention process. Along with the oral reading analysis, oral reading fluency checks, analysis of summaries, and analysis of written answers to questions are all utilized by the EIR interventionist, writing assessments are given on day 5 of the weekly routine using a provided four-point rubric. The RTA interventionist is responsible for the on-going progress-monitoring, data collection, and accurate and timely record keeping of the students in the RTA program keeping in mind the short and long term goals that are specific to each student's individual needs within the program.

It is the long-term goal of the EIR program for each reader to be at grade level. Based on the beginning data, short-term goals would be different for each student based on how far the individual student must progress to be at grade level. Through progress monitoring, the interventionist will be able to determine whether or not the student is making adequate growth that will result in meeting the long term goal.

**2.3** The Early Intervention in Reading program uses the following protocol to determine if a student is ready to exit: ability to read grade-level text cold with 95-100 percent accuracy and with good fluency (established by grade level) and good comprehension (90 percent correct on questions or a score of 3 or better on the four-point summarizing rubric), EIR intervention for no less than two months, and is clearly ahead of other students in group. Students shown to make substantial progress with the RTA interventionist, as shown by progress monitoring, Early STAR and STAR literacy, will be backed out of the intervention program by reducing Tier level. Since RTA Intervention is Tier 3, the student would be moved to Tier 2 then Tier 1 based on student data. The student will be monitored closely to determine if he/she continues to make adequate progress within each Tier level as well as when and if exit from the school's Rtl program takes place. If the next ThinkLink or Early STAR/STAR screen shows the student to not be making adequate growth, the student may need to reenter the EIR program as determined by the RTA team. All Kindergarten through 3<sup>rd</sup> grade student are monitored closely through ThinkLink and Early STAR/ STAR screening regardless of whether or not the student participates in the school's Rtl program. Due to the close monitoring of all students, a student who leaves the RTA/ Rtl program whose data declines or begins

to experience difficulty will be “caught” early and the RTA team will decide how the instructional program for the student will be modified.

The interventionist will review student data weekly to prevent students from “lingering” in the program without making progress. If a child does not progress for two consecutive weeks, the RTA team will meet to evaluate student progress and address needed changes in the intervention plan. The school team, which includes the school principal, will review data after each ThinkLink screen to identify school-trends and initialize school-wide changes.

Students, who after 12 weeks of intensive intervention, are shown to not make adequate growth toward long-term goal of on-grade level reading with Tier 3 intervention will be recommended for Special Education testing as directed through collaboration of the RTA team.

### **PART 3 Implementation of the Research-Based Proposed Reading Intervention**

**3.1** The Early Intervention in Reading program will be established and maintained with rigor and fidelity- as ensured by the building principal, beginning with the hiring of a full-day, highly-trained interventionist as mandated by grant guidelines and established in this grant application (see Part 4).

The RTA interventionist salary will be provided through the RTA grant and supplemented through the district general fund. Additional program funding will be provided through Title 1 and KETS (see RTA School Budget Form). KETS monies will be utilized to purchase a computer work station for use by the interventionist so that records can be kept accurately and screening reports can be analyzed at will. The interventionist will also utilize the computer for web-ex meetings, web discussions, and review of grade level DVDs. Federal Title 1 monies will be applied to professional

trainings provided by Barbara Taylor, developer of the EIR program. Title 1 money will also be used to purchase grade-level sets of trade book exemplars for student use and two sets of the K-3 professional resource books: Catching Readers. One set will be provided to the interventionist for a summer book study to assure successful program implementation and the other set will be purchased for the principal to establish knowledge of the program which will lead to successful monitoring. Title 1 is also providing travel expenses to required meetings, conference registration, and general supplies needed for successful implementation of the EIR intervention program. The primary screener, ThinkLink is and will continue to be provided through the district general fund. Our secondary screener, Early STAR/ STAR, is currently and will continue to be provided through Save the Children.

The interventionist will be expected to follow a strict SBDM approved daily schedule that establishes his/her sole responsibility and time devoted to the delivery of intervention instruction to struggling readers in small groups of no more than four students per class. Four students per the eight K-3 classrooms will result in the RTA having a caseload of 32 students during each school day. The interventionist will have an assigned classroom space and will collaborate with other teachers by being an active participant on the School-Wide Rtl team as well as the RTA team. The interventionist will collaborate with other teachers and administration to develop, implement, and monitor reading intervention plans for identified students based on established screeners- Thinklink, STAR/ Early Star. The interventionist will progress-monitor intervention students using assessments from the EIR program and will modify instruction or make changes in placement based on data with RTA team consultation and agreement. The

RTA interventionist will keep accurate and timely records of on-going student data and stored within Rtl folders including RTA meeting notes concerning the student. The interventionist will implement the EIR program through the Catching Readers grade level books with fidelity for Kindergarten through 3<sup>rd</sup> grade students as deemed necessary by guidelines set forth by RTA guidelines and the EIR program established in Part 2 of this grant and will actively participate in all established professional learning outlined in Part 4 section 2 of this grant as monitored by the principal. The school will maintain and formally report program implementation and progress-monitoring data on all RTA intervention students as requested and by required deadlines. The school agrees to participate in statewide evaluations of the RTA state funded intervention program. Quarterly financial reports that include budget information and updates will be provided by the district finance officer on behalf of SGES.

The set-up of the EIR program aligns perfectly with the current program offered at Sand Gap with small group intervention groups, on-going progress monitoring, consistent data analysis and on-going modification of instruction and the instructional program to meet individual student need.

**3.2** Parents play a critical role within the EIR program. All parents of intervention students, upon entry, will receive a letter explaining the program as well as a phone call from the interventionist within the first week; to establish lines of communication and make parents aware of the intervention instruction being provided. Parents will be notified when universal screenings take place and will be invited to participate in RTA team meetings.

Student progress reports with clear, uncomplicated guidelines and coaching tips for how the parent can support the child at home are provided through the EIR program will be sent home every other week. Within the framework of the EIR program, intervention students take home their focus story at the end of the third day so that they can read to their parents and get ready for their cross-age tutoring, or EIR partner. EIR take-home sheets for parents will be sent home weekly that include coaching prompts that instruct the parent to provide assistance to the child as the school interventionist would. Parents are encouraged to sign the EIR take-home sheets and have their children bring them back to school.

To keep parents informed of community partnerships and family literacy services offered, a monthly newsletter provided by the local public library which lists upcoming programs, will be sent home with intervention students. Parents will also be provided information concerning Tiger Reading Club, an afterschool reading program provided at SGES through the Save the Children foundation. In joint effort with the Family Resource Center, the librarian and Title 1, a school-wide Literacy Night will occur during the school year in which the interventionist will model strategies for parents to help their children at home and provide additional information materials to the family through support materials, parent questionnaires and home-school connection materials.

The Interventionist will invite parents of intervention students to participate in monthly meetings of an organized parent group to participate in ongoing conversations around the needs of their struggling readers and how to effectively address those needs at home.

## **PART 4 Description of Teacher Selection and Professional Learning**

4.1 SGES will hire a highly trained/qualified, certified primary teacher with a minimum of three years of teaching experience in the primary grades and a Master's degree. SGES will require a teacher with a Master's degree in a discipline outside of literacy, or that is National Board Certified to receive additional training in Early Intervention in Reading (EIR) Catching Readers program within the first year as explained in section two of this part and required by the grant guidelines. Preference will be given to someone who has, or is working toward a Master's degree in literacy. As an additional requirement, the RTA interventionist will commit to participate in Professional learning provided by the Catching Readers program developer, Barbara Taylor, as required by the RTA grant framework. This requirement has been allotted for within the proposed budget and the specifics are described in section 4.2 below. The school principal will ensure that the teacher participates in all required professional learning through monthly monitoring of a PD log/journal kept accurately and timely by the interventionist which will include reflections of each training as to how the learning will be used within the intervention setting at SGES.

The RTA intervention teacher's primary responsibility and time will be devoted to the delivery of literacy intervention instruction to identified struggling readers through the Catching Readers program for 30 minutes daily- over and above their classroom's reading instruction time and core program for 5 days per week. A strict daily schedule that establishes the fact that the intervention teacher's primary responsibility and time will be devoted to the delivery of intervention instruction will be approved by the school's

SBDM will be followed by the interventionist and monitored by the school principal to ensure compliance.

### Sample RTA Interventionist Schedule

Arrival at 7:45	
<b>8:00-8:30</b>	2 <sup>nd</sup> Grade RTA Intervention Group of 4 2 <sup>nd</sup> Grade Students
<b>8:30-9:00</b>	1 <sup>st</sup> Grade RTA Intervention Group of 4 1 <sup>st</sup> Grade Students
<b>9:00-9:30</b>	Classroom Collaboration
<b>9:30-10:00</b>	Kindergarten RTA Intervention Group of 4 Kindergarten Students
<b>10:00-10:30</b>	2 <sup>nd</sup> Grade RTA Intervention Group of 4 1 <sup>st</sup> Grade Students
<b>10:30-11:00</b>	3 <sup>rd</sup> Grade RTA Intervention Group of 4 3 <sup>rd</sup> Grade Students
<b>11:00-11:30</b>	Classroom Collaboration
<b>11:30-12:00</b>	Lunch
<b>12:00-12:30</b>	1 <sup>st</sup> Grade RTA Intervention Group of 4 1 <sup>st</sup> Grade Students
<b>12:30-1:00</b>	Kindergarten RTA Intervention Group of 4 Kindergarten Students
<b>1:00-1:30</b>	3 <sup>rd</sup> Grade RTA Intervention Group of 4 3 <sup>rd</sup> Grade Students
<b>1:30-2:00</b>	Classroom Collaboration
<b>2:00-3:00</b>	Planning Parent Contacts Collaboration with Teachers as Needed Scheduled Parent Group Meetings Scheduled RTA / RTI Meetings

The interventionist will also be expected to serve on the existing school-wide Rtl team and assist with the analysis of data following each ThinkLink screening. Members of the current School-wide Rtl team includes: the principal, dean of students, Special Ed. lead teacher, and Math Interventionist. The school-wide Rtl team monitors the implementation of school-wide interventions looking specifically at student progress and school trends through screening data, instructional practices, and schedules needed trainings to ensure the effectiveness of programs provided to students.

The interventionist will also serve on the school's current Reading Rtl team, which will then be known as the RTA team. That team currently consists of the school's reading teachers, administration, and intervention providers. The "RTA" team develops and closely monitors the intervention plans of students through data analysis. Data includes classroom work and screening data from monthly Early STAR and STAR tests as well as ThinkLink which is provided three times a year. The team recommends and establishes individual intervention programs or changes in program as needed based on data analysis.

**4.2** The professional learning plan ensures that the RTA intervention teacher will participate in no less than 24 hours of professional learning as required by the RTA grant. The training will be ongoing, high quality professional learning with trainings directly correlated to the EIR program as the program developer will be the training provider. The RTA interventionist will be responsible for completing a book study of *Catching Readers* for grade levels K-3 during the summer of 2014 and will meet after each grade level book to analyze the program details with the principal, who has participated in the summer book study as well, allowing the principal to better monitor the fidelity and rigor of the program as well as its effectiveness. The RTA interventionist will be required to keep a professional learning log of all trainings including personal reflections of what was learned and how it impacts the instruction provided to our struggling students at SGES. The principal will also be responsible for consistent monitoring of the PD log to ensure follow through of RTA grant requirements.

Upon contact with Barbara Taylor, program developer, the outline of the professional learning was given and follows. The RTA Intervention teacher will participate in monthly

meetings lasting approximately 60 minutes with program developer via Skype. This collaborative PD would include discussion of EIR instructional procedures; effective use of EIR materials; beginning, end of year, and on-going progress monitoring assessments; sharing of successes, problem-solving related to challenges; and video sharing of EIR teaching strategies. Each Catching Readers grade level book has a DVD with numerous video clips of teachers effectively teaching EIR strategies as well as downloadable teaching and assessment materials for program implementation. The DVD will not only be used to access teaching materials, but will also provide visual examples of exemplar EIR implementation with fidelity and rigor. The RTA Intervention Teacher is also expected to visit a discussion site on the EIR website ([www.earlyinterventioninreading.com](http://www.earlyinterventioninreading.com)) in which they will pose questions, share successes with one another, and read responses from Barbara Taylor.

Beginning in September, the Intervention teacher will participate in nine monthly 30-minute WebEx meetings after the school day that focus on kindergarten implementation and nine monthly 30 minute WebEx meetings that focus on grades 1-3 implementation of the program. Of discussion will be procedures described in the grade-level EIR books that are modified as students grow and change across the school year and important questions from the website. The monthly WebEx meetings will be held live after school once a month and can be reviewed through recorded versions as necessary.

The professional learning outlined by EIR program developer, Barbara Taylor, adheres to all Kentucky Department of Education guidelines for high quality professional learning. Four examples of how EIR professional learning adheres to KDE guidelines include:

***Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to-day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content.***

EIR professional learning, as outlined above, uses online learning, peer collaboration, instructional demonstrations through grade level DVDs, collegial feedback via SKYPE and EIR discussion site, personal reflection through the sharing of personal, team planning and discussion using the EIR discussion site and SKYPE, collaborative-problem solving, analysis of student work/ assessments, and self-directed learning through the grade level Catching Readers materials.

***Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an effort to meet each student's needs***

EIR professional learning seeks to remove barriers to learning that are intellectual and may also be developmental in nature. The professional learning provided seeks to “catch” readers that are falling behind and provide intervention strategies in a small group setting that will remove those intellectual barriers to learning to read at an appropriate grade level.

***Standard 11: Professional development is grounded in the critical attributes of adult pedagogy***

EIR professional learning grounds the professional development in adult pedagogy by connecting the training directly to work, reflecting on practice, feedback through Skype and the EIR discussion site, various learning styles, choice of participating in the live or

recorded version of monthly WebEx meetings, time for processing and integrating and applying information with monthly meetings, direct implementation within the job setting, analysis and follow-up of results, keeping a professional learning log with reflection of how training will change or improve the instruction provided to struggling students, mentoring with the program’s developer, and personal and active inquiry through Skype and EIR site.

The interventionist is also expected to participate in the State Conference for the Kentucky Reading Association and the Kentucky Council for the Teachers of English and all additional required RTA trainings.

**PART 5 Description of Budget Process**

**5.1** The total cost needed to fully implement the Early Intervention in Reading: Catching Readers Program at Sand Gap Elementary is \$ 71,242.00. In addition to grant monies, money from the district general fund, district Title 1, KETS, and Save the Children have been allocated to make the RTA intervention program possible. The summary of expenditures can be found in the following budget summary form.

**Read to Achieve**

**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
<i>Example:</i> 550	<i>Communication:</i> <i>Postage</i>	<i>Communication: Postage – postage and fees associated with mailing family involvement information for all RTA students.</i>	\$100	
<b>110</b>	Interventionist Salary	Base salary for a certified teacher who meets all the educational and experience qualifications for RTA interventionist (This amount is based	\$46,925.00	\$7,671.00 (District General Fund)

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
		on the highest 185 salary in the district with 20 years experience and Rank I)		
111				
112				
113				
120				
211				
212				
213				
214				
219				
221				
222	Interventionist Medicare	Interventionist Medicare 1.45% = \$791.00	\$680.00	\$111.00 District General
231	Interventionist KTRS	Interventionist KTRS 1.45% = \$819.00	\$704.00	\$115.00 District General
232				
251				

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
253	Interventionist Unemployment	Interventionist Unemployment (1.65%)	\$85.00	\$74.00 District General Fund
260	Interventionist's Workers Compensation	Worker's Compensation .23%	\$106.00	\$18.00 District General Fund
270				
291				
293				
298				
322	Educational Consultant	EIR: Catching Readers Virtual Professional Development with Barbara Taylor (9 [1 per month] 30 minute web sessions with Barbara Taylor for Kindergarten and 9 [1 per month] 30 minute web sessions with Barbara Taylor Grades 1-3) There will also be an online environment for RTA interventionists to participate in an interactive EIR discussion site.	NA	\$1,500.00 Title I Funds
338				
531				
532				
552				
553				

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
559				
580	Interventionist's Mileage, Meals, and Lodging	Travel (mileage, lodging and meals) to state and national conferences and other RTA grant required meetings. The Interventionist will attend the Kentucky Reading Association and Kentucky Council Teachers of English Mileage will be reimbursed at Board approved rate. Meals will be reimbursed in compliance with district policy of \$7.00 for breakfast, \$8.00 for lunch, and \$15.00.	NA	\$1,690.00 Title I Funds
581				
582				
584				
610	General Supplies	Copy Paper for the EIR fall and spring assessments, intervention folders, parent newsletters, and correspondences.	NA	\$950.00 Title I Funds
641				
642				
643	Intervention Program Resources	EIR: Catching Readers K-3 Professional Learning Library for Interventionist and School Principal (2 X \$110 = \$220.00)  Catching Readers Classroom Library for students K-3 (10 X \$715 per K-3 set = \$7150.00)	NA	\$7370.00 Title I Funds
644				

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
645				
646				
647				
650	Assessment	ThinkLink (\$8.00 x 166 students)  Renaissance Early Star/Star (\$2.50 x 166 students)	NA	\$1,328 District General Fund  \$415.00 Save the Children
674				
734	Technology	Teacher Workstation  No more than 25% of new hardware costs may be charged to the grant. Computer purchases are encouraged as match.	NA	\$1,000 KETS Funds
735				
810	Conference/Meeting Registration Fees	Registration for State Conferences: Kentucky Reading Association Conference (\$250.00) and Kentucky Council Teachers of English (\$250.00)	NA	\$500.00 Title 1 Funds
			N/A	
			N/A	
<b>TOTALS</b>			<b>\$48,500.00</b>	<b>\$22,742.00</b>

This proposal clearly illustrates that the Jackson County Board of Education and Sand Gap Elementary demonstrate a desire to sustain funding and honor its commitment to

student learning. We are committed to the specific interventions listed herein and to reaching and maintaining full implementation of the Early Intervention in Reading program provided through Read to Achieve.

# APPENDIX D

## Data for students in bottom quartile

GRADE	SCHOOL YEAR	NUMBER OF STUDENTS	ASSESSMENT NAME(S)	AVERAGE ENTRY SCORE	AVERAGE EXIT SCORE	COMMENTS
K	2013-14	5 in Bottom Quartile <hr/> 45 Total	ThinkLink BOY Test 1 Fall 2013	1154 (SC) 9 (NP)	NA	SC= Scale Score NP= National Percentile BOY= Beginning of Year
1	2013-14	19 in Bottom Quartile <hr/> 39 Total	ThinkLink BOY Test 1 Fall 2013	1191 (SC) 11 (NP)	NA	SC= Scale Score NP= National Percentile BOY= Beginning of Year
2	2013-14	12 in Bottom Quartile <hr/> 40 Total	ThinkLink BOY Test 1 Fall 2013	1271 (SC) 15 (NP)	NA	SC= Scale Score NP= National Percentile BOY= Beginning of Year
3	2013-14	11 in Bottom Quartile <hr/> 36 Total	ThinkLink BOY Test 1 Fall 2013	1298 (SC) 15 (NP)	NA	SC= Scale Score NP= National Percentile BOY= Beginning of Year