



Reading 'Round Kentucky!

(Monthly Update for all
things RTA!)

Happy New Year!!

I want to welcome you all to a new school year!! I hope your summer was relaxing and restorative! I have been busy since beginning my new position here on July 1st trying to learn all about the Read to Achieve grant and how I can best support you all on the frontlines. I know there are several new principals and RTA teachers this year and want to welcome each of you to the fun!

Each month you will receive updates containing helpful information and resources related to the RTA Grant. The update will keep you up-to-date on initiatives from the Kentucky Department of Education (KDE), program requirements, important dates, effective instructional strategies, intervention lessons, legislation updates, reading resources, and much more. The update will also contain the latest information and resources from Kentucky Systems of Intervention (KSI). If you have any suggestions for topics or resources to include in an upcoming edition, please feel free to contact me. Our best resource is each other.

Thank you for all you do for students and helping them succeed in reading by providing effective interventions each and every day. I look forward to working with you this year. Please know that I am here to answer any questions that you may have and assist you at any time.

My email address is lori.shephard@educatin.ky.gov (Watch the spelling of my last name!) My phone number is 502-564-4970 ext.4114. Feel free to contact anytime with any question or concern you may have.

Dates to Remember

- October 30—Student Information due in the Infinite Campus Intervention tab.
- TBD— Webcasts 1 & 2
- TBD— Program Evaluation Report
- Kentucky Reading Association Annual Conference, October 15-17, 2015; Galt House, Louisville, KY
- 2016 National Reading Recovery & K-6 Literacy Conference, February 6-9, 2015, Columbus, OH



**RTA
Information**



education.ky.gov
(search: Read to Achieve)
or
lori.shephard@education.ky.gov



A Quick Overview of Read To Achieve (RTA)

The Kentucky Read to Achieve (KY RTA) Program was created under Senate Bill 19 in 2005 with the goal of supporting schools in implementing a reading diagnostic and intervention program to address the needs of struggling readers. More specifically, the KY RTA program was designed to identify and provide intensive reading and intervention programs to struggling readers within primary grades (K-3).

Once you learn to read, you will be forever free.

—Frederick Douglass

Contacts

- ⇒ Every RTA teacher should receive these updates.
- ⇒ If you know of someone who is not on the contact list and wishes to be, please let me know.
- ⇒ If you are receiving this update and want to be removed from the contact list let me know that also.
- ⇒ I am working on updating my principal and district contacts lists from the information I received from each of you. So until then, feel free to forward this to those who are interested.

Getting to Know Me

To introduce myself: My name is Lori Shephard and I am the Elementary Reading Intervention Consultant and RTA Grant Coordinator. This begins my eleventh year in education. I began my teaching career later in life—at almost 40 years old. My bachelors degree is in psychology but after many years in the business world I felt God drawing me back to my first career passion—education. So I went back to college, in the MAT program at Bel-larmine University, and so it began. All of my education experience has been in Shelby County. I have been a Special Educator and a Reading Interventionist at both the elementary and middle school levels. I am Elementary (P-5) and Special Education (K-12) certified and have experience teaching Reading Recovery, CIM, and Corrective Reading (Reading Mastery)—among other things.

On a personal note, my husband, Ronnie, and I will celebrate our 27th wedding anniversary this month. We live in Shelbyville with our Great Pyrenees, Harley. Our son and daughter-in-love, Ryan and Meredith, live in Hermitage, Tennessee. No grandbabies, yet, but we do have a grand-puppy, Nash. 😊



Carol Lykins, RTA teacher at Hunter Hills Elementary, and I. (I'm the one on the left.) ☺

Let People Know Who You Are!

Personalize Your Email Signature

- Please add the following information to the signature section of your email: Name , RTA Role, School, District, Phone, Fax and Email address
- **Example:**
Jane Doe
RTA Reading Intervention Teacher
Rocky Ledge Elementary
- Hang On District
Phone: 502.867.5309 Fax: 502.765.4321
Email address: jane.doe@hangon.kyschools.us

Responsibilities of RTA Teacher:

- * Administer a diagnostic assessment to all primary students in the fall and spring of the school year
- * Plan and deliver daily individualized intervention instruction
- * Monitor the attendance and progress of each student using research recommended progress monitoring tools
- * Collect, analyze and interpret assessment data
- * Submit program reports to the RTA coordinator three times a year
- * Complete student information on the Intervention Tab in IC
- * Participate in quarterly webcasts hosted by the RTA coordinator and pursue other professional learning on research-based reading interventions

Responsibilities of RTA Principals

- * Monitor the implementation of the RTA grant program
- * Monitor the progress effectiveness of the grant and its impact on struggling readers



Intervention Tab

All students serviced by Read to Achieve interventionists will be required to use the Intervention Tab in Infinite Campus for 2015-16. In general, the expectation is that once you have your intervention student roster, you will “open” an intervention plan for each student in Infinite Campus. The tab is under the individual student, under general, under PLP and is labeled simply, “Intervention.” You will complete the entire plan for each student, with the understanding that a few fields will not be applicable to your circumstances, and a few fields are optional. The KDE will pull data on October 30th, January 30th, March 30th, and June 30th. Please have records updated by those times.

Please make sure that you have access to Infinite Campus by contacting your principal or technology coordinator. If you have any questions, please let us know as soon as possible.

Steps to enter students in the Intervention Tab:

- ◇ Log in to Infinite Campus.
- ◇ Go into a student’s record. Click on the PLP tab.
- ◇ Go to “general” and you will see “intervention” in the top right hand corner. When you click on “intervention” you will see “new status”.
- ◇ The status date and time will automatically be opened by IC. However, if you began interventions last week and do not enter them on the intervention tab until next week you can manually override this. The start date will be the first day of the first intervention session –NOT THE FIRST DAY OF SCHOOL. You will not be able to put the end date at this time.
- ◇ For the tier status, RTA will probably be either Tier 2 or Tier 3 depending on the school’s RTI framework. If you are providing daily one-on-one service, it will most likely be a Tier 3.
- ◇ The Intervention type is #3 RTA and there is **no course code**.
- ◇ The intervention codes are:
 - ⇒ 2206 for Early Interventions in Reading
 - ⇒ 2229 for Reading Mastery
 - ⇒ 2231 for Reading Recovery
 - ⇒ 2202 for Comprehensive Intervention Model (CIM)
- ◇ The intervention material is #5 – a vendor program.
- ◇ The intervention staff is #1 – a certified teacher.
- ◇ The duration tab requires you to select an option. Chose the appropriate option for your intervention sessions.

Questions?

Please contact April Pieper at april.pieper@education.ky.gov or Lori Shephard lori.shephard@education.ky.gov

Resources for the Intervention Tab - http://education.ky.gov/educational/int/ksi/Pages/ksiIC_InterventionTab.aspx

Worthy of Note (Don't miss this!)

Thank you to those of you who have turned in your schedules and the requested contact information. As I begin to review your schedules, I have some reminders:

1) Your schedule should reflect that of a READING intervention teacher. Despite the fact that grant funds may not completely cover the RTA teacher salary, the grant RFA (Request for Application) requires a FULL-DAY reading intervention teacher.

2) The RTA teacher's day should be primarily spent **delivering** reading intervention. The intervention teacher should not have more (or less) planning/progress monitoring time than other certified staff.

3) Likewise, delivering intervention instruction 4 days a week and having one day for progress monitoring, meetings, catch-up lessons, or collaborating would be great, but does not meet "full-time" requirements either.

4) As per the RFA, the RTA teacher may have equal supervisory duty, but not more than, other certified staff. Your job is to be an intervention teacher, not substitute, not cafeteria monitor, not recess supervisor, etc.

Here is the information quoted directly from the RFA:

IMPLEMENTATION REQUIREMENTS

Non-Negotiable

(Section 6)

INTERVENTION TEACHER – Every RTA school MUST hire a full day RTA intervention teacher to deliver RTA services to struggling readers. The interventionist must be a highly trained/qualified, certified primary teacher with AT LEAST three years teaching experience in the primary grades who has, or is working toward, a Master's degree in literacy. If the teacher has, or is working on, a Master's degree in another area, or is National Board Certified, he/she will receive additional training in the stated intervention within the first year. The interventionist cannot be classified staff, an instructional assistant, an emergency certified teacher or a teacher in the Kentucky Teacher Internship Program. The RTA intervention teacher CANNOT be a classroom teacher while serving as the RTA interventionist. The RTA intervention teacher's daily responsibility must be primarily devoted to the delivery of intervention instruction to identified struggling readers. However at various times of the year the RTA intervention teacher may be used to administer the universal screener and/or the diagnostic assessment, serve on the RTA/Rtl team, lead literacy trainings within the school, and/or analyze data. The RTA intervention teacher may have supervisory duties (e.g., bus duty, hall duty) equal to, but not greater than, the other teachers in the building.

Questions? You know how to contact me. Please feel free to do so.





Department of Education

Office of Next-Generation Learners
Division of Learning Services
Differentiated Learning Branch

Associate Commissioner: Dr. Amanda Ellis

Division Director: Gretta Hylton

Branch Manager: April Pieper

Reading Intervention Consultant: Lori Shephard

**“Read. Everything you can get your hands on.
Read until words become your friends. Then
when you need to find one, they will jump into
your mind, waving their hands for you to pick
them. And you can select whichever you like,
just like a captain choosing a stickball team.”**

—Karen Witemeyer



Read to Achieve
Diagnostic and Intervention Services