District Assurance Statement
2020-2021

Background

The *Kentucky Read to Achieve (RTA): Reading Diagnostic and Intervention Grant* provides schools with competitive funds to design and implement a reading intervention program and/or practices that address the needs of primary (K– 3) students reading at low levels.

The selected intervention program should promote effective instruction and be based on trend data specific to the needs of the struggling readers in the school.

As specified in KRS 158.792 (1)(c), the reading intervention selected by the school must:

- ❑ Allow for short-term, intensive instruction in the essential skills necessary toread proficiently;
- ❑ Be provided to a student by a highly trained teacher;
- ❑ Be delivered one-on-one or in small groups;
- ❑ Be evidence-based, reliable, and replicable; and
- ❑ Be based on ongoing assessment of individual student needs.

Requirements

1. Schools shall select and implement reading intervention(s) from the following list:
    a. *Early Intervention in Reading (EIR)* by Barbara Taylor
    b. *Reading Recovery* *must also select a small group intervention
    c. *Comprehensive Intervention Model (CIM)* *must be used with *Reading Recovery*
    d. *Fountas & Pinnell Leveled Literacy Intervention (LLI)*

2. Funds must be used to implement a reliable, replicable, evidence-based reading intervention to improve the skills of struggling readers in the primary program. All RTA-identified struggling readers must receive the school's core reading program/strategies as well as the RTA-funded intervention services. The intervention services for identified students must supplement, not replace, their classroom's reading instruction time.

3. Students receiving intervention services must be enrolled in a public school primary (K-3) program and read at low levels.

4. The intervention teacher must be a highly-trained/qualified, certified primary teacher with at least three years teaching experience. Preference shall be given to teachers with primary grades teaching experience and those who have, or are working toward, a Master's degree in reading/literacy. The interventionist cannot be classified staff, an instructional assistant or an emergency certified teacher.

5. A full-time, full-day RTA intervention teacher must be in place to deliver RTA services to struggling readers. The RTA intervention teacher cannot be a classroom teacher while serving as the RTA interventionist. The RTA intervention teacher may not serve as a substitute teacher.

6. The RTA intervention teacher's daily responsibility must be primarily devoted to the delivery of RTA intervention instruction to identified struggling readers. Greater than half of the reading intervention teacher's time will be spent delivering intensive reading interventions to primary grade students. The remaining time may be spent providing intensive reading interventions to additional primary grade students or providing support to other teachers in the area of literacy. Examples of other leadership activities might include co-teaching during a reading class, collaborating with colleagues, encouraging family involvement, leading literacy trainings, etc. The RTA intervention teacher must serve on the school's Kentucky Systems of Intervention (KSI)/Response to Intervention (RTI) team. The RTA teacher may have supervisory duties (e.g., bus duty, hall duty) and appropriate planning time equal to, but not greater than, the other teachers in the building. The RTA teacher may not serve as a substitute teacher. The RTA teacher will submit a current daily schedule to the Kentucky Department of Education (KDE) and the school principal. The schedule must authentically represent how the RTA teacher utilizes the school day and identify where the RTA teacher is throughout the day on a typical school day. Collaboration/co-teaching between the +1 teacher and the RTA teacher will be indicated on the RTA teacher schedule. Schedules will be updated as needed.

7. The school must develop a school reading team, including the RTA teacher, principal, the current +1 classroom teacher and the library media specialist. The +1 teacher should be selected based on exemplary service, dedication to learning reading pedagogy and a commitment to intensive reading training over the course of the school year. Each year an additional teacher will be selected to serve as the +1 teacher and will participate on the school reading team and receive the intensive reading training.

8. The school reading team shall participate in the RTA fall professional learning event held by the KDE.

9. The principal must agree to pay for the RTA teacher to attend at least one reading/literacy conference approved by the KDE. **(6 hours minimum attendance required)**

10. The classroom teacher(s) selected to serve on the school reading team each year shall be available for collaboration and co-teaching with the RTA teacher throughout the school year. This shall be reflected on the RTA teacher's schedule.

11. The school reading team will lead professional learning with additional teachers to build capacity within the school. The reading team will retain evidence of professional learning opportunities organized and/or led by the reading team that focus on literacy. Evidence may include, but is not limited to, agendas, minutes, reflections, plus/deltas, group/individual notes, pictures of charts/visuals used to present, PowerPoints and pre/post surveys.

12. The struggling readers participating in the RTA intervention services must be initially identified using a universal screener. The initial pool of eligible students will be those scoring below average (e.g., stanine 1, 2, or 3 or bottom 25 percentile). *Extended remote learning circumstances may require alternate means of determining who receives RTA services. More guidance will be provided as it becomes available.

13. Each RTA school will establish (if not already in existence) and carry out a system for informing parents of struggling readers of the available family literacy services within the district. The system, with examples of available resources, must be submitted in writing to the KDE. Districts with more than one RTA school are permitted to submit like systems, including like available services within the district.

14. The school reading team must agree to participate in statewide evaluations of their RTA state funded intervention, at the request of the KDE and/or the Collaborative Center for Literacy Development (CCLD). The school must also maintain and formally report program implementation and progress-monitoring data on all participating RTA intervention students as requested by the KDE and/or the CCLD. In order to be considered in compliance with the state-funded grant requirements, all reports must meet required deadlines.

15. The RTA teacher must utilize a system for reporting data to the KDE as requested. Currently, RTA student data will be recorded in the Intervention Tab and assessment/screener scores will be uploaded to the Assessment Tab in Infinite Campus. Feedback will be given as needed. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.

16. The district finance officer, on behalf of the individual school and the district, must provide RTA budget information and updates in the form of quarterly financial reports and is responsible for generating the MUNIS expenditure reports.

17. The principal must submit an annual assurance statement and budget summary form at the request of the KDE each school year.

18. Funds cannot be used to purchase a comprehensive core reading program for the entire primary population. The school must already have a comprehensive evidence-based core reading program/model in place for Tier 1 (core instruction for all students). The RTA intervention services identified for struggling primary readers must offer reading instruction above and beyond the current core reading program.

19. The school must provide a certified substitute to implement intervention services in the event the RTA teacher is absent or otherwise unable to provide services. Long-term substitutes with training in primary reading intervention services are preferred.

20. If needed to carry out the intervention effectively, the school and/or district will provide additional resources and funds. Additional funds may come from appropriate federal, state and/or local sources.

21. The KDE and the CCLD will record and maintain documentation of grant compliance. Failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the RTA grant.

Role of the RTA Intervention Teacher

The intervention teacher must be a highly-trained/qualified, certified primary teacher with at least three years teaching experience. Preference shall be given to teachers with primary grades teaching experience and those who have, or are working toward, a Master's degree in reading/literacy.

The following will NOT meet the criteria for RTA intervention teacher: classified staff, instructional assistants, emergency certified teachers or teachers in the Kentucky Teacher Internship Program (KTIP).

The RTA intervention teacher must:

- Read the RTA grant requirements and their school's grant proposal.
- Participate in, along with the RTA team, a fall professional learning event held by the KDE.
- Collaborate with their principal regarding decisions for spending the RTA grant money.
- Identify student intervention plans in Infinite Campus using the Intervention Tab.
- Report screener/assessment scores in the Assessment Tab in Infinite Campus as directed by the KDE.
- Attend/participate in all required RTA trainings/meetings/visits as specified by the KDE and/or the CCLD.
- Serve as a leader and collaborate with regular classroom teachers to improve literacy instruction in primary grade classrooms, as stipulated in the school's RTA proposal.
- Plan intervention instruction that is individualized to meet the specific needs of each identified student and that supports current research around recommended practices for delivering the most intensive intervention services.
- Monitor the progress of each student by using research-recommended progress monitoring tools.
- Collect, analyze, and interpret assessment data.
- Assist with the independent grant program evaluators by submitting requested student, school and/or teacher data to KDE and/or CCLD in a timely and accurate manner.
- Submit program surveys/evaluations/analysis as requested by KDE/CCLD.
- Attend, annually, at least one reading/literacy conference approved by the KDE. The *Kentucky Reading Association Conference* and/or the *National Reading Recovery Conference* are KDE-approved conferences (*recommended but not required).*
- Pursue professional learning experiences focused on working with struggling readers. (Quality professional learning and training on research-based reading intervention are allowable expenditures within the parameters of the grant funding.).

Role of the RTA Principal

- Monitor the implementation of the RTA grant program (e.g., student progress, appropriate spending, instructional practices, required trainings, professional development, collaboration between the RTA teacher and +1 teacher as well as other primary teachers) to ensure students are being served and best practices are in place.
- Provide RTA teacher access to Infinite Campus for reporting purposes.
- Monitor the progress/effectiveness of the grant and its impact on struggling readers, specifically diverse populations.
- Participate in the KDE-sponsored fall learning event with the RTA team.
- Restrict the RTA teacher assignment to primary grades reading intervention teaching (*no* substitute teaching) and ensure greater than half of the reading intervention teacher's time will be spent delivering intensive reading interventions to primary grade students.
- Collaborate with the RTA teacher to develop a schedule appropriate for meeting the needs of the intervention students and allow time for co-teaching with the plus one teacher and other primary teachers, if time allows.
- Collaborate with the RTA teacher in decisions regarding appropriate expenditures of the RTA grant funds.

Funding Requirements

Travel expenses incurred by the RTA teacher and school reading team required by the RTA grant will be reimbursed by the individual school.

RTA Funds may be used to:

- Support professional learning experiences for the RTA teachers and teachers serving on the school reading team.
- Implement evidence-based reading intervention programs designed to improve the reading achievement of struggling readers. .
- Provide salary for a certified primary teacher highly-trained/qualified in reading interventions for primary students to support implementation of the reading interventions.
- Purchase instructional resources to be used as part of the evidence-based reading intervention instructional practices/program directly related to the implementation of the intervention.
- Provide quality professional learning on relevant topics that specifically target struggling readers in the primary program.
- Cover expenses for:
    - Registration fees and travel for the school reading team to attend state and national conferences directly related to the implementation of interventions and specific to enhancing the reading achievement for identified struggling primary readers.
    - Release time or stipends for staff to participate in job-embedded professional learning including study groups and/or self- or peer reflection on teaching practices directly related to the implementation of the RTA intervention grant.
    - Teacher training on how to support the home-school connection as it is directly related to the implementation of the RTA reading intervention.
    - Materials required for professional learning directly related to the implementation of the RTA reading intervention.

RTA Funds cannot be used to:

- Compensate administrative or indirect costs.
- Cover cost of capital expenditures (i.e., reprogramming, renovating, renting or purchasing space).
- Purchase furniture (tables, desks, filing cabinets, book bins, pillows etc.).
- Compensate classified staff or instructional assistant positions.
- Compensate other staff positions or any part of the salaries (e.g., reading coach, administrator).
- Purchase food.

RTA Assurance Statement 2020-2021

School Name:	
District:	
Principal:	
Intervention Teacher:	
+1 Classroom Teacher:	
Library Media Specialist:	
RTA Intervention Program(s):	
Universal Screener Assessment:	

I have read and understand the District Assurance document. I assure that all of the grant requirements will be met as outlined in the Request for Application and within this document, and the original grant approved program(s) will be implemented by a highly qualified teacher. I assure the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of the Read to Achieve grant funds.

_____ _____
Superintendent's Signature Date

_____ _____
Principal's Signature Date

_____ _____
Reading Intervention Teacher's Signature Date

_____ _____
Classroom Teacher's Signature Date

_____ _____
Library Media Specialist's Signature Date

To receive RTA funding in FY21, the school or district will need to ***email*** *only the completed and signed District Assurance to* ***KDE Read to Achieve mailbox*** *at* ***kde.readtoachieve@education.ky.gov*** *by* ***August 1, 2020.***

Any violation of the mentioned criteria could result in partial or complete loss of funding for the Read to Achieve grant.