KENTUCKY DEPARTMENT OF EDUCATION

Read to Achieve Grant Application Cover Page

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Reading Intervention Grant Approved Program(s) Selected:

Reading Recovery and Comprehensive Intervention Model (CIM)

I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirement and deadlines could result in partial or complete loss of funding of the Read to Achieve grant and may impact future funding.
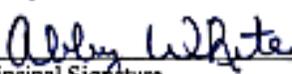
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_____ Principal Signature	11-14-16 Date
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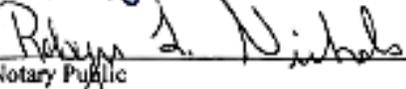
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Part 1: Literacy Needs

1.1 Needs and Trends: We serve **412** students in 1st-5th grade. **63%** of our students qualify for free or reduced lunch (F/R) and **5%** are English Language Learners (ELL). Our needs and trends derive from our analysis of multiple data sources which is summarized here and described, in detail, in part 1.2. We also surveyed our principal and classroom teachers to provide a comprehensive needs analysis. Our data (Part 1.2) shows widespread low proficiency in 1st-2nd grade which worsened at 1st grade this year. Although fall to spring growth was noted in 1st grade from 2014-16, many students regressed between 1st and 2nd. In an effort to address widespread skill deficits, classroom instruction has overemphasized isolated skill work to the exclusion of strategy-based instruction. This is an instructional problem we must address and is especially urgent in light of recent data that suggests the vast majority of our 1st-2nd graders started this school year below grade level proficiency in phonics, vocabulary and comprehension. 1st grade teachers report a plateau effect where many struggling readers move through early text levels but "hit a wall" when they reach a level that demands more complex problem-solving. This frequently occurs at the late winter benchmark level, when students must integrate multiple strategies and skills. Thus, students who struggle get stuck in low text levels which reduces their access to grade-level vocabulary and content. Vocabulary, in particular, has emerged as a glaring deficit for most of our 1st-2nd graders, especially those who struggle. Skill regression between grades and the persistence of low achievement through 5th grade may also explained by the fact that many students are not becoming self-regulated learners in early grades. In other words, they aren't developing an efficient problem-solving system that enables them to fully profit from classroom instruction. 2nd-5th grade teachers suggest their

struggling readers are not independent and often appeal for help or try a resort to letter by letter sounding when they come to an unknown word. They also suggest these students have limited understanding of texts, beyond a literal level. Classroom teachers also suggest Free/Reduced Lunch students (F/R) students and English Language Learners(ELL) are more vulnerable to low achievement, an assertion supported by our data. Part 1.2 provides evidence and discussion of these needs and trends.

1.2 Data and Compelling Need: K-PREP, our state assessment, shows literacy needs and trends for 3rd-5th grade (Table 1.2a). From 2013-16, around **41%** of students were not proficient in reading**.** Proficiency scores have been stagnant since 2013 and reveal persistent underachievement for our Free and Reduced Lunch (F/R) students and English Language Learners (ELL). In 2015-16, the proficiency gap between our total population and F/R students was **9** points and with ELL students was **31** points.

Table 1.2a: Percentage of Students Below Proficiency on K-PREP Reading (2013-16)

	3rd	4th	5th	3rd-5th Percent Below Proficiency		
				School	F/R	ELL
2015-16	39%	43%	46%	42%	51%	82%
2014-15	34%	48%	48%	43%	56%	81%
2013-14	35%	43%	38%	39%	48%	n/a
			3 Year Trend	41%	52%	81.5%

Measures of Academic Progress(MAP) and iReady measure literacy proficiency and growth. Our district used MAP from 2014-16 and replaced it with iReady in fall 2016. Table 1.2b shows the percentage of students who started 1st-2nd grade below proficiency on MAP and iReady in the last 3 years. From 2014-15, over half of 1st and 2nd graders were below proficiency on MAP in fall. On fall 2016 iReady, the percentage of 2nd graders below proficiency was **55%,** consistent with the 2 years prior. However, the number of 1st graders below proficiency increased to **74%.** This means 7 out of 10 current 1st started this year below proficiency. The increasing needs in 1st grade are

alarming. Further, the pervasiveness of low proficiency in 2nd grade suggests our students not only start 1st grade below but remain below in 2nd grade.

Table 1.2b: Percentage of Students Below Proficiency on Fall MAP or iReady (2015-16)

	iReady	MAP	
	Fall 2016	Fall 2015	Fall 2014
1st	74%	59%	57%
2nd	55%	54%	55%

iReady measures proficiency in literacy subskills (Table 1.2d). In fall 2016, our 1st graders were significantly below proficiency in every subskill. Our 2nd graders have significant needs in phonics, vocabulary and comprehension. Although phonics proficiency is better in 2nd grade, **64%** were below proficiency in vocabulary and **58%** in comprehension. The focus on isolated skill work in the classroom may contribute to our 2nd graders deficits in vocabulary and comprehension. When classroom instruction emphasizes memorizing words or practicing skills in isolation, they have fewer opportunities to read and problem-solve meaningful texts. This contributes to greater difficulty understanding what texts they read or acquiring new vocabulary.

Table 1.2c: Percentage of Students Below Proficiency in Literacy Subskills on Fall 2016 iReady

	Phonics	Word Reading	Vocabulary	Comprehension
1st	68%	68%	66%	67%
2nd	46%	26%	64%	58%

F&P is a teacher-administered assessment that measures text level proficiency. F&P data (Table 1.2d) reinforces negative trends revealed on MAP and iReady and also shows positive trends. Over the last 3 years, more than **half** of our 1st graders started school below grade-level proficiency. However, spring F&P data suggests we reduced the number of 1st graders who ended 2014-15 and 2015-16 below proficiency. This data is useful because it identifies strengths in our program. For instance, in 2014-15 we implemented RR and CIM for 1st grade. Both interventions emphasize problem-solving strategies on texts which is what F&P measures. Thus, RR/CIM had a positive effect on

our 1st graders' ability to problem-solve grade-level texts. In fact, we reduced the percentage of 1st graders who ended the year below proficiency by **25%** in 2014-15 and **24%** in 2015-16. At the same time, F&P shows a large percentage of 1st graders still ended the year below proficiency. Even more concerning, there was significant skill regression during the summer between 1st and 2nd grade from 2014-16. This suggests our students gain skill in 1st grade but are not becoming self-regulated, resulting in regression during the summer. Self-regulation means a student has developed a complex problem-solving system that enables them to keep pace with grade level benchmarks. The success we had in 1st grade from 2014-16 and the increasing needs of current students indicate we need to continue RR/CIM for those students. Spring to fall skill regression also indicates we need to extend CIM to 2nd grade. Further, low achievement across the year in both 1st and 2nd grades shows we need more collaboration with classroom teachers to improve core instruction.

Table 1.2d: Percentage of Students Below Proficiency on Fall/Spring F & P (2014-16)

	2016-2017	2015-2016		2014-2015	
	Fall	Fall	Spring	Fall	Spring
1st	56%	60%	36%	64%	39%
2nd	47%	50%	34%	41%	29%

The Observation Survey(OS) is given to our lowest achieving 1st graders and measures literacy and subskill proficiency of struggling readers. Table 1.2e includes the percentage of fall OS scores significantly below proficiency from 2014-2016. OS reveals decreasing proficiency across subskills and suggests our struggling 1st graders have widespread needs at the beginning of the year. In 2016, the **majority** of struggling readers entered 1st grade significantly below proficiency in all literacy subskills. Further, the percentage of students significantly below proficiency has increased in every subskill since fall 2014. This fall, our lowest 1st graders were much less proficient at

identifying letters, hearing and recording sounds in words, and in print concepts than previous students. OS data reinforces the need for RR/CIM, to address these deficits.

Table 1.2e: Percentage of Lowest Achieving 1st Graders Scoring Stanine 1-3 on Observation Survey

	TRL	LID	OWT	CAP	WV	HRSIW
2016-17	88%	68%	88%	72%	88%	92%
2015-16	81%	46%	85%	80%	77%	80%
2014-15	80%	30%	69%	54%	75%	65%

Summary: Our data shows the following needs: **1)**Widespread low proficiency in 1st-2nd grade which has worsened at 1st grade this year; **2)**Worsening proficiency across literacy skills for our lowest 1st graders; **3)**Regression in proficiency during the summer between 1st and 2nd grade; **4)**Achievement gaps within our F/R and ELL populations; 5)Widespread deficits in phonics, vocabulary and comprehension in grades 1-2; 6)Persistent low proficiency through 5th grade that suggests our students aren't becoming self-regulated learners in early grades. These data provide compelling evidence of our need to continue to provide RR/CIM 1st grade and extend that service to 2nd. RR/CIM support self-regulation, focus on all literacy subskills comprehensively and meet the needs of F/R and ELL students. Further, we need to make sure our classroom instruction and intervention are mutually supportive for students. Thus, we also need collaboration with classroom teachers to improve Tier 1, core instruction.

Part 2: The Response to Intervention (RTI) Framework

2.1: Our RTI framework is multi-tiered and based upon the Kentucky System of Interventions. Tier 1 classroom instruction is the foundation of our framework. Tiers 2 and 3 are short-term interventions and Tier 4 is special education. All interventions supplement Tier 1 instruction and may occur within the classroom (Tier 2) and outside the classroom (Tier 2/3). Classroom (Tier 2) interventions are conducted by the classroom teacher during the daily literacy block. Tiers 2 and 3 pull-out interventions

target students with substantial difficulties who don't respond to classroom (Tier 1) instruction and classroom (Tier 2) intervention. The difference between classroom and Tier 2/3 pull-out intervention is frequency, duration and intensity. Tier 2/3 pull-out interventions are delivered one-on-one or in small-groups for 30 minutes each day and last between 6-20 weeks. We use a problem-solving approach and decisions are made by our RTI team which includes our guidance counselor, parent, classroom and intervention teachers. Our goal is to provide responsive, early interventions that prevent long-term failure. Thus, Tier 2/3 pull-out interventions are conducted by highly-trained teachers. All teachers must have knowledge, resources and autonomy to adjust instruction. Thus, we don't rely upon a singular program or assessment. Instead we use a variety of resources and research-proven practices that rely upon teacher expertise.

2.2: Our process for **eligibility and tier movement** is illustrated in Table 2.2. The assessments we use to facilitate this process are described in Part 2.3 and Table 2.3. **Eligibility** is based upon data from our universal screener, iReady, and our selection assessments, the Observation Survey (OS) and Fountas and Pinnell (F&P). Our classroom and intervention teachers review this data and select students for pull-out Tier 2 and 3 interventions. After students are selected, parents are notified and provide consent. Then, intervention teachers construct a diagnostic profile and establish student goals for the intervention. **Tier Movement** is determined by the RTI team. Interventions are short-term (6-20 weeks); duration is contingent upon student progress. The RTI team meets at weeks 6, 12 and at the end of the intervention to monitor progress and make decisions about tier movement. They review all progress monitoring data (described in part 2.3 and 4.2) to evaluate student growth toward grade-level

benchmarks (Table 4.2b). Students move to another tier or exit intervention according to their acquisition of these benchmarks, as described on Table 2.2. Tier movement and adjustments to service within tiers is also continuous between intervals, and facilitated by our grade-level Professional Learning Communities (PLC's). Intervention teachers attend monthly PLC's which provides continuous, though less formal, opportunities to discuss growth and adjust instruction. Classroom teachers also move students between classroom groups as warranted by progress monitoring data at any time. Our RTI team meetings and monthly PLC's provide a systematic way to make decisions.

Table: 2.2: RTI Process to Determine Eligibility and Tier Movement

Selection and Scheduling	
Classroom teachers administer the universal screener, iReady to all students. The intervention teachers administer selection assessments, OS and F&P, to lowest **20%** students.	
Classroom and intervention teachers meet to select students using OS and F&P data and schedule pull-out interventions. Parents are notified and provide consent. The intervention teachers construct a diagnostic profile and achievement goals for students based upon the data.	
Progress Monitoring and Tier Movement During the Program	
Week 6	RTI Team meets to review progress monitoring data for intervention students. At week **6** they may: discontinue service for students who meet benchmark in Tier 2 groups; move students between Tier 2 or 3 groups; or add classroom Tier 2 interventions for any student.
Week 12	RTI team meets to review progress monitoring data. At week **12** they may: discontinue service for students who meet benchmarks in any Tier 2 or 3 intervention; move students between Tier 2 or 3 groups; and/or add Tier 2 classroom interventions for any student.
End of Program	The OS or F&P is re-administered at the end of intervention. The RTI team meets to review data, dismiss students and/or plan or transitional support after intervention.
Ongoing	Intervention and classroom teachers meet monthly in grade level PLC's to review data and plan Tier 2 classroom interventions or adjust Tier 1 instruction.
This entire process will be repeated at Mid-Year for Round 2 students	

2.3: Assessments: Our RTI framework includes assessments that measure overall proficiency and specific literacy skills (Table 2.3). The collective dataset informs student selection, measures growth during intervention and evaluates outcomes at the end of and following intervention. iReady is our computer-based universal screener that identifies students significantly below grade-level proficiency in reading. Because it is administered 3 times a year to all students, we also use iReady to evaluate growth and outcomes. We use iReady to identify the lowest **20%** in each grade. These students are

assessed using two measures: Observation Survey (OS) for 1st grade and Fountas &
Pinnell (F&P) for all other grades. OS and F&P measure student text level against grade
level benchmarks and identify specific skill deficits. They are administered at the
beginning and end of interventions and at the end of the year. OS & F&P are teacher-
administered and provide both quantitative and observational data. This data helps us
select students, diagnose their strengths and needs, plan targeted interventions, and
evaluate outcomes. To monitor progress, both classroom and intervention teachers use
running records, which provide a reading level, a fluency measure and evidence of
strategy use. Intervention teachers also use assessments to measure acquisition of
reading vocabulary, writing vocabulary and letters (Table 2.3). To comprehensively
monitor progress, classroom and intervention data are compared at established
intervals (Table 2.2), giving us a consistent way to compare data sources.

Table 2.3: Purpose and Skills Measured by RTI Assessments

Purpose	Assessment	Skills Measured
Universal Screener	iReady	Reading, phonological awareness, phonics, word reading, vocabulary and comprehension
Selection, Diagnosis, Outcomes	Observation Survey (1st)	Text level, word reading, print concepts, letter identification, writing and hearing/recording sounds
	Fountas & Pinnell (2nd-3rd)	Text level, fluency and comprehension
Progress Monitoring	Running Records	Text level, problem-solving strategies and fluency
	High-Frequency Word Lists, Writing Vocabulary and Letter ID	Acquisition of words and letters

2.4: Scheduling: The principal creates a master schedule which the classroom teacher
uses to schedule the 90-minute literacy block. Tier 2 classroom interventions are
scheduled within that block, giving teachers flexibility to move students between
classroom groups. After students are selected, classroom and intervention teachers
schedule their daily, 30-minute intervention time so it doesn't overlap with core
instruction. If the child is in speech or ELL, the intervention teacher also works around
those services. Our priority is preserving the child's time within the core program and we

adjust schedules as necessary. The intervention teacher's schedule is set up as instructional blocks and students move between blocks in response to need. For instance, classroom teachers move students between guided reading groups in response to growth and needs. If the new guided reading time conflicts with pull-out intervention, we move students to a different intervention block to accommodate this. To facilitate scheduling, the RTA teacher's planning and lunch will align with 1st grade, for whom she will provide the most service. As well, collaboration in monthly PLC's will enable us to shift the amount, type and time of service, as needed.

Part 3: Grant Approved Program

3.1: We are applying for Reading Recovery (RR) and the Comprehensive Intervention Model (CIM). RR serves 1st graders in a pull-out, one-on-one setting for 30 minutes daily and CIM can serve 1st-3rd graders in pull-out groups for 30 minutes daily. In 2017, our RTA teacher will provide RR and CIM to 1st and 2nd graders. The following describes how this will address current needs: **1)**We have low proficiency at grades 1-2. RR and CIM address our needs because they are flexible, balanced and implemented by highly-trained teachers. RR will assist our most struggling 1st graders through lessons that carefully match their needs. CIM will address the needs of 1st-2nd graders with a variety of lesson frameworks which include *Interactive Writing* for emergent readers and *Guided Reading Plus* for early and transitional readers. Further, although our current needs are most urgent at 1st-2nd, CIM will provide options across grades 1-3 in subsequent years, if warranted by our data. **2)**Proficiency is decreasing in 1st grade. Our plan provides 1st graders with responsive intervention before problems are more difficult to overcome. RR and CIM are **responsive** and promote accelerated learning because

teachers are trained to conduct lessons that match student needs. For example, RR/CIM teachers: provide tailored instruction based on analysis of student reading level, item knowledge and strategy development; select texts and word work that carefully match student skill, and; teach explicit problem-solving strategies and show students how to apply them to text. **3)**Our data shows low proficiency among our F/R and ELL students. These students often have more limited access to texts and academic language at home. RR/CIM address this by: including a large volume of texts to expose children to language, content, and print features and tailoring lessons to the child's prior knowledge and language. Most importantly, RR/CIM teachers are trained to identify and build upon strengths and, no matter how limited, to see them as a resource, not a deficit. **4)**Our students have needs in phonics, vocabulary and comprehension. RR/CIM addresses phonics through: daily word and letter work including strategies for learning letters, sounds and words; explicit instruction on word solving in both reading and writing, and; assessments to monitor student acquisition of letters, sounds and words. RR/CIM address vocabulary through: a large volume of texts with new vocabulary; book introductions that identify unfamiliar words; text discussions; and student-generated writing. CIM has a flexible lesson framework to which additional vocabulary instruction can be added. The *language phase* includes teacher-read texts that give students opportunities to interact with grade level vocabulary and content. RR/CIM address comprehension through: book introductions that establish expectations and purposes for reading; texts that match the child's reading level so they read fluently with understanding; teaching children to use meaning to problem-solve; preventing children from reading word by word; and including opportunities to write about reading.

5)We have persistent low proficiency through 5th grade that suggests our students aren't becoming self-regulated learners in early grades. RR/CIM teach children to be strategic problem-solvers. By providing RR/CIM in early grades, we will prevent long-term failure.

3.2: Our RTA program includes Reading Recovery (RR) and the Comprehensive Intervention Model (CIM), which occur early, are flexible and use a comprehensive assessment protocol. Our program also includes collaboration between the RTA and classroom teachers to monitor progress, make instructional decisions and strengthen core instruction. Table 3.2 describes how RTA complements our RTI framework.

Table 3.2: How the RTA Program Complements our RTI Framework

RTI Framework Principle	How the RTA Program Complements the RTI Framework
Multiple tiers are provided.	In addition to Tier 1 (core) and Tier 2 (classroom intervention) our RTA program has Tier 2/3 CIM (small-group) and Tier 3 RR (1:1) intervention.
Teacher expertise is essential to student success	Our RTA teacher has extensive theoretical and practical knowledge developed through RR/CIM training. The RTA teacher will collaborate, train and co-teach with classroom teachers to build capacity and build their expertise and strengthen Tier 1 instruction
Interventions supplement Tier 1 core instruction	RTA interventions are pull-out and supplement the core program. Schedules ensure intervention is in addition to core instruction.
Interventions occur early and are preventative	RTA interventions will target 1st-2nd graders to prevent long-term failure by catching students up early in their school career.
Interventions are responsive and short-term	The RTA teacher is RR/CIM trained and can conduct responsive lessons to help students make rapid progress in a brief (6-20 week) period.
Decisions are data-driven and collaborative.	Our program includes assessments to identify students, diagnose needs, monitor progress and measure outcomes. The RTI team will collaboratively monitor progress to make decisions about student placement and Tier movement.

Part 4: Students to be Served

4.1: Eligibility: Our RTA program will provide Tier 2 and 3 pull-out interventions for 1st-2nd grade. Table 4.1a shows the size, duration and intensity of each intervention, as indicated by RR/CIM standards and our district guidelines.

Table 4.1a: Size, Duration and Intensity of RTA Interventions

Intervention	Tier	Description	Duration
CIM	Tier 2	Groups of 4 students for 1st-2nd grade	6-20 weeks
CIM	Tier 3	Groups of 3 students for 2nd grade	12-20 weeks
Reading Recovery	Tier 3	One-on-one intervention for 1st grade	12-20 weeks

Our universal screener, iReady, will be given in the first 2 weeks of school to identify the lowest **20%** of 1st-2nd graders. The RTA teacher will administer our diagnostic assessments to these students. She will use the Observation Survey (OS) for 1st and Fountas & Pinnell (F&P) for 2nd grade. The RTA teacher will record OS and F&P scores on a selection grid and the principal, classroom and intervention teachers will analyze this data to place students in interventions until slots are filled (Table 4.1b). Our most intensive intervention is Reading Recovery (one-on-one). Thus, the lowest 1st graders will be placed in Reading Recovery. 1st grade CIM groups will be Tier 2. The lowest 1st graders not selected for RR will be will be placed in CIM groups until all slots are filled. We will add 2nd grade groups through RTA and the lowest 2nd graders will be selected. These will be Tier 2 or 3, depending upon the student needs. For instance, students served in 1st grade Tier 2 groups may require Tier 3 service in 2nd grade. We will repeat this process to fill vacant slots throughout the year as illustrated on Table 4.1b.

Table 4.1b: Students Served by the RTA Teacher

Intervention	1st Round (Fall) Students	2nd Round (Mid-Year) Students	Annual Total
RR 1st grade	4 students (one on one)	4 students (one on one)	8
CIM 1st grade	2 groups (4 students)	2 groups (4 students)	16
CIM 2nd grade	2 groups (3-4 students)	2 groups (3-4 students)	12-16

4.2: Providing Interventions: At the beginning of the intervention, the RTA teacher will analyze results from OS and F&P and create a summary of student strengths, needs and goals. This establishes a benchmark, against which progress will be measured throughout the intervention. The RTA teacher will also monitor progress during intervention, using the assessments at the frequency indicated on Table 4.2a. This will ensure interventions respond to student growth and needs. *Running records* will monitor student growth toward grade-appropriate reading level and identify strategies students use. R*unning records* will be analyzed daily in RR and weekly in CIM to determine

accuracy, self-correction rate, and problem-solving strategies. 1st-2nd grade teachers will also take a weekly *running record* for each child to monitor progress in the classroom. For RR students we will also use the *record of writing vocabulary* to monitor the number and types of words children learn to write each week. As warranted by individual student needs, we will also use grade-specific high-frequency word lists to monitor reading vocabulary and a letter identification assessment to monitor letter acquisition in CIM and RR. Because interventions are one-on-one (RR) or small-group (CIM), teachers can closely observe student behaviors. Thus, daily teacher observations recorded as anecdotal notes are another critical source of progress monitoring data. RR/CIM teachers are trained to recognize and interpret observable behaviors to determine appropriate next steps. For example, a teacher may change a text level, provide more support during a book introduction, or model a problem-solving strategy in response to observations and quantitative data. In this way, intervention continuously responds to the learner. Each week, the RTA teacher will write student progress summaries with incremental instructional goals. At weeks 6 and 12, the RTA teacher will record progress monitoring data on district-approved graphs to share with the RTI team. Interventions are short term (6-20 weeks); duration is based upon student progress. The OS or F&P will be re-administered at the end of intervention to evaluate outcomes.

Table 4.2a: Assessment Protocol for RTA Interventions

	Eligibility, Diagnosis, & Outcomes		Progress Monitoring	
	Assessment	Frequency	Assessment	Frequency
Reading Recovery (1st grade)	Observation Survey (OS)	Entry, Exit and End of Year	Running Records Writing Vocabulary High Frequency Word List Letter Identification	Daily Weekly Every 6 weeks Every 6 weeks
CIM (1st grade)	Observation Survey (OS)	Entry, Exit and End of Year	Running Records High Frequency Word List Letter Identification	Weekly Every 6 weeks Every 6 weeks
CIM (2nd grade)	Fountas & Pinnell (F&P)	Entry, Exit and End of Year	Running Records High Frequency Word List	Weekly Every 6 weeks

Movement out of interventions is determined by student acquisition of district benchmarks (Table 4.2b). Using these benchmarks and definitions of intervention intensity on Table 4.1a, **student movement through tiers or out of the program** is based upon the following: **a)**Students who **meet benchmark** may exit the program without further Tier 2 or 3 service. **b)**Students **approaching benchmark** in Tier 2 or 3 may move to a less intensive Tier 2 intervention that can include additional work on targeted skills. **c)**Students **far below expected benchmark** in Tier 2 may move to a Tier 3 intervention. **d)**Students **far below expected benchmark** following multiple Tier 2/3 interventions are recommended for special ed screening.

Table 4.2b: Mid-year and Spring Text Reading Level Benchmarks

	Meeting Benchmark		Approaching Benchmark		Far Below Benchmark	
	Mid year	Spring	Mid year	Spring	Mid year	Spring
1st	G and up	I and up	E-F	G-H	Below E	Below G
2nd	K and up	M and up	I-J	K-L	Below I	Below K

Part 5: Professional Learning and Sustainability

5.1: Professional Learning Plan: Our Reading Team will include the RTA teacher, a classroom teacher (referred to as *Plus1*) and our principal. At least 1 teacher from every primary (1-3) grade will serve on the Reading Team during the grant term and in 2017-18, our *Plus1* teacher will be from 2nd grade. Professional learning experiences for the Reading Team are described in Table 5.1. The RTA teacher candidate has already completed Reading Recovery (RR) and CIM training. She will participate in RR and CIM Continuing Contact, KDE training, and attend the Reading Recovery Conference during the grant term (Table 5.1). To build expertise, the *Plus1* will attend the Kentucky Reading Project and the Reading Team will attend a KDE fall learning event. The RTA *and Plus1* will also develop a co-teaching model, providing a systematic way to

consolidate and apply information from professional learning experiences. The RTA and *Plus1* will have a daily 30-minute co-teaching block. During co-teaching the RTA teacher will: conduct model lessons for the *Plus1*; observe the *Plus1* and provide feedback on teaching; assist the *Plus1* with data analysis, and; help the *Plus1* plan Tier 1 (core) instruction and Tier 2 intervention. Specific co-teaching activities will respond to the needs and emerging skill of the *Plus1.* Collectively they will enable her to study, practice with support, receive feedback and apply new learning. The principal will further support these efforts by observing and documenting instructional change.

Table 5.1: Professional Learning for Reading Team Members

Activity	Participants	Description of Activity
Reading Recovery and CIM Training (completed)	RTA Teacher	Year-long Reading Recovery training followed by a year-long training for CIM certification.
RR and CIM Continuing Contact (ongoing)		Monthly PD to extend teacher's theoretical and practical knowledge and improve implementation.
KDE Required PD		Quarterly online training on literacy and implementation.
Reading Recovery Conference		Annual conference to allow the RTA teacher to learn from scholars and experts in Reading Recovery.
Kentucky Reading Project	*Plus1*	40-hour training covering a range of topics appropriate for primary *Plus1* teachers.
Fall KDE Event	Reading Team	Fall professional learning event provided by KDE.

5.2: Our comprehensive literacy model includes a daily 90-minute block with whole-group instruction, guided reading and centers. For whole-group literacy instruction we use *Mondo (1st-2nd) and Benchmark Reading (3rd).* We have a bookroom with resources for guided reading as well as Reading A to Z which provides additional texts for instruction and independent practice. This year we added iReady assessment which provides daily computer-assisted instruction to target individual skills. While these efforts are positive, our data suggests areas for improvement. To enhance our comprehensive model, the Reading Team will help teachers build skill in specific areas that address the needs evidenced in our data. The focus areas and goals for Reading Team activities, including collaboration and PD, are illustrated on Table 5.2.

Table 5.2: Focus Areas and Goals to Enhance the Comprehensive Model

Focus Area	What Teachers will be able to do as a Result of Reading Team Activities
Foundational Skills	Have better understanding of the needs of emergent learners, particularly in looking at print, strategies for remembering and fostering links between reading and writing skills.
Phonics	Implement balanced phonics instruction that explicitly teaches word-solving actions.
Vocabulary	Design robust vocabulary instruction with: responsive book introductions; complex text discussions; and activities to enable students to interact with words in a generative way.
Struggling Learners	Develop a more comprehensive repertoire of teaching strategies to support struggling learners in core instruction and Tier 2 classroom interventions and how to balance teaching skills and strategies so struggling readers have more opportunity to apply item knowledge to reading and writing contexts.

RTA will enhance our comprehensive model through additional collaboration, Reading Team PD covering focus areas on Table 5.2 and co-teaching. Co-teaching will provide a mechanism to build the *Plus1's* capacity. As well, the Reading Team will **build capacity** via the following: **1)**At least 1 teacher from every primary (1-3) grade will serve on the Reading Team during the grant term. By building capacity of teachers in early grades we will prevent later problems. **2)**PLCs will provide an ongoing, job-embedded way to build capacity. Grade level PLCs meet monthly for an hour and use student data to help teachers reflect on instruction. The RTA teacher will meet in monthly PLC's with the *Plus1* teacher and her grade-level peers. PLC's will also provide a systematic way to address the focus areas (Table 5.2) to enhance our comprehensive model. **3)**Each year our Reading Team will include a new *Plus1*. As members exit, they will still play a facilitative role in their grade-level PLCs, continuing to build capacity over time. **4)**Our Reading Team will conduct one-hour trainings for our staff on 3 district PD days to address the topics in Table 5.2. **5)**The Reading Team will facilitate vertical grade-level teams on these PD days to build mutual understanding of cross-grade expectations.

5.3 Family Involvement: Our data shows we need more comprehensive family involvement to support struggling readers and prevent summer regression. Currently, we contact parents when children qualify via letter, phone and/or in-person; every 9

weeks via progress reports; and throughout intervention via phone or email, as needed.

Table 5.3 includes **additional** opportunities our Reading Team will provide for family involvement.

Table 5.3: Family Involvement to Support RTA Program and Persons Responsible for Each Activity

Description of Activity	
RTA Teacher Activities	Invite parents to watch lessons in-person or virtually (e.g., SKYPE) or lesson videos shared through DropBox, YouTube or on DVD, at least twice during the year.
	Send home leveled texts and word/letter practice daily (Tier 3) and weekly (Tier 2) with directions to help parents understand how to assist their child.
Reading Team Activities	Conduct 2 parent conferences each year where students demonstrate their reading growth
	Conduct a summer reading program in which leveled texts will be purchased for each RR/CIM student that matches their independent reading level. In May, the RTA teacher will give the child 5 books with directions for parents and a reading log. In June, the Reading Team will distribute 5 more books during a 3 hour reading event with activities for parents and students. In August, students will return their reading log and receive a book to keep.
	Create a summer "plan" with weekly practice activities, a reading log, and information about accessing free and low-cost online and community resources for literacy.

The Reading Team will also access resources to assist family involvement including district translators for communication, the Family Resource Center to provide transportation for parents to attend events and to help with outreach.

5.4: Sustainability depends the success and systemic change created by our program. Our plan includes **$10,582.83** in matching school funds, that illustrates our commitment to carrying-out all grant activities successfully. We illustrated prior success in Part 1.2 and identified needs we will address if this grant is awarded. Our RTA plan is comprehensive and will ensure continued success. Finally, our RTA program will create systemic change through intervention service to students and co-teaching with *Plus1 teachers*. Including at least 4 classroom teachers over 4 years as the *Plus1* will result in widespread, sustained learning. As *Plus1s* cycle off the Reading Team, they will continue to impact grade-level peers. As teachers apply what they learn from the Reading Team to core instruction, all students are impacted. Resulting changes in mindset and practice will lead to sustained change.

Part 6: Assessment and Evaluation

6.1: Anticipated Number of Students: The RTA teacher will allocate her time as follows: **73%** RR/CIM intervention; **9%** co-teaching and **18%** lunch and planning. RTA teacher will provide intervention for 1st-2nd grade. Because our interventions are short-term, there is **at least** 2 rounds of students. 1st round starts in fall and 2nd around mid-year. Thus, the total number of students is based upon 2 rounds of service. Table 4.1b shows the anticipated number of students served in each round and the annual total for each intervention. The RTA teacher will serve **4** Reading Recovery students each round and at least **8** annually. The RTA teacher will have 1st grade Tier 2 groups (4 students) and 2nd grade Tier 2 (4 students) or Tier 3 (3 students) groups. The RTA teacher will have **4** groups each round. In 1st grade CIM groups, at least **8** students will be served each round, and **16** each year. Because 2nd grade groups are Tier 2 or 3 and vary in size, they are presented as a range. In 2nd grade CIM groups, between **6-8** students will be served each round, and **12-16** each year. Our RTA teacher will serve at least **24** students in 1st grade and **12-16** in 2nd. She will co-teach in a classroom for 30 minutes each day which will allow her to affect **24** students in addition to those served through RR/CIM intervention. These numbers were determined by: Reading Recovery and district guidelines for size and duration of Tier 2/3 pull-out interventions; the number of intervention slots available in our school day, and; our data which indicates low proficiency at 1st-2nd grade, most significantly in 1st.

6.2 Data: Multiple sources of data for selection, progress monitoring, and decision-making are described throughout this proposal. We will also use **four** sources of data to evaluate RTA outcomes. **To evaluate progress of RR/CIM students** will use the

Observation Survey(OS) for 1st grade and Fountas & Pinnell(F&P) for 2nd. They will be administered at the beginning and end of intervention and at end of year. OS and F&P will provide evidence of growth during the year the child receives intervention. We will also use iReady and F&P to measure sustained proficiency of RR/CIM students. iReady and F&P are administered to all students 3 times a year. The RTA teacher will collect fall and spring scores of former intervention students through the end of 3rd grade to monitor proficiency in years following intervention. **To evaluate the RTA impact on all 1st-3rd graders**, we will use F&P, iReady and K-PREP. The Reading Team will collect iReady and F&P scores for **all** 1st-3rd graders and KPREP for **all** 3rd graders each spring to evaluate literacy proficiency. This data will also measure instructional change as higher proficiency for all students should result from positive instructional change.

6.3: Outcome goals for RR/CIM students are: to meet proficiency benchmarks and sustain literacy skill beyond intervention. Outcome goals for our program are: to reduce the number of students below proficiency, reduce deficits in phonics, comprehension and vocabulary, increase F/R student proficiency and create positive instructional change in the core program. Table 6.3 has measurable goals to evaluate our program.

Table 6.3: Specific Measurable Goals to Evaluate our RTA Program

Measurable Goals	
Goals for RR/CIM Students	• At least **75%** of RR and **70%** of CIM students will end their intervention programs meeting or approaching the text level benchmarks on Table 4.2b • At least **80%** of RR/CIM students **who** meet text level benchmarks in the intervention **will also** meet text level benchmarks in 2nd-3rd grade.
Achievement Goals	**Increase** the following by at least **5%** in each year indicated: • 1st-2nd (2018-21) and 3rd graders (2019-21) who meet spring F&P benchmarks • 3rd graders who meet spring F&P benchmarks (2019-21) • 1st-2nd (2018-21) and 3rd graders (2019-21) who meet spring iReady benchmarks for phonics, vocabulary, comprehesion and overall reading proficiency
Instructional Change Goals	**During the grant term:** • at least 4 classroom teachers will serve as the *Plus1* on the Reading Team and participate in the Kentucky Reading Project. **By the end of the grant term (2020-2021) we will:** • **reduce** the percentage of 3rd grade F/R students who score *novice* on K-PREP. • **increase** the percentage of 3rd graders scoring proficient on K-PREP

Part 7: Budget

7.1: Efficiency: The cost of our program is **$60,582.83.** RTA grant funds will cover

$50,000 and school funds will provide **$10,582.83**. The majority of grant funds

($47,962.60) is allocated to the RTA teacher salary/benefits. Remaining grant funds

($2,037.40) will pay for books and materials for RR/CIM and family involvement, data

collection for RR, and registration and travel for professional learning. The RTA teacher

will serve at least **36** students each year (Table 4.1b). Her salary and benefits are

$55,830.43; the per student cost is **$1,550.85.** RR/CIM are responsive 1st-2nd grade

interventions that work quickly and prevent long-term failure. They will reduce the need

for more expensive, long-term interventions in later grades. This is an efficient use of

both time and money. Around **24** additional students will be impacted by the RTA

teacher's work in the *Plus1* classroom. As Reading Team expertise is shared with all

teachers, all students will be impacted. Thus, our program is efficient because it will

elicit accelerated, sustained learning for struggling readers and widespread instructional

change impacting every child in our school.

7.2 Additional Funds: Our program includes **$10,582.83** in school funds for RTA.

Table 7.2 shows how this amount is allocated to cover remaining RTA teacher

salary/benefits, sub costs, materials, and training costs (see budget summary).

Table 7.2: Local Funds Committed to Training, Sub Costs, Travel and Materials

Amount	Use of Funds
$7,867.83	Salary and benefits for the RTA teacher
$850	Travel and Registration for Professional Learning and *Plus1* Stipend for KRP
$500	Books for Summer Reading Project for Family Involvement
$1,365	Sub Costs for RTA and *Plus1* Teacher to attend Professional Learning

Read to Achieve Budget Summary Form

District: Madison

School: Glenn Marshall

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MUNIS CODE	**ITEM**	**EXPLANATION OF EXPENDITURES**	**Amt. Of Grant Funds**	**Source & Amt. Of Matching Funds**
110	Certified Permanent Salary	The RTA teacher candidate has **18** years of experience, a MaEd in reading/writing, and has already completed Reading Recovery(RR) and CIM training. Her salary is **$53,140. $45,700.40** will be paid from RTA funds and the remaining **($7,439.60)** will be paid from school funds**.**	$45,700.40	$7,439.60 (Title I)
113	Stipends for Certified Staff	The *Plus1* Teacher will participate in the Kentucky Reading Project during the summer. She will receive a **$600** stipend for the KRP, paid with matching funds.		$600 (Title I)
120	Certified Substitutes	An estimated **13** days of certified substitutes will be needed for the RTA and *Plus1* teacher to attend professional learning. The days are allocated as follows: **9 days** for the RTA teacher to attend RR/CIM Continuing Contact; **2** days for the RTA teacher to attend the RR Conference; **2 days(1 each)** for the RTA and *Plus1* teacher to attend a fall KDE fall learning event. The daily rate for substitutes is **$105** and the total cost for **13** days is **$1,365**. This will be paid from school funds.		$1,365 (Title I)
222	Medicare	Medicare for RTA teacher is **$770.53.** RTA funds will pay **$662.70** of this amount and matching funds will cover the remaining **$107.83**.	$662.70	$107.83 (Title I)
251	State Unemployment Insurance	KSBA Unemployment for the RTA teacher (**$60**) will be paid with school funds.		$60 (Title I)
260	Worker's Compensation	Workman's Comp for RTA teacher is **$265.70.** RTA funds will pay **$228.50** and matching funds will pay the remaining **$37.20**.	$228.50	$37.20 (Title I)
298	Other Employee Paid Benefits	KTRS Employer Contribution for RTA teacher **$1,594.20.** RTA funds will pay **$1,371** and matching funds will pay the remaining **$223.20**.	$1,371	$223.20 (Title I)

580	Travel	Ongoing PD and KDE events require travel out of the district for Reading Team members as follows: **1.)**Out-of-state travel for RTA teacher to attend the National RR Conference. This requires 3 nights hotel stay, 4 days per diem, and mileage. **$600** will be paid with RTA funds and **$150** with school funds. **2.)**Regional travel for *Plus1* to attend KRP and for the RTA Teacher and *Plus1* to attend a KDE fall event. We will allocate **$160** for this travel**. $60** will come from RTA funds and **$100** from school funds.	**$600** **$60**	**$150 (Title 1)** **$100 (Title 1)**
610	General supplies	Our school already has a standard set of RR/CIM materials for the RTA teacher and full-time matching RR/CIM teacher. **$300** will be paid from grant funds to cover the costs of consumable supplies that are needed for RR/CIM. These include: sentence strips, envelopes, whiteboard markers, writing journals, and student recordkeeping materials.	**$300**	
643	Supplemental books and study guides	Family involvement will be a significant focus of our plan. **$950** will be allocated each year of the grant to purchase leveled texts for a summer take-home book project for RR/CIM students. **$450** will be grant funds and **$500** will be school funds. We have already purchased a standard book set for each teacher implementing RR and/or CIM. An additional, **$102.40** in grant funds will be allocated to supplement the book set each year and/or replace books that have been lost or damaged.	**$450** **$102.40**	**$500 (Title I)**
810	Dues and Fees	To support professional learning, we will pay for the RTA teacher to attend the national RR conference. **$475** will be paid from grant funds for the RTA teacher's conference registration. The International Data Evaluation Center at Ohio State University maintains records of all students served in RR. It is a required, annual cost for all RR schools. **$50** will be paid from grant funds for IDEC data entry.	**$475** **$50**	
TOTALS			**$50,000**	**$10,582.83**