

Kentucky Department of Education 2012-2013

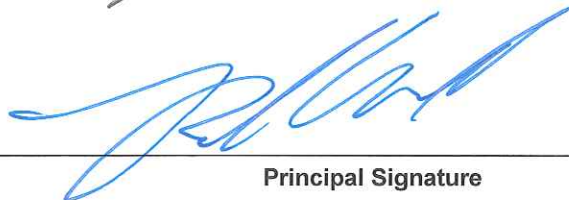
Read to Achieve Assurance Statement

School District:	HENDERSON COUNTY		
Superintendent:	DR. THOMAS L. RICHEY		
Fiscal Contact:	WALT SPENCER		
School District Address:	1805 SECOND STREET		
	HENDERSON, KY 42420		
School Contact:	ROB CARROLL	Title:	PRINCIPAL
School Address:	1199 MADISON STREET		
	HENDERSON, KY 42420		
Phone:	270-831-5080	E-mail:	Robin.carroll@henderson.kyschools.us

Coal Mining County Yes _____ No X


Superintendent Signature

8-6-12
Date


Principal Signature

8.6.12
Date

Note: Complete Form for Each Read to Achieve School. Mail all documents, with original signatures to: Kentucky Department of Education, April Pieper, 19th floor, 500 Mero Street, Frankfort, KY 40601

Read to Achieve: *Reading Diagnostic & Intervention Grant* REQUIREMENTS

BACKGROUND

The *Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant* provides schools with competitive funds to design and implement a reading intervention program that addresses the needs of primary (K– 3) students reading at low levels. KRS 158.792 3(b) requires that a grant applicant provide assurances that the following principles will be met if the applicant’s request for funding is approved:

1. A research-based comprehensive school-wide reading program will be available;
KRS 158.792 (1) (a) “Comprehensive reading program” means a program that emphasizes the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between reading and writing acquisition and motivation to read.
2. Intervention services will supplement, not replace, regular classroom instruction;
KRS 158.792 (1)(c) “Reading intervention program” means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be research-based, reliable, and replicable; and shall be based on ongoing assessment of individual student needs.
3. Intervention services will be provided to struggling primary program readers within the school based upon ongoing assessment of their needs; and
4. A system for informing parents of struggling readers of the available family literacy services within the district will be established.

OPTIONS for IMPLEMENTATION (2012-2013 school year only)

Funded schools may choose one of the following implementation models for the school year 2010-2011:

1. Full-time RTA funded intervention teacher (e.g., a 1.0 or two .5 certified individuals)
2. Half-day RTA funded intervention teacher

**Consult your Title 1 Contact at KDE if you have questions about using Title 1 funds to supplement FY11 RTA.*

All identified struggling readers **MUST** receive the schools’ comprehensive core reading program/strategies as well as the intervention services. Instructional time designated for intervention services for identified students must be IN ADDITION to the core comprehensive reading instructional time.

The selected intervention program should promote effective instructional practices and be based on trend data specific to the needs of the struggling readers (K-3) in the school. As specified in KRS 158.792 1c and KRS 158.794, the RTA intervention program(s) developed and/or selected by the school must adhere to the following criteria:

- ☐ Research-based, reliable, and replicable;
- ☐ Short term, intensive, not a yearlong program. “Short term” is intentionally not defined so that schools can plan programs based on individual students’ needs, not on prescribed time limits.
- ☐ Designed for one-on-one or small group instruction (e.g., 2-3, 4-5);

- ☐ Be based on on-going assessment of individual student needs;
- ☐ Be provided to a student by a highly trained teacher.

ROLE OF THE RTA INTERVENTION TEACHER

If option 1 or 2 listed above is chosen, the RTA intervention teacher must be highly trained, qualified and certified, with a minimum of 3 years teaching experience (a master's in reading will satisfy the minimum experience requirement). 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:

- ☐ 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 reports to the RTA coordinator by September 15, 2012, January 15, 2013, and May 15, 2013. Information will be forthcoming with regard to program reports.
- ☐ attend the *Kentucky Reading Association Conference* (September) annually (*recommended but not required*).
- ☐ participate in quarterly webinars hosted by the RTA coordinator and/or KDE.
- ☐ pursue continuing education classes and professional development in working with struggling readers. (Quality professional development and training on research-based reading intervention are allowable expenditures within the parameters of the grant funding).

ROLE OF THE RTA BUILDING PRINCIPAL

The building principal must:

- ☐ monitor the implementation of the RTA grant program (e.g., student progress, appropriate spending, instructional practices, required trainings, professional development) to ensure the school remains in compliance.
- ☐ designate an RTA building contact
- ☐ monitor the progress/effectiveness of the grant and its impact on struggling readers, specifically diverse populations.

ASSESSMENTS

- ☐ Administer a diagnostic assessment and outcome measure to all primary students in the fall and spring of the school year.

REQUIREMENTS

Students that receive intervention services from the RTA Intervention Teacher, (whose salary is funded by the RTA grant funds), must:

- ☐ be enrolled in a public school primary program and read at low levels.
- ☐ be identified based on the results of the school diagnostic assessment and qualify based on additional criteria (e.g., classroom performance data, teacher input).

REPORTING

704 KAR 3:480. Reading diagnostic and intervention grants states that monitoring of awarded grants [RTA funded schools] shall include at least the following:

- a) Fiscal reports submitted to the Department of Education [Budget Office]; Susan Ronca at Susan.Ronca@education.ky.gov.
- b) Program evaluation reports on the implementation of the reading diagnostic and intervention program to the Kentucky Department of Education.
- c) Documentation of the impact of the reading diagnostic and intervention program on the reading of qualified students served to include student progress on reading assessments [Collaborative Center for Literacy Development (CCLD)].

FUNDING REQUIREMENTS (*Non-Negotiable*)

BUDGET REQUIREMENTS

The grant budget is the itemized summary of expenditures for the funded school year. The RTA "FUNDING MATRIX" must be used for all budget decisions.

Each RTA school is expected to work closely with the district finance officer for direction in regard to all fiscal transactions (i.e., purchases, payments and reimbursements). The district finance officer, on behalf of the individual school and the district, must:

- ☐ provide *Read to Achieve* budget information and updates in the form of quarterly financial reports to the KDE Office of Budgets.
- ☐ generate the MUNIS expenditure reports.