



READ TO ACHIEVE

Diagnostic and Intervention Services

District Assurance Statement 2026-2027

Background

The *Kentucky Read to Achieve (RTA): Reading Diagnostic and Intervention Grant* provides schools with competitive funds to support teachers in implementing a reading intervention program and evidence-based instructional strategies that address the diverse needs of primary students (K-3) reading at low levels and needing accelerated learning. Schools awarded the RTA grant must ensure implementation of a structured literacy reading intervention program for [tiers two and three](#) and a Kentucky Department of Education (KDE) approved comprehensive reading program at the [tier one](#) instructional level.

A teacher must be engaged in or have completed professional learning as specified in the request for application and the assurances in this document to implement the reading intervention program. The reading intervention program must:

1. Align to the [Kentucky Academic Standards \(KAS\) for Reading and Writing](#);
2. Offer short-term intensive instruction in the essential skills (emphasis on essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension) necessary to read proficiently and targeted to meet the individual student needs per diagnostic data and established in the reading improvement plan; and
3. Support tier two and/or three instruction; and
4. Be research-based, reliable and replicable; and
5. Be based on the ongoing assessment of individual student needs; and
6. Supplement, not replace, regular classroom instruction.

A teacher must be engaged in or have completed professional learning as specified in the request for application and the assurances in this document to implement the comprehensive reading program. The comprehensive reading program must be a KDE approved [high-quality instructional resource](#) that:

- Aligns to the *KAS for Reading and Writing*; and
- Emphasizes the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Implementation Requirements

- 1. Comprehensive Reading Program:** Schools shall implement a comprehensive reading program in grades K-3 that meets the expectations of a [high-quality instructional resource \(HQIR\)](#) and is determined by the department to be reliable, valid, and aligned to reading and writing standards required by Kentucky Revised Statute ([KRS](#)) [158.6453](#) and outlined in administrative regulation promulgated by the Kentucky Board of Education. More information and a list of approved comprehensive reading and writing resources can be found in KDE's [2026 Approved K-12 High-Quality Instructional Resources for Reading and Writing](#) document.
- 2. Reading Intervention Program:** Schools shall implement a structured literacy reading intervention program for grades K- 3 that meets the expectations of a [high-quality instructional resource](#) and is determined by the department to be reliable, replicable, evidence-based and has been shown to improve student outcomes. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program. **Schools should consider intervention resources aligned with their approved Tier 1 comprehensive reading program** and that earn positive and/or potentially positive effectiveness ratings according to [What Works Clearinghouse](#) in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](#) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](#) resource.
- 3. Professional Learning:** Yearly, awarded school administrators and K-3 reading instructional staff **must** participate in [high quality professional learning](#).
 - a.** Reading instructional staff implementing a high-quality, structured literacy-based reading intervention program and high-quality comprehensive reading program must be engaged in Curriculum Based Professional Learning (CBPL) in the program(s) to support successful implementation of the respective program(s).
 - b.** K-3 reading instructional staff, including classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers must also participate in professional learning in specific key areas. These areas of professional learning include:
 1. Building knowledge in understanding the cognitive processes and skills involved in learning how to read and implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension; and
 2. Evidence-based instructional practices to support the reading-writing connection.
 - c.** K-3 reading instructional staff who administer universal screener and diagnostic assessments must also receive professional learning in the administration, diagnostic assessment and progress monitoring for planning and monitoring the performance of all K-3 primary students reading significantly below the grade-level benchmark.
 - d.** All K-3 reading instructional staff and administrators must participate in KDE's updated Getting to Know the Kentucky Academic Standards(KAS) for Reading and Writing training (GTKTK). The KAS for Reading and Writing (2025) was approved by the Kentucky Board of Education in October 2025 and will officially be incorporated into law in May 2026.

There are three ways to engage in this professional learning. First, regional cooperatives are hosting this free professional learning opportunity throughout the summer for teachers, instructional coaches and administrators. This high-quality professional learning, facilitated by KDE Program Consultants Leigh Turner and Tina Withorn from the Division of Program Standards, will help educators synthesize the revised standards with research, evidence-based literacy practices and high-quality instructional resources (HQIRs). A second opportunity to complete the GTKTK training is through the self-paced Getting to Know the KAS for RW asynchronous course on the KyLearningHub. The third way to engage in this required professional learning is Getting to Know the KAS for RW school-based module (slides, facilitator notes) facilitated by a local leader in a PLC setting. **This professional learning requirement is a one-time requirement and should be completed in one of the three ways provided in the summer or fall of 2026.**
- 4. Student Selection:** Students receiving intervention services must be enrolled in a public-school primary (K-

universal screening and diagnostic assessment data. Data and progress monitoring systems must be in place to ensure that valid and reliable assessments are selected and used with fidelity and that data is collected, analyzed and used to assess progress and rate of improvement in response to instruction or intervention.

- 5. School-based Multi-Tiered System of Supports (MTSS) Team:** The school must develop and/or sustain an MTSS School Leadership Team to build schoolwide capacity for T1, T2 and T3 systems of instruction. The school-based MTSS Team may be structured to include leadership teams, grade-level or content and student intervention teams. Awarded schools may choose how their existing MTSS team(s) can be leveraged in overseeing literacy instruction, intervention, and professional learning within the school.

RTA school-based MTSS teams shall:

- Include a representative who is knowledgeable about structured literacy, the comprehensive reading program and the availability of literacy resources.
- Collaborate with the school certified library media specialist to ensure a highly effective library media program is implemented as defined in [BeyondProficiency@yourlibrary](#), the KDE's guidelines for effective school library media programs.
- Manage, implement and evaluate the effectiveness of evidence-based reading, intervention, and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Collect student reading data and monitor the progress of student performance to adjust instruction as needed.
- Ensure the development, implementation and monitoring of student intervention plans (i.e., reading improvement plans), including the formation of Reading Improvement Teams to provide Read at Home plans with written notification of interventions and supports to students in need of accelerated interventions per [KRS 158.305 \(8\)\(c\); \(1\)\(j\); \(7\)\(b\)](#).
- Ensure intensive intervention that includes effective instructional strategies and appropriate instructional materials necessary to help students make accelerated progress toward proficient performance in reading and become ready for the next grade, including but not limited to daily, one-on-one instruction with students the most in need provided by certified teachers specifically trained to provide one-on-one instruction per [KRS 158.305 \(2\)](#).
- Prioritize professional growth and build capacity of all K-3 reading instructional staff to drive impactful literacy practices.

- 6. Assessments and Reporting:** Universal screening, diagnostic assessment and progress monitoring measures are core components of a comprehensive screening and assessment system within KYMTSS. The KDE's [Literacy Assessment Flowchart](#) provides a systematic visual for implementing data-based decision making with comprehensive screening and assessment.

Schools awarded the RTA grant shall:

- Administer an approved standardized reading assessment ([universal screener](#)) to all students in grades K-3 to assess student performance on the essential components of reading. An approved universal screener must be given in the first 45 days of school for kindergarten students and within the first 30 days for grades 1-3. [KRS 158.305 \(5\)\(a\)\(1\)](#).
- Students who score in the "at risk" range on the approved universal screener's grade level benchmark should be considered for RTA intervention services and receive a diagnostic assessment per [KRS 158.305 \(1\)\(i\)](#).
- Based on assessment data, a reading improvement plan shall be developed and/or adjusted by a reading improvement team for any student in K-4 identified as needing accelerated intervention to progress toward proficient performance in reading and who do not already have literacy goals on an Individual

Education Program or Program Services Plan per [KRS 158.305 \(1\)\(j\)](#).

- The Kentucky Student Information System (KSIS), currently Infinite Campus, Assessment Tab and Intervention Tab will be utilized to record assessment data and record intervention services, including program, tier movement and service results. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
- Google Classroom will be used as a grant management platform for requesting and submitting grant implementation documentation. To be considered in compliance with the state-funded grant requirements, all requested program implementation documentation must be submitted on time.
- The school must participate in statewide evaluations of their RTA state funded intervention, at the request of the KDE and/or the Kentucky Reading Research Center (KYRRC). The school also must maintain and formally report program implementation and progress-monitoring data as requested by the KDE and/or the KYRRC. To be considered in compliance with the state-funded grant requirements, all data must be reported by the required deadlines. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
- 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.
- Administrators must submit an annual assurance statement, budget summary form and professional learning plan at the request of the KDE each school year.

7. Family Engagement: To elevate family engagement, the school will establish a system for informing parents of struggling readers of the available literacy services within the district. This could be services, resources or opportunities offered by the school system, an individual school, community partners, private entities, human resources or online resources, etc. If a system is already established, the school should review and revise it, as needed, to reflect all family engagement expectations as described in this section.

The family engagement system must:

- Be intentional in supporting families to become more involved in school and better informed about ways to support their children at home. Families of students needing intervention are provided with a [Read at Home plan](#) per [KRS158.305 \(8\)\(c\)](#).
- Include digital and non-digital communication methods; and
- Be advertised to families so they know how to access the literacy services/resources/opportunities.

Consider incorporating into the system these resources or ideas from these or similar family engagement resources: [Kentucky's Standards Family Guides](#) and [Family, School and Community Partnerships](#).

Other Requirements and Responsibilities

- RTA funding is intended to equip teachers with the necessary knowledge, tools and resources to provide reading intervention to students. Funds may be used to purchase resources and professional learning associated with high-quality instructional resources needed to effectively implement the reading interventions. The RTA intervention services identified for struggling primary readers must offer reading instruction above and beyond T1 instruction.
- The school must provide a certified substitute to implement intervention services in the event the person responsible for delivering intervention is absent or otherwise unable to provide services. Long-term substitutes with training in primary, structured literacy intervention services are preferred.
- The school and/or district will provide additional resources and funds. Matching funds may come from appropriate federal, state and/or local sources.
- The building principal and district grant coordinator/contact must monitor the implementation of the

RTA intervention (e.g., student progress, appropriate spending, instructional practices, required trainings, professional learning) to ensure the school remains in compliance.

- The KDE and the KYRRC 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.
- If data collected by the school's MTSS Team determines an implementation requirement of the grant is unsuccessful and the team has a solution that meets the requirements of the grant, they may submit an amendment form for approval by the KDE. Note: Structured literacy intervention programs and/or comprehensive reading programs must be implemented for at least two full academic years, accompanied by CBPL to support program implementation before they may be considered for an amendment. Programs may not be changed mid-year.

Please note: Staff changes after the start of the school year, including principal and RTA teacher leader, should be immediately reported to the Read to Achieve Grant Administrator.

Administration Expectations

- Watch the fall orientation video for Read to Achieve and ensure all K-3 reading instructional staff understand and fulfill their roles.
- Designate and oversee an appropriate staff member(s), typically the Read to Achieve teacher leader/interventionist, to complete the required RTA implementation documentation through the RTA Google Classroom.
- Designate and oversee an appropriate staff member(s), typically the MTSS Team or Read to Achieve teacher leader/interventionist, to ensure all K-3 reading instructional staff are engaged in the required RTA high-quality professional learning (HQPL).
- Monitor the implementation of the RTA grant program (see implementation requirements 1-8) to ensure students are receiving high-quality comprehensive and intervention program instruction.
- Designate and oversee an appropriate staff member(s), typically the Read to Achieve teacher leader/interventionist, to input intervention and assessment data and ensure designee(s) have access to Infinite Campus for reporting purposes.
- Monitor the progress/effectiveness of the grant and its impact on struggling readers, specifically diverse populations.
- Be an active member of the MTSS team and ensure intervention needs are being met for all K-3 students.
- Collaborate with the MTSS team on decisions regarding appropriate expenditure of RTA grant funds.

K-3 Reading Instructional Staff Expectations

- K-3 reading instructional staff includes the following: classroom teachers, reading interventionists, special education teachers, library/media specialists, a school administrator and literacy instructional coaches assigned to the school and other staff who assist struggling primary readers, including paraprofessionals.
- Thoroughly review these assurances to understand your role and what it means to be a Read to Achieve school.
- Commit to your role.
- Watch the Read to Achieve orientation video and actively participate in required professional learning [see Implementation Requirements, Assurance #3 and Assurance #6] .

Allowable Expenses

Professional Learning (PL)

- Using funds to support high quality professional learning experiences, including registration fees, in the three required professional learning categories for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, librarian/media specialists and any other staff who assist struggling readers) and administrators.
- Registration fees for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators participating in state literacy conferences.
- Using funds to provide high quality professional learning on relevant topics that specifically target struggling readers in the primary program.
- Providing or attending professional learning on how to support the home-school connection as it is directly related to improving literacy for struggling readers.
- Resources required for professional learning directly related to the implementation of the intervention practices/program.
- Release time or stipends for the RTA teacher leader/interventionist and K-3 reading instructional staff (classroom teachers, special education teachers, library/media specialists and other staff who support struggling readers including paraprofessionals) to participate in professional learning directly related to the grant requirements, including job-embedded professional learning such as study groups, observations and/or self- or peer reflection on teaching practices.
- Using funds to cover substitute teacher expenses when necessary for teachers to participate in professional learning directly related to the grant requirements.

Instructional Resources (IR)

- High quality instructional resources to be used as part of the evidence-based, structured literacy reading intervention instructional practices/program directly related to the implementation of the intervention.
- High quality instructional resources to supplement and support intervention instruction aligned with the approved core comprehensive reading program.
- All technology hardware and software must receive prior approval from the Read to Achieve Grant Administrator before purchase.

Salary (S)

- Using base funds toward the salary of a certified teacher to serve as a reading interventionist to support implementation of reading interventions.

Other (O)

- Travel for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators to attend professional learning.
- Using funds to purchase diagnostic tools that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read to address the diverse learning needs of those students reading at low levels.

Non-Allowable Expenses:

- Compensating administrative or indirect costs.
- Covering cost of capital expenditures (i.e., reprogramming, renovating, renting, or purchasing space).
- Purchasing furniture (tables, desks, filing cabinets, book bins, pillows etc.).
- Purchasing food.

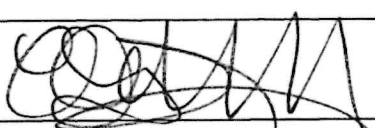
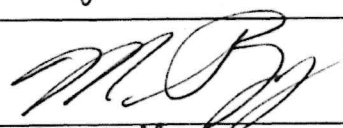
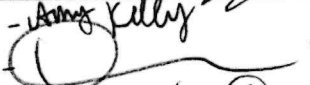
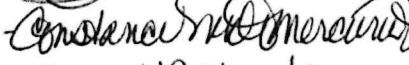
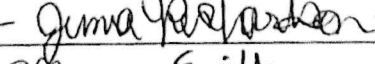
RTA Information and Signature Pages 2026-2027

School Name:	Cane Run Elementary School
District Name:	Jefferson County Public Schools
Superintendent:	Brian Yearwood, Ed.D.
MTSS Team Members:	Melissa Culver, Ed Voyles, Kasey Anderson, Meghann Mattingly, Paige Shelton, Christie Horn
Principal:	Christie Horn
Reading Interventionist: (if available)	Kasey Anderson
Certified Librarian/Media Specialist: Must be available at least 33% of instructional time.	Margaret "Susie" Pozgay
K-3 Classroom Teachers	One (1) Kindergarten: Amy Kelly One (1) Grade 1: Hannah Schardein One (1) Grade 2: Connie DiMercurio* One (1) Grade 3: Jenna Richardson If the school does not have one of these grades, please make a note. Place an asterisk next to the teacher's name who will serve as the K-3 classroom teacher representative and sign below.
K-3 Special Education Teacher	Bonnie Saldosky, Mary Evitts, and Branden McMichael
Literacy Instructional Coach (if available)	n/a
Approved Universal Screener:	iReady (Districtwide change from MAP effective 2026-27)
Approved Diagnostic Assessment:	iReady (Districtwide change from MAP effective 2026-27)

Approved Diagnostic Assessment:	iReady
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Approved Core Comprehensive Reading Program/HQIR(s):	If a different program is used for a different grade, please indicate. EL Education
High-Quality Reading Intervention Program(s):	Sound Partners

I have read and understand the Read to Achieve District Assurance document. I assure that all the grant requirements will be met as outlined in the Request for Application and within this document. 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: 4/22/26
Reading Interventionist's Signature (if available)	Kasey Anderson	Date: 4/22/26
Certified Librarian/Media Specialist		Date: 4/22/26
K-3 Classroom Teacher Representative Signature	K - Amy Kelly 1 -  2 -  3 - 	Date: 4-22-26
K-3 Special Education Teacher	Mary Everts Branden McNeil Bonnie Dadeby	Date: 4.22.26