



0020 - ADAMS 12 FIVE STAR SCHOOLS

Instructions: Select the ways in which you plan to use READ Act funds in the upcoming budget year. In order to submit your budget, all assurances must be reviewed and agreed upon, and all boxes must be checked.

In using the per-pupil intervention money distributed pursuant to the READ Act, each LEP shall ensure that some type of intervention, as described in the allowable activities below, is available to each student who is identified as having a significant reading deficiency (SRD) and who is enrolled in kindergarten through third grade in a school operated by the LEP.

Please use your FY2019-20 allocation amount to project your budget amounts for FY2020-21.
Allocation:\$1,434,441

We **accept** FY2020-21 READ Act Funding

Questions and Assurances

READ Act funds will be used to operate a Summer School Literacy Program

The summer school literacy program services only students enrolled in K-3 who have an SRD or students below grade level if space is available

The summer school literacy program will use scientifically based or evidence based instructional programming in reading that:

- Has been proven to accelerate student reading progress and;
- Provides explicit and systematic skill development in phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension and;
- Includes scientifically based and reliable assessments and;
- Provides initial and ongoing analysis of student progress in attaining reading competency

READ Act funds will be used to purchase a core reading instructional program that is included on the Advisory List of instructional programming in reading

READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading

READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills

The tutoring service is focused on increasing students' foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension for students who receive instructional services pursuant to READ plans

READ Act funds will be used to purchase from a BOCES the services of a reading specialist or reading interventionist who is trained in the science of reading and in teaching the foundational reading skills

READ Act funds will be used to provide other targeted, evidence-based or scientifically based intervention services to students who are receiving instructional services, which services are approved by the department

READ funds will be used to hire a reading interventionist to provide services which are approved by the department

READ Act funds will be used to provide technology, including software, which is included on the Advisory List of instructional programming in reading and supporting technologies which may include providing professional development in the effective use of the technology or software

READ Act funds will be used to provide professional development programming to support educators in teaching reading. Professional development programming may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development

LEP Budget Narrative

Instructions: Provide a brief description (no more than 700 words) that addresses each of the questions below. These questions must be completed for any LEP receiving READ Act funds before funds are released.

Implementing Allowable Activities

Explain how your LEP plans to implement each selected allowable activity. Please ensure that each allowable activity listed aligns with the allowable use(s) of funds as required by statute and matches the allowable use(s) listed in your LEP budget explanation.

READ funds will be used to hire a reading interventionist to provide services which are approved by the department:

Adams 12 plans to allocate money for the salaries of 12.5 reading interventionists to take the LETRS course (from the approved list of professional development programming) and subsequently apply their knowledge to provide scientific and research based reading intervention to students in kindergarten-third grade identified as having a significant reading difficulty. Interventionists will participate in the online LETRS training (due to COVID) and meet bi-monthly to discuss their learning and student progress. We have been collaborating with the LETRS facilitators to determine the best design and structure to support the learning and application across multiple settings (in person, remote, hybrid etc).

READ Act funds will be used to provide professional development programming to support educators in teaching reading. Professional development programming may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development:

Adams 12 plans to pay the salary and benefits of two instructional specialists/reading coaches who will provide job-embedded professional development to educators in the implementation of the foundational reading standards and elements of structured literacy (and scientifically based reading instruction). They have training in Orton-Gillingham, Wilson, Foundations and will also participate in LETRS training and apply their learning during their work with educators across the system. In addition, they will offer focused support to educators in understanding reading difficulties, like dyslexia, through beginning of the year training and subsequent, on-going professional development. They will partner with other staff in Learning Services to provide monthly training to all elementary schools and k-8's on the foundational reading standards and elements of structured literacy (this is a continuation of our district work from the 2019-2020 school year).

Adams 12 plans to pay for the LETRS course for additional staff supporting reading intervention in Adams 12.

Charter Schools:

Prospect Ridge Academy plans to operate a summer school literacy program - We plan to provide a summer literacy program for our SRD students that is tailored to their individual learning goals and learning styles and taught by certified PRA teachers. We will use Orton Gillingham instructional methods and materials to provide this instruction (as our teachers have previously been trained in Orton Gillingham). PRA plans to provide tutoring services during before and after school hours for SRD students who need targeted intervention support. Tutoring would be

aligned to our Orton Gillingham approach to instructing on foundational reading skills in the K-3 grades.

Stargate School plans to use the estimated budget allocation of the READ Act funds to pay for i-Ready licensing and professional development for our K-3 students and staff.

The use of i-Ready aligns with CDE's lists for approved interventions, READ Diagnostic and Summative Assessments, and will be used to monitor student progress towards reading competency. Stargate will use i-Ready as a diagnostic tool at the beginning of the year to determine literacy levels for all students in grades 1-3. The literacy levels will be used to guide instructional decisions for small group instruction within the classroom. Our staff will use i-Ready data to assist in establishing differentiated learning environments where the students' academic abilities are challenged and supported. Stargate staff will also use i-Ready as an intervention, when appropriate, to continue to build student skills through assigned and completed lessons in order for students to reach their potential academic achievement and maximize academic growth.

Westgate plans to use funds to continue purchasing the Superkids curriculum as well as aligned professional development, especially targeting teachers that are new to Westgate and have not previously had the Superkids training. In addition, they plan to use funds to purchase Wonders materials and aligned professional development for all staff.

REVISION: We have \$104,702 in carryover from FY19-20. To follow the 1st in 1st out method we will spent all those funds 1st this year. We anticipate having \$100,867 remaining at the end of FY21-22 (So about \$4,000) will be used towards salary for reading interventionists.

Outcomes and Goals

What are your LEP's expected outcomes and goals in the upcoming budget year from implementing your selected allowable activity(ies)?

We have two overarching outcomes and goals connected to our READ Act budget intention. The first goal is to increase educator knowledge specific to the foundational reading standards and elements of structured literacy (and the science of reading). While a large portion of our allocation is for interventionists and coaches, we believe that deepening their knowledge and subsequent impact on students will also have a direct, positive impact on classroom teachers. As interventionists are meeting with teachers to discuss students or participating in building-level professional development, they can share their knowledge and facilitate learning for their colleagues. We have tremendous commitment to this learning as a system, from our classroom teachers and building leaders, which is exciting! The second goal is to increase reading competencies for students in k-3, reducing the number of students labeled as SRD. Historically in Adams 12, we reduce the number of students labeled SRD in k-1, but they are identified again at the end of 2nd or beginning of 3rd grade. We are committed to changing that trend. We want to ensure that as students transition from grade to grade they become self-determining readers and writers, having both the confidence and competence to navigate increasingly complex, grade level texts across all contents.

Charter Schools:

Prospect Ridge Academy: Our expected outcome would be to close the learning gap that exists for our students with significant reading deficiencies, with a target of a 1.5 years growth in 1 years time.

Stargate: Data-driven conversations using i-Ready diagnostic and progress monitoring data, leading towards flexibility in fluid grouping for Math and Literacy to meet the differentiated needs of all learners versus the stagnant groups we have historically had in place. The tool/diagnostic results will also be used to screen students for potential reading deficiencies. If it is determined a reading deficiency is suspected, the student will be referred to the building-level MTSS team.

Westgate's outcomes and goals are focused on reducing the reading proficiency gap between students with a significant reading deficiency and students reading at grade level. In addition, Westgate's goal is to accelerate all students' reading achievement and growth.

Potential Barriers

What are potential barriers in reaching your expected outcomes and goals? How do you plan to address and/or overcome these barriers?

One potential barrier that exists are the circumstances surrounding our return to school in the fall. We know that in-person, consistent targeted intervention aligned with explicit and direct universal classroom instruction is most effective for students overall, and necessary for students with a significant reading deficiency. In the event that we are in a remote setting or a hybrid setting upon our return, we will need to think strategically about how to ensure students receive the maximum and most effective support, including the direct instruction with opportunities for students to practice reading in connected/decodable text and authentic text with feedback from the teacher and/or interventionist. We have collaborated with colleagues within our district and across the state/country to begin planning for possibilities. We are experimenting with these ideas now, during a "remote" summer learning opportunity for students. Another potential barrier for educators (and us as a system) might be how to keep the commitment and focus on this specific goal/learning with so many other potential competing interests. To address this, we may begin our work across all schools in September, as opposed to August, to allow for a more supported start to the year. Interventionists and the reading coaches/specialists would still begin their learning and meaningful application of evidence based and scientifically based reading strategies layered onto their learning from LETRS, but we could momentarily pause on including classroom teachers until they are more comfortable and confident in any new procedures/learning models/environment.

Charter Schools:

Prospect Ridge Academy: Potential barriers for the 20-21 school year would be lack of consistent instruction due to school closures or part-time in person instruction and partial distance learning instruction. We plan to address those barriers by providing explicit targeted reading intervention support in-person to individual or small groups of students both during the time of modified school schedules as well as before and after school hours.

Stargate: Most of our potential barriers in reaching expected outcomes and goals are related to the ambiguity surrounding COVID-19 safety regulations as the health of our students/staff is priority. We will address these barriers by making informed

decisions and, when possible, implement the use of i-Ready as a diagnostic and intervention tool with fidelity. An additional barrier is the need to norm the use of i-Ready data beyond the diagnostic assessments which will be addressed through professional development and regular data-driven conversations in team meetings and building-level MTSS meetings.

Westgate: Potential barriers to reaching expected outcomes and goals are specific to the pandemic, specifically the lack of consistent instruction during the spring of 2020, due to school closure and distance learning instruction. As school resumes in the fall, we need to prepare for a variety of scenarios, including how to respond to students' current reading abilities and close the gap as efficiently as possible given the current realities of school. We plan to address those barriers by collaborating with Adams 12 and/or vendors we are using to determine pathways of support for students and teachers. We will also consider how the resources and aligned PD might be targeted for remote learning, hybrid learning, or in-person learning.

Budget Details

Budget Request

For each allowable activity in the budget:

- Select each allowable activity your LEP plans to use READ Act funds for in the upcoming budget year. Ensure that each allowable activity is aligned with the allowable uses of READ funds as required in statute.
- Select each of the instructional program(s) from the drop down list provided that your LEP plans to use in the upcoming budget year. If an instructional program is not listed, please provide the name of the instructional program(s) in the "other" box
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that budgeted costs are clearly tied to the allowable activity and are calculated with detail in the "description of activity" field.

ID Ref	Allowable Activity	Instructional Program	Program Code	Object Code	Salary Position	FTE	Description of Activity	Requested Amount
3695	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	12.00	Reading Interventionists will receive LETRS training (Units 1-4 followed by 5-8). Salary is based on current negotiated rate for certified staff. REVISION: Updated total FTE and the projected cost. Carryover will be used here of \$3,835,	\$913,746.00
3696	PD Programming		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for Reading Interventionists listed above, to include Medicare (1.45%), PERA (20.90%), and Medical on average of \$7,289 per employee for a 1.0 FTE if employee elected all benefits. REVISION: Updated projected benefits	\$274,328.00

READ Act Budget Submission

3725	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			LETRS books and training for each interventionist (including interventionists not paid for out of READ Act) for training. Language Essentials for Teachers of Reading and Spelling (LETRS) Costs estimated at 25.5 ppl x \$350 ea, to include shipping. REVISION: Update object code and amount.	\$9,444.00
3726	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	212 Curriculum Specialist	2.00	Cost of 2.0 FTE reading coaches/instructional specialists. Salary is based on current negotiated rate for certified staff.	\$159,750.00
3727	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	212 Curriculum Specialist	0.00	Benefits for reading coaches/instructional specialists. Cost includes Medicare (1.45%), PERA (20.90%), and Medical on average of \$7,289 per employee for a 1.0 FTE if employee elected all benefits.	\$50,015.00
3728			Instructional Program (0010-2000)	0850 Other, Internal Charge/Reimbursement Accounts			Orders from the internal print shop for PALs Forms.	\$879.00
3729			Instructional Program (0010-2000)	0592 Services Purchased from BOCES			Object code is actually 0594. To allocate funds to charter schools based on their count of students. - Stargate REVISION: updated allocation	\$3,846.00
3730			Instructional Program (0010-2000)	0592 Services Purchased from BOCES			Object code is actually 0594. To allocate funds to charter schools based on their count of students. - Westgate REVISION: updated allocation	\$17,306.00

READ Act Budget Submission

3731			Instructional Program (0010-2000)	0592 Services Purchased from BOCES		Object code is actually 0594. To allocate funds to charter schools based on their count of students. - Prospect Ridge REVISION: updated allocation	\$5,127.00
							Allocation: \$1,434,441.00
							Budgeted Amount: \$1,434,441.00
							Funds Remaining: \$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$913,746.00
0200 Employee Benefits	\$274,328.00
0592 Services Purchased from BOCES	\$26,279.00
0850 Other, Internal Charge/Reimbursement Accounts	\$879.00
Budget Program Total:	\$1,215,232.00

Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)

Object Codes	Total
0100 Salaries	\$159,750.00
0200 Employee Benefits	\$50,015.00
0300 Purchased Professional & Technical Services	\$9,444.00
Budget Program Total:	\$219,209.00

Allowable Activity Totals

Activity	Total
	\$27,158.00
PD Programming	\$1,407,283.00

READ Budget Totals

Allocation:	\$1,434,441.00
Budgeted Amount:	\$1,434,441.00