



0070 - WESTMINSTER PUBLIC 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: \$514,040

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.

Updated 2/26/21:

At the time of this budget update (2/26/21), Westminster Public Schools will be using READ funds for the following purposes:

1. Continued support of staff through a district Early Literacy Coach who will work to develop and implement WPS literacy coaching plan that aligns with the 45 hours as required by READ statute. The literacy coach will continue to work individually or in small groups (depending on COVID protocols) to coach individual teachers on pedagogy, instructional practices, and data analysis. That may include coaching on the Wonders core curriculum, LETRS Transfer to Practice activities, or supplemental resources.
2. Continued support of classroom reading instruction through hiring of a director and administrative assistant to oversee this program (among others). This will be a partial FTE as the two positions support other departments in the district.
3. WPS purchased the latest edition of Wonders from McGraw-Hill last school year, so this year we will utilize READ funds to provide professional development to teachers on the implementation of this approved curriculum.
4. Purchase of supplemental instructional resources for classroom interventions, including Lexia Core 5, Heggerty, and CR Success. These expenditures will be on a school by school basis given the instructional and data needs presented through a thorough data analysis.
5. Purchase of LETRS Units 1-4 (or 5-8 as appropriate) to assist with teachers coming into compliance with READ act pedagogical requirements.

Outcomes and Goals

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

Our goals for the next budget year with respect to the READ Act are the following:

1. Ensure that all K-3 instructional staff (including core teachers and interventionists) are properly trained in reading pedagogy in order to come into compliance with the READ act requirements. This includes taking a differentiated approach to professional development to ensure that staff have access to appropriate professional development opportunities that align with their individual skill set and past educational background.
2. Develop a staffing plan to ensure the K-3 staff for the 21-22 school year have all met necessary READ act requirements.
3. Continue to focus intensive instructional efforts towards struggling readers, especially at the tradition "1st grade" level where the district tends to see the largest deficiencies in student reading scores.

Potential Barriers

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

Potential barriers:

Updated 2/26/21:

1. Continued instructional interruptions to interventions and reading small groups due to COVID-19 instructional health restrictions. Our current restrictions are making it challenging to run small group or individualized instruction with intervention staff because of the need to maintain cohorts. All Title 1 interventions are done virtually right now as they cannot take place in person. This causes significant challenges in terms of high-quality interventions with students.
2. Coaching continues to be a challenge as teachers need to be working remotely with coaches due to COVID health restrictions. This leads to some issues with the quality of the observations of instruction by the coaches. Not an insurmountable hurdle but definitely an issue with the quality of coaching.
3. Student attendance continues to be sporadic with many of our young students. While we are using all the resources at our disposal to get students back in school, we still see many students missing school during the pandemic or being nominally engaged in online 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
3680	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	1.00	Instructional Coach for K-3.	\$89,871.62
3681	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	218 Instructional Coach	0.00	Benefits for Instructional Coach for K-3.	\$10,373.57
3682	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Funding for providing afterschool reading tutoring	\$70,152.91
3683	PD Programming		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			LETRS Units 1-4 or 5-8 for staff to meet CO READ act requirements.	\$89,340.50
4354	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	Budgeting for benefits for afterschool tutoring.	\$10,231.67

READ Act Budget Submission

4441	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.20	Portion of administrator salary to oversee READ Act and corresponding professional development.	\$50,198.26
4442	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for administrator overseeing READ Act	\$15,263.98
4524	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Miscellaneous supplies to support READ act implementation	\$9,017.75
4536	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.20	Salary for admin assistant to support the READ act program implementation	\$5,909.92
4537	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for admin assistant to support the READ act implementation	\$2,246.68
Allocation:								\$514,040.07
Budgeted Amount:								\$352,606.86
Funds Remaining:								\$161,433.21

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$120,351.17
0200 Employee Benefits	\$17,510.66
0300 Purchased Professional & Technical Services	\$89,340.50
Budget Program Total:	\$227,202.33

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

Object Codes	Total
0100 Salaries	\$95,781.54
0200 Employee Benefits	\$20,605.24
0600 Supplies	\$9,017.75
Budget Program Total:	\$125,404.53

Allowable Activity Totals

Activity	Total
Core Reading	\$135,615.15
Other Services	\$108,401.79
PD Programming	\$89,340.50
Summer School	\$9,017.75
Tutoring Services	\$10,231.67

READ Budget Totals

READ Act Budget Submission

Allocation:	\$514,040.07
Budgeted Amount:	\$352,606.86
Funds Remaining:	\$161,433.21
