



0120 - ENGLEWOOD 1

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: \$96,783

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 act Funds will provide a full-time district level reading coach who is trained in the foundational reading skills (Heggerty, 95% Group, Structured Literacy, EL Education and Wit and Wisdom) to provide job-embedded, ongoing professional development to the K-3 teachers in Englewood's four elementary schools. This will include on-site support to individual classroom teachers, work with instructional coaches, and professional development for school sites. Additionally, READ Act funds will provide summer school programming that will be open to students in K-3 with an identified Significant Reading Deficiency and it will be taught by three teachers who will utilize Structured Literacy to plan for instruction. Finally, Englewood Schools would like to use the carryover funds to assist in paying for a tutor from Colorado Reading Corps. Colorado Reading Corps utilizes a 1-1 research-based tutoring session for students identified with a Significant Reading Deficiency and have a current READ plan. The tutoring program individually addresses the student's need in attaining reading proficiency.

## Outcomes and Goals

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

The LEP's expected outcomes and goals are to increase the capacity of classroom teachers to effectively instruct literacy, which in turn will reduce the number of students with a significant reading deficiency. Overall, Englewood Schools will have an increase in students reading with proficiency as measured by Acadience reading in grades K-3.

## 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 might be that Englewood will be in an adoption year of a new resource(s). With any new resource, there may be a learning period for teachers while understanding how to use the resource with fidelity. The plan would be to use a coaching cycle with the instructional coaches to support the classroom teachers with their implementation of the curricular resource. Also, the district level reading coach will help lead the grade level Professional Learning Communities to support the work with data analysis and the next steps for improved academic outcomes.

Another barrier is given COVID 19 pandemic, there may be multiple classrooms where daily instruction is taking place. The district-level reading coach will be planning the roll-out of the curricular resource so that it can be accessed flexibly based on the current health conditions of students and recommendations of CDC. The district-level reading coach will be planning for how teachers can continue literacy instruction regardless of location and continue to monitor student progress and adjust as necessary to achieve the outcomes and goals listed above.

# 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
3716	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	1.00	full-time district level reading coach who is trained in the foundational reading skills (Heggerty, 95% Group, Structured Literacy, EL Education and Wit and Wisdom) to provide job-embedded, ongoing professional development to the K-3 teachers in Englewood's four elementary schools. This will include on-site support to individual classroom teachers, work with instructional coaches, and professional development for school sites.	\$70,231.96
3717	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	218 Instructional Coach	0.00	benefits for full-time district level reading coach	\$19,313.79
4396	Summer School		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	summer school interventionists for 3 teachers x 10 days x 5 hours per day	\$5,149.00

READ Act Budget Submission

4397	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	benefits for summer school interventionists	\$1,288.36
4398	Summer School		Instructional Program (0010-2000)	0600 Supplies			supplies for summer school interventionists	\$800.00
							Allocation:	\$96,783.11
							Budgeted Amount:	\$96,783.11
							Funds Remaining:	\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$5,149.00
0200 Employee Benefits	\$1,288.36
0600 Supplies	\$800.00
<b>Budget Program Total:</b>	<b>\$7,237.36</b>

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

Object Codes	Total
0100 Salaries	\$70,231.96
0200 Employee Benefits	\$19,313.79
<b>Budget Program Total:</b>	<b>\$89,545.75</b>

## Allowable Activity Totals

Activity	Total
PD Programming	\$89,545.75
Summer School	\$7,237.36

## READ Budget Totals

Allocation:	\$96,783.11
Budgeted Amount:	\$96,783.11
<b>Funds Remaining:</b>	<b>\$0.00</b>