COLORADO
Department of Education

0123 - SHERIDAN 2

Prior Year Funding Allocation

READ Funding allocated from the 2019-2020 School Year

Please use your FY2019-20 allocation amount to project your budget amounts for FY2020-21.

Allocation: **$65,377**

Accept or Decline 2020-2012 READ Funding
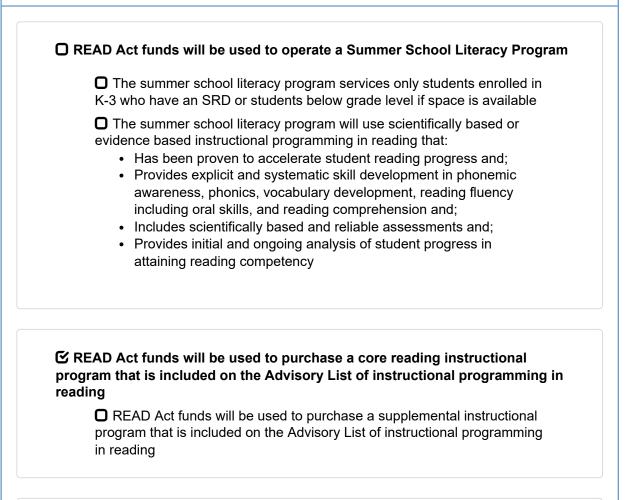
☑ We **accept** FY2020-21 READ Act Funding

LEP Budget Explanation

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.

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.

Sheridan educators will be utilizing both digital and print resources from Wonders 2017 in a blended learning format for grades K-3. The curricular focus will be standards-based, and the strands emphasized will be reading comprehension, fluency, and vocabulary. Students will also be writing in response to the Wonders texts. Teachers will utilize the data dashboard to track proficiency and target reteach areas as needed. Embedded support for small groupings (ELs, Tier 2, etc.) will be utilized weekly. We will use the individual pathways, which is an option through Wonders and promotes both differentiated instruction and the blended learning format, working toward proficiency in each reading strand. Finally, teachers will receive four days of professional development to help implement the curriculum throughout the school year.

This intervention program will provide teachers with materials and training to support students' gains in foundational literacy skills. Teachers will receive workshop training on how to use the instructional materials with fidelity. Additionally, they will receive coaching throughout the school year where they will receive immediate feedback as well as observe model lessons from The 95% Group consultants. Teachers will learn to align intervention instruction for students who need additional support with skills in phonological awareness, phonics, blending, comprehension, vocabulary, and fluency by using a targeted diagnostic assessment. Student language needs in kindergarten and grade 1 will be supported by providing explicit and systematic instruction in phonological awareness and phonics.

Data from the fall iReady assessment and cut scores are used to help determine who has a significant reading deficiency. Data from the winter and spring iReady scores track progress for individual students. Additionally, iReady will be used weekly for students to practice a targeted reading strand and skill until mastery. Teachers will monitor and assign students appropriate lessons based on deficiencies and proficiencies.

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 goal is for 100% of students to be at grade-level proficiency by end-of-year as indicated by iReady scores.

Our expected outcome through the use of our new curriculum and interventions is to increase individual iReady growth scores by 55% by middle-of-year and 85% by end-of-year. Using the core, supplemental, and intervention curriculum with fidelity will lead to large gains.

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 to reaching grade-level proficiency in reading are many. At this time, we are faced with the possibility of remote learning in lieu of face-to-face due to COVID-19. Ensuring students have the technology, hot spots, and equal access is all of concern. However, we are moving toward a blended learning environment to address this issue. We've moved to 1 to 1 Chromebooks, K-12, and our families have internet access and hot spots to support working from home. We've also included WiFi on our buses and park them in strategic locations to support access. The Core, Supplemental, and Intervention Curriculum that we are purchasing or using to support students on a READ plan all include a robust digital component. The curriculum can be accessed anywhere.

Additionally, professional development, training, and accountability are of critical importance. At the beginning of the year, teachers, students, and parents will engage in technology training to ensure that they know how to utilize the technology platforms and tools that will be used throughout the year. This will also include the components to the Core and Intervention Curriculum as professional development days have been designated. Teachers will also get quarterly professional development with each curriculum to help coach their application of the product. Finally, a District Literacy Team has been put in place to oversee the implementation and ensure the school sites continue to meet monthly to discuss data and track progress.

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
3873	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			Wonders 2017 Core Curriculum, Grade 3. Reading materials and digital options to support students on READ plans	$14,305.59
3874	Core Reading		Instructional Program (0010-2000)	0650 Electronic Media Materials			The 95% Group - Intervention Program to Support students on READ plans, K-3. Digital access and materials.	$3,830.00
3894	Core Reading		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Wonders 2017, Grade 3 Professional Development to support the implementation of Wonders Core Curriculum for student on READ plans	$7,500.00
3896	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			The 95% Group- Intervention Program to support students on READ plans. Professional Development training and on-site coaching follow-up to implement intervention program with fidelity.	$26,800.00

3897	Core Reading		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			The 95% Group Training Handouts and freight to support students on READ plans	$663.50
3898	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Freight costs for Wonders 2017, Grade 3, to support students on READ plans	$863.29
3899	Other Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	12.00	Substitute costs for Quarterly Professional Development and coaching (by Wonders and The 95% Group), Grades K-3, to support students on READ plans	$4,300.00
3900	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Variable benefit costs for substitute teachers- to support students on READ plans	$1,300.60
3901	Technology		Instructional Program (0010-2000)	0650 Electronic Media Materials			iReady supplemental reading support for students with READ plans. Help determine students with SRD and continue monitoring progress through iReady assessments	$5,636.00
							Allocation:	$65,376.67
							Budgeted Amount:	$65,198.98
							Funds Remaining:	$177.69

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$4,300.00
0200 Employee Benefits	$1,300.60
0640 Book and Periodicals	$14,305.59
0650 Electronic Media Materials	$9,466.00
Budget Program Total:	**$29,372.19**

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

Object Codes	Total
0300 Purchased Professional & Technical Services	$34,300.00
0600 Supplies	$1,526.79
Budget Program Total:	**$35,826.79**

Allowable Activity Totals

Activity	Total
Core Reading	$26,299.09
Other Services	$6,463.89
PD Programming	$26,800.00
Technology	$5,636.00

READ Budget Totals

Allocation:	$65,376.67
Budgeted Amount:	$65,198.98
Funds Remaining:	**$177.69**