



0640 - CENTENNIAL R-1

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: **\$10,896**

Accept or Decline 2020-2021 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.

Our proposed budget reflects expenditures in the following categories, for the following purposes:

Summer School Literacy Program: We will provide a summer school reading program for students who have a significant reading deficit and will utilize the Heggerty Phonemic Awareness Curriculum from the approved list of curriculums to guide these targeted groups of K-3 students. Student learning groups will be arranged based on identified need from assessment data from the prior year. READ funds will be used for one teacher stipend and benefits.

Purchasing Core Instructional Programming: We will use READ funds to purchase the necessary student materials that correspond with the Core Knowledge Language Arts (CKLA) curriculum for K-3. CKLA was recently approved on review for all grade levels as a research-based reading curriculum, and there are annual costs associated with its implementation. Additionally, we will use READ monies to support the purchase of approved supplementary materials to using during the dedicated reading intervention time in our master schedule for K-3 students.

Providing Professional Development: We will hire a reading coach/interventionist position to support teachers in collecting, analyzing, interpreting, and applying data to make intervention and instructional decisions to support students improve their 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)?

Centennial School District's goals in this approach is to provide targeted support to students with active READ plans through summer school, dedicated intervention time, and the intentional use of research-based curriculum during general instruction so that we can sustain student growth and eliminate the need for retention. Teachers will collaborate in order to change practice so that they improve the success of their general reading instruction and use the data tools and supports

to better individually target specific skills during intervention time, which will result in increased student performance. It is our intent that all identified students will no longer require a READ plan by the end of third grade.

Potential Barriers

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

There are several potential barriers to achieving our goal. Student absenteeism is a major barrier to success. Many of the students identified with READ plans are also chronically absent. We are using tools from an EARSS grant to target parent supports in order to promote positive attendance habits and increased confidence in the usefulness of public education. Another barrier is the retention of qualified staff. We have a very high turnover rate in the district, so it is a challenge to build consistency, coherence, and shared practice that scaffolds and sequences students into becoming proficient readers. Of the four K-3 teachers, three have been teaching for under three years, and one of those three is an alternative licensure candidate. This is why we have prioritized having a data/instructional coach work closely with this group of teachers. We have created dedicated intervention time and the students rotate between targeted skill stations with each teacher under the guidance of the data/instructional coach. The addition of a collaborative professional development structure will help to solidify the team and make both their general and their intervention instruction stronger.

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
4175	Summer School		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	Summer tutoring - Reading program using Heggerty Phonemic Awareness Curriculum	\$1,250.00
4176	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Summer tutoring - Reading program	\$270.00
4177	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			CKLA Curriculum and additional curriculum	\$2,346.50
4357	PD Programming		Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	0.25	Paying salary for reading coach/interventionist position. Will utilize CKLA and Heggerty as tools with teachers/students.	\$7,000.00
Allocation:								\$10,896.11
Budgeted Amount:								\$10,866.50
Funds Remaining:								\$29.61

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$8,250.00
0200 Employee Benefits	\$270.00
0640 Book and Periodicals	\$2,346.50
Budget Program Total:	\$10,866.50

Allowable Activity Totals

Activity	Total
Core Reading	\$2,346.50
PD Programming	\$7,000.00
Summer School	\$1,520.00

READ Budget Totals

Allocation:	\$10,896.11
Budgeted Amount:	\$10,866.50
Funds Remaining:	\$29.61