



0910 - EAGLE COUNTY RE 50

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: **\$237,792**

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.

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- purchase of Benchmark Advance and Amplify CKLA materials for use in person and remote in the case of Covid-19 closure of buildings.

READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading - purchase Istation, Wilson Foundations, Amplify mCLASS, Yashimoto Orton Gillingham

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 - Funds will purchase a reading teacher. Funds will be used to train teachers to be able to implement and progress monitor evidenced-based and approved interventions for students on READ plans. A portion of the funding will go towards teacher training that ECS will provide for instructional staff to be better trained on DIBELs, Amplify CKLA, READ plans (progress monitoring). ECS intends to do these trainings in small group in person to coach on the use of the tools provided and expectations for reporting. A new system, Frontline, was adopted for READ plan management in 2019/20. ECS recognized that there was lack of teacher knowledge on how to use the plans to drive their regular classroom instruction and intervention programming for their students during the conversion phase to the new system. ECS now has a MTSS coordinator for the school district, that MTSS coordinator which is paid from the EASI grant, will coach and work with classroom teachers and interventionists on improvement of reading services to students that are SRD.

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 - istation will be purchased to help with skill acquisition. ECS has utilized istation for the past couple of years and has seen good growth from the students utilizing the program with guidance from teachers trained in the intervention.

Outcomes and Goals

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

These goals are outlined in the district UIP-

Eagle County Schools (ECS) READ Act Growth and Achievement Goals- DIBELS- Increase the percentage of ECS primary grade students making above typical or better growth compared to others that started in the same band of performance to 75%

Specific grade level growth targets

K - increase by 5%

1st - increase by 6%

2nd - increase by 9%

ECS READ Act Staff development Goals: By June 30th, 2021

80% of primary teachers and primary reading interventionists trained in 5 components of literacy using Orton Gillingham

Train all applicable elementary, middle school and high school staff on READ act requirements and how to use the new Frontline platform for conversion of prior READ plans and creation of new plans including goal setting, evidence-based interventions and progress monitoring

Train all applicable staff on supplemental phonics/phonemic awareness tool (Heggerty)

Pull all interventionists quarterly for PLCs specific to reading strategies and reading interventions. Inventory tier 1, tier 2 & tier 3 literacy interventions and train all intervention staff on short cycle action planning related to student reading data.

30 ECS K-3 teachers that do not already meet the K – 3 Teacher Evidence-Based Reading Training Requirements will complete the CDE provided training

8 elementary schools will have complete components and training to fully utilize Benchmark Advance core reading program in grades K-2 for both in person and remote learning (if necessary).

Potential Barriers

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

The possibility of school transition to remote learning is an anticipated barrier. In order to help teaching staff be better prepared and plan for a seamless transition between in-person and remote learning, the district is utilizing ESSER funds and CRF dollars to assure that all students and parents have a 1:1 device and a viable internet connection. The district will be engaged in district-wide flipped classroom training to help teachers better plan for synchronous and asynchronous instruction. The intention is to continue all the necessary interventions with students with

Schoology and virtual interfaces and to utilize iStation in a more targeted and robust fashion.

A large concern is student slide from the end of the 2019/20 school year with distance learning and students' engagement in reading and the ability of parents to support in the case of additional Covid closures. ECS is also unsure of students' reading ability levels going back this fall. Currently there is a proposal to the calendar for the board of education to increase the traditional two assessment days for elementary to four assessment days for elementary at the beginning of the school year. This would increase the 1:1 assessment time for students to 1 hour and allow for more in depth understanding of students' strengths and needs. The intensive planning protocols in the flipped classroom training will help to assure that ECS students are having the opportunities for differentiated instruction and intervention.

Another barrier is that we may not be able to do the in-person training on DIBELS/Amplify MClass/READ plans/iStation due to social distancing or school closure. If this happens, we will do the training and coaching in a remote format and need to readjust the READ budget slightly. This training is essential for consistent and effective reading practices to support READ plan goals for SRD students.

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 |
|--------|--------------------|-----------------------|--|---|-----------------|-----|--|------------------|
| 4201 | Core Reading | | Instructional Program (0010-2000) | 0600 Supplies | | | Purchase Benchmark Advance/Adelante materials and CKLA materials | \$10,250.00 |
| 4203 | Technology | | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies | | | district license renewal of Amplify X mClass | \$31,594.00 |
| 4204 | Technology | | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies | | | license renewals for istation, plus additional licenses to serve students for intervention in reading in English and Spanish in remote learning and in-person learning Revision: Was used in response to COVID this year, was paid from other sources. | \$0.00 |
| 4205 | PD Programming | | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0580 Travel, Registration, and Entrance | | | Orton Gillingham training for 25 teachers at \$800 per person Revision: Unable to complete due to COVID. | \$0.00 |

READ Act Budget Submission

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|------------------|----------------|--|--|---|--|---|--------------|
| 4206 | PD Programming | | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies | | Train and supply 4 staff on Foundations program (includes the program kits) \$2,500 each. | \$8,025.00 |
| 4207 | Core Reading | | Instructional Program (0010-2000) | 0600 Supplies | | Purchase Heggerty Phonemic awareness and phonics programs to supplement core instruction 8 kits at \$500 each | \$5,600.00 |
| 4212 | PD Programming | | Instructional Program (0010-2000) | 0580 Travel, Registration, and Entrance | | mileage for teachers to attend the DIBELs/Amplify/READ plan and istation trainings Revision: All remote, no mileage. | \$0.00 |
| 4479 | Core Reading | | Instructional Program (0010-2000) | 0600 Supplies | | Purchase new state approved core literacy curricular program for K-3. The following programs are being reviewed Benchmark Advance Adelante, Houghton Mifflin, McGraw Hill Wonders. Final selection will be made in May, 2021. | \$182,322.60 |
| Allocation: | | | | | | | \$237,791.60 |
| Budgeted Amount: | | | | | | | \$237,791.60 |
| Funds Remaining: | | | | | | | \$0.00 |

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

| Object Codes | Total |
|---|---------------------|
| 0580 Travel, Registration, and Entrance | \$0.00 |
| 0600 Supplies | \$198,172.60 |
| Budget Program Total: | \$198,172.60 |

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

| Object Codes | Total |
|---|--------------------|
| 0580 Travel, Registration, and Entrance | \$0.00 |
| 0600 Supplies | \$39,619.00 |
| Budget Program Total: | \$39,619.00 |

Allowable Activity Totals

| Activity | Total |
|----------------|--------------|
| Core Reading | \$198,172.60 |
| PD Programming | \$8,025.00 |
| Technology | \$31,594.00 |

READ Budget Totals

| | |
|-------------------------|---------------|
| Allocation: | \$237,791.60 |
| Budgeted Amount: | \$237,791.60 |
| Funds Remaining: | \$0.00 |