



## 1040 - ACADEMY 20

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: **\$447,382**

### 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.**

Academy District 20 (ASD20) will utilize SRD funds to support student and staff learning during the 2020-21 school year. We will categorize the spending according to the allowable expenses:

**PD Programming:** ASD20 will hire a .5 position for a Literacy TOSA who will provide professional learning and coaching around best instructional practices specific to literacy instruction for Tiers I-III. Professional learning will be provided through various courses via the professional learning platform for both in person and online learning. Coaching will occur in the elementary building focused on coaching teachers during intervention and tutoring sessions.

**Professional Services:** In an effort to increase teacher capacity for teaching students to read and intervening when necessary, ASD20 staff will engage in various professional learning opportunities. The district will partner with the Colorado Literacy Center to facilitate two Literacy Cohorts. The Year 1 cohort comprised of 16 teachers will be learning the Take Flight program (approved for ASD20 through the off cycle review process) and will be tutoring students as part of the program. Year 2 cohort is comprised of 7 teachers who are extending their learning of Take Flight and who will be able to be certified at the end of the program. These teachers will also be tutoring students as a part of their program. In addition, the district will offer Orton-Gillingham Yoshimoto Reading Instruction (OG) to train teachers on using a direct, explicit, multisensory, structured, sequential, and diagnostic approach to teaching literacy. Some of our schools will also be sending staff to literacy training to include 95% Group Road to Results Workshop, Hillrap, IDEA and CCIRA.

**Sub Salaries and Benefits:** In order to provide some of the professional learning opportunities to staff, ASD20 will need to secure substitute teachers. These professional learning opportunities are not a part of the 45 hour requirement.

**Instructional Materials:** Instructional materials are a necessary component of the various professional learning activities as well as supporting students in learning to read. The district will purchase specific materials to support Take Flight programming as well as OG materials. Our schools will also purchase specific materials to support their individualized programming within their schools. These programs include Superkids, WonderWorks, Lexia, Reading A-Z, Read Naturally, Visualizing and Verbalizing, and RAZ Kids. Concerning the aforementioned programs that are not currently on the approved program list, per Anji Gallano's

direction and support, we acknowledge that only minimal consumable materials will be purchased as we transition from old programs to new approved programs. Once these finalizing purchases are complete, we will move to purchasing strictly READ Act approved programs/materials.

Assessment: In an effort to identify K-3 students with a Significant Reading Deficiency, ASD20 will purchase Acadience Online as the interim assessment and will administer this to K-3 not participating in the ELAT Grant. If a student falls below the expected level, the student will be given DIBELS Deep as the diagnostic and the information gained from this assessment will guide in writing the student's READ Plan. Additionally, our online school will use iReady for their interim and diagnostic assessment. (REVISION: This section has been revised to reflect our schools that were accepted to participate in the ELAT Grant program.)

Tutoring: In order to support students K-3 identified as significant reading deficiency (SRD), tutoring will be provided using approved programming to improve student reading skills. Programs utilized for tutoring are Take Flight, Spalding, and OG. Students identified as SRD receive tutoring between 1-3 times a week depending on student need.

#### Outcomes and Goals

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

As a result of the implementation of the above plans, ASD20 has established the following expected outcomes:

1. Reduction of the number of students on READ Plans by the end of the 3rd grade
2. Increase in teacher capacity to teach reading

#### 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 potential barriers to reaching the expected outcomes to include:

1. Students may be coming back to school for the 2020-21 school year with learning gaps due to the transition to eLearning during the fourth quarter of the 2019-20 school year.
2. School may start in a hybrid or modified on-campus model, thus impacting the ability to intervene in a systemic face to face model.

ASD20 plans to address these barriers by:

1. Utilizing a platform to conduct both professional learning for staff as well as instruction for students. ASD20 will provide professional learning opportunities using Schoology, our online platform, to support teachers in ongoing learning. In addition, teachers will use Schoology and Teams as way to provide instruction to 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
3945	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	215 Instructional Program Consultant	0.50	This position will provide professional learning and coaching around best instructional practices specific to literacy instruction for Tiers I-III. Professional learning will be provided through various courses via the professional learning platform for both in person and online learning. Coaching will occur in the elementary building focused on coaching teachers during tutoring sessions.	\$29,287.00

READ Act Budget Submission

3947	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		<p>It is essential that all teachers know how to instruct according to best practice in teaching students to read. Our district is site based so schools are able to choose the program of their choice as long as it is approved by CDE. Professional learning will occur for the following programs: Take Flight (previously approved and currently in off cycle review) and Orton-Gillingham Yoshimoto Reading Instruction. Revision 3-29-21: Increase from \$125,900 to \$133,350 to reflect actual costs.</p>	\$133,350.00
3948	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		<p>As per READ Act requirements, we will assess all students K-3 using an approved interim assessment and we will use an approved diagnostic to assess each student identified as Significant Reading Deficient. We will use Acadience Reading for our interim assessment and NWEA for our diagnostic. Revision 3-29-21: Decrease from \$24,737 to \$3,001 due to being accepted in the ELAT Grant program which covered the cost of the majority of our assessments. Our charter schools and online school utilized iReady and Acadience Online.</p>	\$3,001.00

READ Act Budget Submission

3949	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	In order to support students K-3 identified as significant reading deficiency (SRD), tutoring will be provided using approved programming to improve student reading skills. Programs utilized for tutoring are Take Flight, Spalding, and OG. Students identified as SRD receive tutoring between 1-3 times a week depending on student need.	\$29,127.00
3950	Tutoring Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for K-3 SRD tutoring	\$3,111.00
3958	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries		0.00	In order to provide some of the professional learning opportunities to staff, ASD20 will need to secure substitute teachers. These professional learning opportunities are not a part of the 45 hour requirement. Revision 3-29-21: Decrease from \$14,750 to \$5,950 due to the impact of the COVID-19 pandemic on available professional learning opportunities and access to substitutes teachers.	\$5,950.00
3959	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits		0.00	Employee benefits for substitute salaries to support professional learning. Revision 3-29-21: Decrease benefits from \$3,031 to \$1,187 due to decrease in Substitute Teachers budget line 3958.	\$1,187.00

3960	Other Services		Instructional Program (0010-2000)	0600 Supplies		<p>Instructional materials are a necessary component of supporting students in learning to read using supplemental and intervention approved programs including Superkids, WonderWorks, Lexia, Reading A-Z, Read Naturally, Visualizing and Verbalizing, RAZ Kids. (Concerning listed programs that are not currently on the approved program list, per Anji Gallano's direction and support, we acknowledge that only minimal consumable materials will be purchased as we transition from old programs to new approved programs. Once these finalizing purchases are complete, we will move to purchasing strictly READ Act approved programs/materials).                  Revision 3-29-21: Increase from \$158,803 to \$206,804. The schools will use the additional funds to purchase additional READ Act approved programs/materials to now include Superkids.</p>	\$206,804.00
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READ Act Budget Submission

3961	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0580 Travel, Registration, and Entrance			It is essential that all teachers know how to instruct according to best practice in teaching students to read. Schools will also be sending staff to literacy training to include 95% Group Road to Results Workshop, OG Yoshimoto, McGraw Hill Wonders training, and Hillrap (only to support Hillrap instruction this year as we transition to the purchase and implementation of new approved programs). Revision 3-29-21: Decrease from \$51,253 to \$9,613 due to the impact of the COVID-19 pandemic on available professional learning opportunities.	\$9,613.00
3964	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	215 Instructional Program Consultant	0.00	Employee benefits for Literacy TOSA Instructional Program Consultant. Revision 3-29-21: Increase benefits from \$6,166.55 to \$6,721.41 to reflect actual costs.	\$6,721.51
4468	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Revision 3-29-21: NEW ACTIVITY - Refer to line 3947 for description of activity. Materials for Take Flight training.	\$19,230.00
Allocation:								\$447,381.51
Budgeted Amount:								\$447,381.51
Funds Remaining:								\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$29,127.00
0200 Employee Benefits	\$3,111.00
0600 Supplies	\$206,804.00
<b>Budget Program Total:</b>	<b>\$239,042.00</b>

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

Object Codes	Total
0100 Salaries	\$35,237.00
0200 Employee Benefits	\$7,908.51
0300 Purchased Professional & Technical Services	\$133,350.00
0580 Travel, Registration, and Entrance	\$9,613.00
0600 Supplies	\$22,231.00
<b>Budget Program Total:</b>	<b>\$208,339.51</b>

## Allowable Activity Totals

Activity	Total
Other Services	\$216,942.00
PD Programming	\$198,201.51
Tutoring Services	\$32,238.00

## READ Budget Totals

READ Act Budget Submission

Allocation:	\$447,381.51
Budgeted Amount:	\$447,381.51
<b>Funds Remaining:</b>	<b>\$0.00</b>