



1140 - CANON CITY RE-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: **\$72,427**

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.

Canon City Schools plans to utilize the 2020-2021 READ funds to hire a full-time Literacy Coach, specifically trained in teaching foundational reading skills. This new position will support all five elementary schools in the areas of coaching, professional development, and implementation and sustainability of Tier II and Tier III interventions.

The Canon City Schools District Literacy Coach (DLC) role will include various coaching duties. To begin, the DLC will collaborate with the Summer Reading Academy Coordinator in planning and scheduling small group sessions during the 2020 summer school session. The DLC will also conduct ongoing school-specific literacy team work sessions in order to prescribe an appropriate course of intervention for each student identified as having a Significant Reading Deficiency (SRD). Coaching duties for the DLC will include modeling instruction as well as providing whisper coaching opportunities and real-time feedback for instructors. Included in the DLC coaching duties is the responsibility to collaborate with on-site building Instructional Leaders and classroom teachers to write lesson plans to include the five components of reading. Finally, as a coach, the DLC will collaborate with building leaders and instructors to best meet the individual needs of each building in their implementation and sustainability of district intervention programs.

Professional development will be a large part of the District Literacy Coach's position. In order to sustain district-wide use of approved interventions, Canon City Schools is committed to continued training for new staff before each school year. The DLC will support and coordinate this training with the Summer Reading Academy Coordinator thereby giving new instructors opportunities to observe instruction and practice teaching with the summer school instructors. Another professional development duty of the DLC will include the training of staff in the administration of a battery of diagnostic literacy assessments addressing each of the five essential components of literacy, and appropriate use of the resulting data to determine each child's specific reading deficiency. District-wide professional learning communities (PLC) for instructional leaders will also be coordinated and facilitated by the DLC as well as PLCs for each school site focussing on instructional best practices. Finally, the DLC will continue to grow sustainability internally by providing PD opportunities for current instructors to become Instructional Leaders at each school.

Canon City Schools has utilized funds to adopt scientifically-based and evidence-

based reading and instructional programs which have lead to a decrease of students identified in the district as having an SRD. Therefore, it will be essential for the District Literacy Coach to maintain fidelity and sustain current practices moving forward. The DLC will monitor fidelity through observation, record keeping, and data and process review. The effectiveness of interventions will also be monitored through observation and progress monitoring data. Other factors of fidelity the DLC will monitor are ensuring instruction is delivered with sufficient intensity, frequency, urgency, and duration, by well-trained and highly effective instructors. Finally, the DLC will complete end of session/ school year reports about student progress in order to reflect on practices and make plans for next steps for sustainability.

Mountain View Core Knowledge (MVCK) School is a charter school within Canon City Schools. MVCK is planning on combining the READ funds they receive with another funding source to hire a K-5 reading interventionist. MVCK receives READ funds commensurate with their SRD student count.

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 expected outcomes from hiring a District Literacy Coach include three main goals. First, Canon City School expects a continued downward trend in the number of students identified as having a significant reading deficiency. Secondly, Canon City Schools would like to maintain a level of 100% of interventionists trained on approved interventions by providing high-quality training for new interventionists and ongoing professional development for returning interventionists. Finally, Canon City Schools expects the DLC to ensure interventions are delivered with sufficient intensity, frequency, urgency, and duration, by well-trained and highly effective instructors. These goals will be monitored throughout the year through data analysis and instructor feedback.

By hiring an interventionist, MVCK School's goal is the ensure interventions are delivered with intensity, frequency, and for the recommended duration by a highly trained reading instructor.

Potential Barriers

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

Currently, four out of five of our elementary schools have literacy coaches to support interventionists with tier II and tier III interventions. With the Early Literacy Grant ending this year, the new DLC will support all five elementary schools with interventions. Over the last year, the literacy coaches have prepared for sustainability by providing training to school level interventionists to become Instructional Leaders at each building. By having lead teachers at each building,

and one District Literacy Coach to maintain district expectations and provide continued consistent support for the ILs, we believe the district will overcome the barrier of losing the on-site coaching positions. Additionally, we unfortunately, anticipate significant support needs next school year related to learning loss as a result of COVID-19. The DLC will work to support the ILs and interventionists accordingly.

MVCK School does not predict any barriers in hiring a new reading interventionist for the 2020-2021 school year.

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
3482	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	100.00	Full-time District Literacy Coach focusing on reading professional development K-3 district-wide.	\$60,688.00
3483	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	17.00	Mountain View Core Knowledge School will hire a part-time instructional coach. READ funds will be paired with other funds to cover the position. Please note this is not a full-time position.	\$5,113.68
3484	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	218 Instructional Coach	0.00	These remaining funds (\$6,428.56) will be applied to the benefits of our District Literacy Coach. Since the benefits package exceeds this amount, Canon City Schools will pay the remaining benefits out of the remaining fund.	\$6,625.41
Allocation:								\$72,427.09
Budgeted Amount:								\$72,427.09
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$5,113.68
Budget Program Total:	\$5,113.68

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

Object Codes	Total
0100 Salaries	\$60,688.00
0200 Employee Benefits	\$6,625.41
Budget Program Total:	\$67,313.41

Allowable Activity Totals

Activity	Total
PD Programming	\$67,313.41
Tutoring Services	\$5,113.68

READ Budget Totals

Allocation:	\$72,427.09
Budgeted Amount:	\$72,427.09
Funds Remaining:	\$0.00