



1330 - GILPIN COUNTY 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: **\$12,178**

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.

A reading interventionist will be hired to support k-3 students. The interventionist will target SRD students in the classroom. The interventionist will front load and reteach reading skills for SRD students. Close collaboration between the teacher and interventionist will be necessary to close the reading gap for the students. Early intervention is key to a successful academically driven school. Intervention services will be provided for students who are SRD according to STAR early literacy or STAR reading. The interventionist will use Michael Heggerty phonemic awareness curriculum and Yoshimoto's OG curriculum. The additional intervention services are mainly due to COVID 19 and remote learning. Even though, teachers provided excellent remote learning opportunities for students including 1 to 1 or small group webex skill meetings, there is a concern that some students struggled with participating because of home circumstances or the opportunity did not match the students' learning style. Thus, additional support will be necessary to close the reading gap. This will be an 8 week additional intervention with a pre and post test to determine effectiveness.

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 selected activities for the upcoming budget will close the reading gap for many students. Our goal is for 80% of our students identified as SRD to graduate off a READ plan by the end of the 20/21 school year. 50% of the students will close the gap and be identified as on grade level by the end of the year. 30% of the students will have grown in the area of reading either by percentile rank or growth as measure by STAR reading or early literacy. Targeted interventions will be intentional and guided by skill deficits. The reading interventionist is an early intervention opportunity for SRD students lacking the background knowledge and skill set for academic success in grades k-3. Foundational skills and adult support is critical at an early age. The interventionist will have the knowledge and skills to

implement instructional lessons that are systematic, foundational, and guided by pedagogy. All identified SRD students are targeted with this plan.

Potential Barriers

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

Student attendance is a barrier. It is difficult to close the reading gap if a student misses too much school. The teacher and principal will closely monitor attendance. Parents will be notified if the student attendance falls below 90%. The notifications will be in the form of phone calls, meetings, and/or an attendance contract.

Lack on enough funding is a barrier. There is a concern that in the fall we will have substantially more students identified as SRD because of 8-10 weeks of remote learning at the end of the 19-20 school year. The allotted funding may not be enough if the numbers are substantially higher that what we have predicted. We may have to scale back some of the activities listed above once we analyze the data and determine the strongest need for the building.

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
3536	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	Reading interventionist, 4 hours a day/4days a week. SRD students to be served in grades k-3.	\$9,400.91
3537	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits		0.00	Benefits for the .5 Reading interventionist	\$2,777.10
Allocation:								\$12,178.01
Budgeted Amount:								\$12,178.01
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$9,400.91
0200 Employee Benefits	\$2,777.10
Budget Program Total:	\$12,178.01

Allowable Activity Totals

Activity	Total
Other Services	\$12,178.01

READ Budget Totals

Allocation:	\$12,178.01
Budgeted Amount:	\$12,178.01
Funds Remaining:	\$0.00