



1520 - DURANGO 9-R

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: **\$164,083**

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 provide other targeted, evidence-based or scientifically based intervention services to students who are receiving instructional services, which services are approved by the department. Specifically, Durango School District 9-R will use the READ Act funds to hire a reading interventionist who is a dyslexia reading specialist. This specialist will provide direct services to students and provide coaching directly to staff to support best practices in literacy instruction and intervention, utilizing programs such as Orton Gillingham, iReady, Seeing Stars and Open Court. Additionally, we will use funds to pay for salaries of reading interventionists.

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. Durango School District 9-R will use READ Act funds to pay for i-Ready diagnostic assessment and instructional components.

READ Act funds will be used to provide professional development programming to support educators in teaching reading. Durango School District 9-R will use READ Act funds to pay for professional development used to support best practices in teaching reading. Professional Development will include a focus on interventions included on CDE's list of approved programming and assessments including, but not limited to, Orton Gillingham and iReady.

Outcomes and Goals

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

In order to address our priority performance challenge regarding students diagnosed as Significantly Reading Deficient, as identified within our Unified Improvement Plan, each elementary school will have 1/2 more proficient students on CMAS Reading and DIBELS and all students who have previously scored proficient will continue to be proficient.

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 potential barriers we face include lack of highly trained staff in high yield reading instruction and strategies. Additionally, with budget cuts, many schools eliminated reading interventionist positions. This shift in staffing could be a barrier for our success. Our district UIP includes major improvement strategies that focus on instructional design, delivery, and intervention systems. Given that our UIP goals align with these barriers, the work is connected and will leverage better results. The READ Act funds support our goals and will allow us to improve professional development that will result in more effective reading instruction, which will result in higher student achievement in reading, thus a reduction in READ plans.

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
3883	Technology		Instructional Program (0010-2000)	0650 Electronic Media Materials			i-Ready License - K-3	\$59,636.00
3884	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Dyslexia Interventionist Position who will utilize the following approved programming: iReady, Orton-Gillingham, Open Court and Seeing Stars.	\$56,000.00
3885	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Employer-Paid Benefits	\$18,854.00
3886	PD Programming		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			K-3 Teacher Professional Development, to train teachers to effectively implement the use of iReady, Orton-Gillingham, Open Court and Seeing Stars.	\$16,773.62

READ Act Budget Submission

4535	Other Services		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		Contracted work with a Reading Interventionist to provide services to K-3 students implementing the Lexia - Core 5 Reading program.	\$12,819.00
Allocation:							\$164,082.62
Budgeted Amount:							\$164,082.62
Funds Remaining:							\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$56,000.00
0200 Employee Benefits	\$18,854.00
0300 Purchased Professional & Technical Services	\$29,592.62
0650 Electronic Media Materials	\$59,636.00
Budget Program Total:	\$164,082.62

Allowable Activity Totals

Activity	Total
Other Services	\$87,673.00
PD Programming	\$16,773.62
Technology	\$59,636.00

READ Budget Totals

Allocation:	\$164,082.62
Budgeted Amount:	\$164,082.62
Funds Remaining:	\$0.00