



1550 - POUDRE R-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: **\$692,224**

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.

Bacon: Students on READ Act Plans will receive tutoring using Multi-Sensory approaches (Orton Gillingham).

Bacon: Staff working with Students on READ Act Plans will receive training in Orton Gillingham

Bauder: We will be hiring a 1st Grade Interventionist

Beattie: LLiteracy intervention to provide specialized instructional support utilizing research-based programs from the list of approved programming (including Orton Gillingham, Language Essentials for Teachers of Reading and Spelling (LETRS), 95% Group programs). Funds pay for 18% of a 40% teacher position

Beattie: Funds to be spent on Lexia licenses and used for select K-3 students that fall below benchmark on DIBELS assessment

Bennett: Funding 4 hours of Tutor time for intervention with students on READ plans. The amount over will be used to purchase 95% Group materials for students on READ plans.

Bethke: We will continue to staff a part time para to run groups with our certified teacher. This allows us to double the amount of groups we can run-which we need now with our numbers. We will use our rollover to complete this funding.

Dunn: Read Act Funds will be put toward the salary of one of our interventionists

Eystone: Cover 27% of literacy interventionist compensation

Harris: Partial staffing for Interventionist

Johnson: We are partially funding one of our interventionists who serves our students K-3. The portion of this person's position is funded at 15% of an 80% position.

Johnson: Send grade level K-3 teachers to Orton Gillingham or LETRS training

Johnson: Tutoring services for students whose needs warrant it.

Kruse: .25 FTE Reading Interventionist (Certified)

Laurel: Funding will provide a licensed teacher to provide targeted instruction to students with READ plans

Linton: We use our READ monies to ensure that we have two literacy interventionists at Linton

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Lopez: Classified staff will provide targeted services toward SRD/READ students under the guidance of an Orton Gillingham trained licensed staff member.

McGraw: Literacy Instructional Para

Olander: The ReadAct funds will fund an Instructional Paraprofessional to support literacy intervention K-5 for students on a ReadPlan.

PGA: Funds will be used to pay fraction of Elementary Reading Interventionist

salary.

Putnam: Interventionist

CLPE: We will utilize the READ \$ to help pay for a reading interventionist. In past years our allocation has covered approximately 20%.

Timnath: Classified Tutor who teaches reading intervention groups in our Literacy Lab

Irish: will use 2 3-hour paraprofessional tutors to work in small groups and one on one with students in their reading goals.

Irish: will use 44% of interventionist time to work on providing targeted, researched based intervention services for student in their reading goals.

Mountain Schools: Full site license for Lexia to provide students in the Mountain Schools with a reading interevention as well as allow students to practice reading skills.

Rice: We will staff 16.99% of our primary reading interventionist salary with READ Act monies.

Rice: Before or after school intervention targeting READ students at the primary level

Rice: Reading supports via Lexia Core 5 Reading

Riffenburgh: MTSS Reading Interventionist 6.5 hrs.

Sherpardson: We will use a paraprofessional to provide small group intervention under the guidance of the certified interventionist.

Tavelli: 3.5 hours as tutor for Literacy interventions.

Traut: We will use READ Act funds to pay for Kathy Nuttall (tutor) who works with students on a READ Plan in first and second grades.

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 addition to using data in our District Performance Framework, internally Poudre School District also monitors student progress against our District Ends, aspirational goals the PSD Board has set for our organization. This is accomplished by monitoring 15 locally determined targets within our District Monitoring Report. Four of these targets directly address literacy and include School Readiness, Early Literacy, Academic Achievement, and Academic Growth. While data within these targets is generally positive, with district averages surpassing state averages, it is clear that our work must target underperforming subgroups of students, specifically the 20% of students who are meeting below or well-below benchmark status.

Expected outcomes and goals for the upcoming budget year are to continue to train and coach educators in the foundational skills in reading. We will continue our work in providing both LETRS and Orten Gillingham trainings to teachers. We will also continue to monitor local formative assessment data to measure the growth students are making in learning to read. In addition to continued professional development, we will also be engaged in year two of implementing a new elementary reading program. The supports in this implementation reinforce the importance of the five components of reading in tier 1 instruction, while also emphasizing universal differentiated instruction (purposeful learning experiences, differentiated whole group instruction, and flexible small group instruction). We

believe this comprehensive approach to literacy, with additional focus on struggling readers will help close the reading gap we monitor in our data.

Potential Barriers

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

In a typical year, our barriers include collaborative time for teacher teams to engage in data driven conversations. In PSD we use a high performing teams protocol in which teachers use an evidence, analysis, action protocol to review data on priority standards (in this case, foundational skills in reading) and engage in a cycle of inquiry and action to support students in meeting the standards. A second barrier is limited resource to provide supportive coaching while teachers are implementing new learnings from professional development. We know from research (Showers & Joyce) that peer coaching dramatically enhances implementation of new learning from trainings.

This coming school year will be anything from typical. We recognize that the COVID pandemic will result in many changes to instructional models that may have deleterious impact on student learning, particularly among our vulnerable students. We intend to administer beginning of year literacy tests to assure that we have a BoY data point for all students. While we were unable to secure end-of-year test data, we will use our research & evaluation team to determine growth between consecutive beginning of year data points. This data, along with other local student data included in our data dashboard, will help PSD staff target the specific needs of students accordingly.

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
3596	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Bacon: Students on READ Act Plans will receive tutoring using Multi-Sensory approaches (Orten Gillingham).	\$13,377.00
3597	PD Programming		Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	0.00	Bacon: Staff working with Students on READ Act Plans will receive training in Orten Gillingham (Yoshimoto) Orten-Gillingham Classroom Educator.	\$554.10
3598	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Bauder: We will be hiring a 1st Grade Interventionist	\$42,399.00

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3599	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Beattie: Literacy intervention to provide specialized instructional support utilizing research-based programs from the list of approved programming (including Orton Gillingham (Yoshimoto), Language Essentials for Teachers of Reading and Spelling (LETRS), 95% Group programs). Funds pay for 18% of a 40% teacher position	\$12,791.00
3600	Technology		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Beattie: Funds to be spent on Lexia licenses and used for select K-3 students that fall below benchmark on DIBELS assessment	\$412.00
3601	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Bennett: Funding 4 hours of Tutor time for intervention with students on READ plans. The amount over will be used to purchase 95% Group materials for students on READ plans.	\$5,323.00
3602	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Bethke: We will continue to staff a part time para to run groups with our certified teacher. This allows us to double the amount of groups we can run- which we need now with our numbers. We will use our rollover to complete this funding.	\$4,369.00
3603	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Dunn: Read Act Funds will be put toward the salary of one of our interventionists-	\$6,662.70
3604	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Eyestone: Cover 27% of literacy interventionist compensation	\$29,679.30

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3605	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Harris: Partial staffing for Interventionist	\$16,353.90
3606	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Johnson: partially funding one of our interventionists who serves our students K-3. The portion of this person's position is funded at 15% of an 80% position.	\$12,780.00
3607	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Johnson: Tutoring services focused on increasing students' foundational skills of reading.	\$956.80
3609	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.25	Kruse: Reading Interventionist (Certified)	\$21,300.00
3610	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Laurel: Funding will provide a licensed teacher to provide targeted instruction to students with READ plans	\$33,093.00
3611	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	linton: We use our READ monies to ensure that we have two literacy interventionists.	\$16,353.90
3632	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Lopez: Classified staff will provide targeted services toward SRD/READ students under the guidance of an Orton Gillingham trained licensed staff member	\$16,999.50
3633	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	McGraw: Literacy Instructional Para	\$25,816.00
3634	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Olander: The ReadAct funds will fund an Instructional Paraprofessional to support literacy intervention K-5 for students on a ReadPlan.	\$25,816.00
3637	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Poudre Global Academy: Funds will be used to pay fraction of Elementary Reading Interventionist salary.	\$3,028.50

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3640	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Putnam: Interventionist	\$24,120.00
3642	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Cache La Poudre EI: utilize the READ \$ to help pay for a reading interventionist. In past years our allocation has covered approximately 20%	\$14,536.80
3643	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Timnath: Classified Tutor who teaches reading intervention groups in our Literacy Lab	\$13,971.00
3645	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Irish: will use 2 3-hour paraprofessional tutors to work in small groups and one on one with students in their reading goals.	\$22,263.00
3646	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Irish: will use 44% of interventionist time to work on providing targeted, researched based intervention services for student in their reading goals.	\$30,120.00
3648	Technology		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Mountain Schools: Full site license for Lexia to provide students in the Mountain Schools with a reading interevntion as well as allow students to practice reading skills	\$3,500.00
3650	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Rice: We will staff 16.99% of our primary reading interventionist salary with READ Act monies	\$10,434.00
3651	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Rice: Before or after school tutoring services focused on increasing students' foundational reading skills	\$2,773.00

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3652	Technology		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Rice Reading supports via Lexia Core 5 Reading	\$600.00
3653	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Riffenburgh: MTSS Reading Interventionist 6.5 hrs.	\$27,946.00
3654	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Shepardson: We will use a paraprofessional to provide small group intervention under the guidance of the certified interventionist	\$21,897.00
3656	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries		0.00	Tavelli: 3.5 hours as tutor for Literacy interventions	\$17,040.00
3658	Tutoring Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Traut: We will use READ Act funds to pay for a tutor who works with students on a READ Plan in first and second grades	\$11,508.00
3812	PD Programming		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Werner: Reading Tutor	\$12,114.00
3813	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			District: Providing PD for Acadience Measures	\$10,973.00
3814	Technology		Instructional Program (0010-2000)	0600 Supplies			District: Acadience Reading licenses hosted through Amplify.	\$6,321.00
3815	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Odea: Interventionist for Reading	\$29,073.60
3817	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Liberty(Charter): Heggerty Phonemic Awareness intervention curriculum	\$639.21

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3818	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Ridgeview (Charter): Dibels assessments	\$1,152.50
3820	Tutoring Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries		0.00	FC Montessori (Charter): Tutoring for readers as needed	\$3,196.05
3821	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Mountain Sage (Charter): Interventioist. Wilson Foundations program	\$35,156.55
4304	PD Programming		Instructional Program (0010-2000)	0100 Salaries		0.00	Ridgeview (Charter): Para salary for reading	\$5,878.81
4399	PD Programming		Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Zach: Tutoring for Reading We provide summer tutoring for students with Read Acts and/or basic literacy needs	\$1,817.00
4476	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Materials for Summer School and District needs K - Phonemic Awareness Curriculum: Kindergarten 1st - Primary Awareness Curriculum: Primary 2st - Primary Awareness Curriculum: Primary 3rd - Bridge the Gap: Intervention Lessons	\$28,800.00
4477	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Polaris: iReady from Curriculum Associates	\$3,635.00

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4478	Summer School		Instructional Program (0010-2000)	0100 Salaries		0.00	District: PSD will be providing a summer school and will during the summer of 2021. *Any reaming funds not spent at school level will be redirected to supporting district summer school Read plan students. This Dollar value is an estimate and may increase.	\$64,693.32
Allocation:								\$692,223.54
Budgeted Amount:								\$692,223.54
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$632,994.78
0300 Purchased Professional & Technical Services	\$600.00
0600 Supplies	\$6,321.00
Budget Program Total:	\$639,915.78

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

Object Codes	Total
0100 Salaries	\$3,196.05
0300 Purchased Professional & Technical Services	\$14,885.00
0600 Supplies	\$34,226.71
Budget Program Total:	\$52,307.76

Allowable Activity Totals

Activity	Total
Other Services	\$1,791.71
PD Programming	\$481,232.16
Summer School	\$64,693.32
Technology	\$10,833.00
Tutoring Services	\$133,673.35

READ Budget Totals

READ Act Budget Submission

Allocation:	\$692,223.54
Budgeted Amount:	\$692,223.54
Funds Remaining:	\$0.00
