



READ Funding Allocations

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: **\$353,162**

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.

Thompson School District will use READ Act funds for the following:

Summer School Literacy Program: TSD will use this money to support any student on a READ Plan through summer school focused on closing the gaps in student reading. This money will help pay for trained teachers, resources, and books for each student.

Tutoring: TSD will use this money to provide opportunities for tutoring for students who need additional support with foundational reading skills. Extra tutoring opportunities will be individual or small group provided by trained teachers and interventionists.

Interventionist: TSD will use this money to hire a Literacy Specialist to support training, professional development, and program implementation for all elementary schools in the district. The Literacy Specialist will also help train and oversee READ Plans for students, supporting teachers in assessment, data collection, and growth monitoring.

Evidence-Based Resources: TSD will use this money to help purchase a consistent, state approved resource for all primary teachers to support foundational literacy skills. Our existing literacy program is not on the approved list and lacks the foundational skills to impact student growth and achievement in foundational literacy. We will be piloting Foundations this year with 7 of our elementary schools, will analyze the data, and then will be purchasing Foundations for all 18 of our elementary schools for grades K-3. We will purchase the entire foundational literacy program as well as professional development offered through Wilson for Foundations to ensure that all K-3 teachers have been trained on the program before the 2021-2022 school year.

Technology: TSD will use this money to help support our assessment measures for literacy which are technology based. These measures allow teachers to quickly assess where students are, where their gaps are, and where interventions should be implemented. We will utilize both Lexia and iReady for the platforms. We will purchase Lexia for buildings to use mainly with their primary grades. This will help us with intervention for our primary students as well as build in literacy activities for students in both a virtual or in person setting. We will also purchase iReady reading and instruction for buildings to use primarily with our 3-5 students and all of our 6-8 students. iReady will be used as our common district assessment and data point

for all students grades 3-8 and will be our initial READ Plan data point. Both Lexia and iReady are technology based and allow quick checks in both formative and summative ways.

Professional Development: TSD will use this money to assist in creating and delivering professional development for all primary teachers grounded in the Science of Reading. We will work with the Colorado Department of Education to create pathways for teachers to demonstrate proficiency in foundational literacy and research-based pedagogy and application for teaching reading. We will be using the modules created by the Colorado Department of Education once those are available. We will be using this money to pay for training days for teachers and instructional coaches. We will offer sub days during the school year and stipend days when school is not in session. We will also use this money to help with the FTE hired as the Thompson School District Literacy Specialist who will oversee this professional development.

Outcomes and Goals

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

Thompson School District will have adopted a foundational literacy program with support of our Literacy Specialist, principals, and teachers by the end of the 2020-2021 school year. We will also have created an approved pathway for professional learning for all primary teachers to comply with the state requirements as well as move educators forward in their understanding of the Science of Reading and how to effectively teach reading to all of our students, including our struggling readers. TSD will have an articulated plan and process for READ Plans for all students, including progress monitoring, levels of intervention, and exit criteria.

Potential Barriers

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

A potential barrier for our expected outcomes and goals is the uncertainty and volatility of what school may look like for the 2020-2021 school year. The setting most conducive to teaching and learning as well as giving feedback is face to face for consistent times each day. Because we have to plan for all possible scenarios due to COVID-19 and the potential for closures, the structure of literacy instruction may be compromised. It is also more effective to plan professional learning and resource implementation when staff is comfortable and clear on instruction. All of these situations, however, can be addressed and overcome. With the hiring of a Literacy Specialist whose sole job is to focus on literacy, we will be able to find the best ways to address these issues. The Literacy Specialist will be able to create the best situations to continue moving the work forward, regardless of the setting and meeting the needs of all of our teachers. We also have a literacy task force, made up of principals, instructional coaches, directors, and executive directors who are

committed to supporting the work of moving foundational literacy forward in Thompson School District. Through this task force, we will be able to work with small groups when necessary to continue progressing forward while still being sensitive to any required adjustments that may need to be made due to COVID-19. By having a clear plan, TSD will be able to meet these goals regardless of what our instructional settings may look like during 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
4115	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	1.00	We will be hiring a Literacy Specialist to support training, PD and implementation for all elementary schools within our district. Will train and oversee READ plans, monitor compliance, data, and growth	\$61,459.00
4117	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	218 Instructional Coach	0.00	Benefits associated with Interventionist.	\$22,556.00
4120	Technology		Instructional Program (0010-2000)	0650 Electronic Media Materials			Licenses for both iReady and Lexia for all elementary locations	\$126,104.00
4123	Summer School		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	Stipends for teachers to participate in Camp READ over June, July and August of 2021	\$19,413.00

READ Act Budget Submission

4124	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits associated with Camp READ stipends for employees who work over the summer months.	\$5,587.00
4129	Core Reading		Instructional Program (0010-2000)	0600 Supplies			We will utilize these dollars to update our curriculum to align with the new CDE guidelines. Our current program is not on the approved list and will need to be updated to impact student growth and achievement. We plan on purchasing Foundations which is on the approved list provided by CDE.	\$90,840.87
4131	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0580 Travel, Registration, and Entrance			Will provide PD opportunities to all primary teachers grounded in the Science of Reading. As we develop new curriculum these funds will also be used to support those changes as well. This PD will also allow teachers to get the required training in order to demonstrate proficiency in literacy. We will give the option of teachers to either utilizing a sub or doing this work outside of contract and paying extra hours. We estimate that we have 36 teachers who will participate in PD at approx. 24 hours each at a MOU rate of \$23.07 which works out to \$19,923 plus any associated benefits.	\$27,202.32
Allocation:								\$353,162.19
Budgeted Amount:								\$353,162.19
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$19,413.00
0200 Employee Benefits	\$5,587.00
0600 Supplies	\$90,840.87
0650 Electronic Media Materials	\$126,104.00
Budget Program Total:	\$241,944.87

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

Object Codes	Total
0100 Salaries	\$61,459.00
0200 Employee Benefits	\$22,556.00
0580 Travel, Registration, and Entrance	\$27,202.32
Budget Program Total:	\$111,217.32

Allowable Activity Totals

Activity	Total
Core Reading	\$90,840.87
PD Programming	\$111,217.32
Summer School	\$25,000.00
Technology	\$126,104.00

READ Budget Totals

READ Act Budget Submission

Allocation:	\$353,162.19
Budgeted Amount:	\$353,162.19
Funds Remaining:	\$0.00
