



**1990 - PLATEAU VALLEY 50**

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: **\$10,255**

**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.**

Plateau Valley School District will hire a reading interventionist with READ funds. The district will also purchase approved materials for assessment and intervention.

## Outcomes and Goals

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

Our school will focus on student growth and all students being at grade level in their reading performance. Our expected outcome and goals will include that students perform to meet or exceed expected growth in the reading assessments (fall to spring) on the DIBELS and NWEA. We will set goals for developing protocols for PBIS and MTSS procedures. This will allow our staff to work collaboratively to identify student needs. Training for MTSS/PBIS is tentatively scheduled to work with CDE (TBD) and will help us facilitate a leadership team. The Cowboy GRIT (PBIS) will establish tiers of intervention (1-3) to meet intervention needs for all students in the areas of reading. Ultimately, we will strive to develop targeted instruction through our programs for the students we identify through MTSS. This targeted instruction will include systems in the tiers for intervention that may include small group and one on one needs. All teachers within the PK-6 grades will have ongoing discussion, instructional planning, and evaluation of interventions. Our system will work on a monthly system of identification and evaluation for student performance. PBIS/MTSS will be utilized to ensure that all teachers and staff are working together to meet needs and assess our ability to help students growth in the areas for reading. The leadership team will also work to communicate Cowboy GRIT expectations/interventions and MTSS data as well as family support and home interventions. The model for PBIS/MTSS will be an opportunity for the home and school connection to be unified and supportive of families and Plateau Valley School working together to do what is best for students.

## Potential Barriers

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

At this point, the PBIS/MTSS trainings are tbd due to the coronavirus restrictions. The state is working closely to keep us updated on developments for upcoming trainings. They have also expressed the possibility to conduct virtual trainings. We must make sure to complete this training for all members of the leadership team. Also, a barrier for outcomes is the lack of consistent curriculum or instructional strategies to meet student needs. We will address this aspect by being unified with interventions. This will be addressed by our designated teacher, Lorena Walsh doing the coordination for MTSS analysis, interventions, and evaluation with teaching staff. Lastly, having instructional strategies that are not consistent from teacher to teacher is a concern/barrier. Again, we will address this by utilizing Mrs. Walsh as a coordinator and being diligent in our protocols for MTSS. We will be expected to all work together for consistent interventions for supporting student need.

# 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
4075	Core Reading		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.25	Our interventionist will be utilizing Amplify CLKA	\$8,361.22
4411	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for reading interventionist	\$1,893.94
Allocation:								\$10,255.16
Budgeted Amount:								\$10,255.16
Funds Remaining:								\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$8,361.22
0200 Employee Benefits	\$1,893.94
<b>Budget Program Total:</b>	<b>\$10,255.16</b>

## Allowable Activity Totals

Activity	Total
Core Reading	\$10,255.16

## READ Budget Totals

Allocation:	\$10,255.16
Budgeted Amount:	\$10,255.16
<b>Funds Remaining:</b>	<b>\$0.00</b>