



**2070 - MANCOS RE-6**

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: **\$24,356**

**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.**

We will provide summer school for eight days (two weeks) at the end of the school year. The instruction will use scientifically based or evidence based instructional programming in reading.

The Instructional Programs that will be used for summer school are:

Really Great Reading-Countdown (1st-3rd grades)

Really Great Reading-Blast (1st-3rd grades)

Really Great Reading-HD Word (2nd-3rd grades)

Wilson Reading System (1st-3rd grades)

The students who will be attending Summer School are those students who are "below" and "well below" grade level in reading based on End of the Year DIBELS scores 2021. Those students who are well below/SRD will be given priority.

We will also provide tutoring instruction for one hour on two different days each week throughout the school year. The tutoring instruction will be 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.

The Instructional Programs that will be used for tutoring are:

Really Great Reading-Countdown (Kindergarten-3rd grades)

Really Great Reading-Blast (1st-3rd grades)

Really Great Reading-HD Word (2nd-3rd grades)

Wilson Reading System (1st-3rd grades)

The students who will be invited to attend tutoring are those students who are "below" and "well below" grade level in reading based on DIBELS Benchmark scores. Those students who are well below/SRD will be given priority, and will be in Kindergarten-3rd grades.

We will be purchasing the Countdown Program for Supplemental Instructional Program provided to our students on READ Plans.

We will be purchasing software, which is included on the Advisory List of instructional programming in reading, as well as the devices needed to run the software.

Instructional Programming/Online learning will include:  
 Really Great Learning-Countdown Online (one year subscription)  
 Really Great Learning-Blast Foundations Online (one year subscription)  
 Really Great Learning-HD Word Online (one year subscription)

## 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 main purpose of reading instruction and intervention is to improve students' reading by helping increase their phonemic awareness, phonics (decoding), fluency, vocabulary and comprehension. This goal can be reached when we can first define the student's challenge in order to provide the most effective intervention. This means we specifically target our intervention to one of the five broader reading categories.

The reading goals for K-3 are as follows:

Kindergarteners will increase accuracy and fluency/speed with rhyming, first sound fluency, phoneme differentiation, phoneme counting, blending sounds, sound deletion, sound addition, sound substitution and segmenting sounds.

Kindergarteners will increase/maintain phonemic awareness and reach grade level proficiency with First Sound Fluency, which measures how well a student can hear and produce the initial sounds in words. A score of 30 first-correct letter sounds should be reached by December 2020.

Kindergarteners will increase/maintain Letter Naming Fluency by April of 2021.

Grade level proficiency should be reached by being able to name 50 upper and lower case letters that are arranged in a random order.

Kindergarteners will increase/maintain Phoneme Segmentation Fluency, which measures a student's ability to segment three and four-phoneme words into their individual phonemes fluently. For example, the word "sat" has three phonemes /s/ /a/ /t/ and this word would receive three possible points. A score of 20 phonemes (sounds) should be reached by December 2020 and 40 phonemes by April 2021.

Kindergarteners will increase/maintain alphabetic understanding/blending skills and reach grade level proficiency of Nonsense Word Fluency with 17 Correct Letter Sounds by December 2020 and 28 Correct Letter Sounds by April 2021.

First graders will increase/maintain alphabetic understanding/blending skills and reach grade level proficiency of Nonsense Word Fluency of 43 Correct Letter Sounds and 8 Whole Words Read by December 2020 and 58 Correct Letter Sounds and 13 Whole Words Read by April 2021.

First graders will increase/maintain phonics/reading skills and reach the grade level proficiency of 78% of words read accurately by December 2019 and 90% of words read accurately by April 2021.

First graders will increase/maintain fluency and reach the grade level proficiency of 23 correct words read per minute by December 2020 and 47 correct words read per minute by April 2021.

First graders will increase/maintain comprehension skills and verbally communicate key details/vocabulary of a text by using at least 15 words in a retell by April 2021.

This will be demonstrated through EOY benchmarking. (There is not a mid-year goal because not enough words are read to have a retell at MOY.)

Second graders will increase/maintain phonics/reading skills and reach the grade level proficiency of 96% of words read accurately by December 2020 and 97% of

words read accurately by April 2021.

Second graders will increase/maintain fluency and reach the grade level proficiency of 72 correct words read per minute by December 2020 and 87 correct words read per minute by April 2021.

Second graders will increase/maintain comprehension skills and verbally communicate key details/vocabulary of a text by using at least 21 words in a retell by December 2020 and 27 words in a retell by April 2021.

Third graders will increase/maintain phonics/reading skills and reach the grade level proficiency of 96% of words read accurately by December 2020 and 97% of words read accurately by April 2021.

Third graders will increase/maintain fluency and reach the grade level proficiency of 86 correct words read per minute by December 2020 and 100 correct words read per minute by April 2021.

Third graders will increase/maintain comprehension skills and verbally communicate key details/vocabulary of a text by using at least 26 words in a retell by December 2020 and 30 words in a retell by April 2021.

Third graders will increase/maintain reading fluency, accuracy and comprehension by reaching the grade level DAZE proficiency of 11 correct words by December 2020 and 19 correct words by April 2021. Daze is a reading fluency task in that student responses are timed for three minutes, and the stronger a reader the student is, the more correct words they will encounter in that three-minute timing. Daze is also an indicator of reading comprehension and accuracy (phonics), as completing the task requires students to understand what they are reading, thus reading the words accurately.

## Potential Barriers

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

Possible barriers and solutions could include:

1. Teaching/learning time lost from March-May 2020: If we have to continue to teach online/virtually, due to COVID-19, then this will have a big impact on our SRD students. The solution is again bigger than what we as a district can solve. However, we will continue to implement RTI and meet students' individual academic, social, and emotional needs. We will include parents, teachers, specialists, nurse, counselor, administration, and community resources.
2. Technology: Not all students have equal access to computers and Internet. Whether we are teaching in school or virtually, we know that students benefit from technology. Since many of our students are at the poverty level, or live in very rural areas, they miss out of the benefits of technology to their educational experience. As part of our solution, the Mancos School District provides chrome books to each student and tries to help all families have access to the Internet.
3. COVID-19 changes: We know this will be an unpredictable year. The solution will be to stay flexible and knowledgeable.

# 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 |
|--------|--------------------|-----------------------|-----------------------------------|------------------------|-----------------|------|--|------------------|
| 3702   | Summer School      |                       | Instructional Program (0010-2000) | 0100 Salaries          | 000 Other       | 0.02 | Funding for teachers to provide instruction during Summer School. The summer school literacy program will service only students enrolled in K-3 who have an SRD or students below grade level if space is available. The instructional programs that will be used for summer school are: Really Great Reading-Countdown (Kindergarten-3rd grades), Really Great Reading-Blast (1st-3rd grades), Really Great Reading-HD Word (2nd-3rd grades), and Wilson Reading System (1st-3rd grades). | \$4,900.00       |
| 3704   | Summer School      |                       | Instructional Program (0010-2000) | 0200 Employee Benefits | 000 Other       | 0.00 | Funding for teachers to provide instruction during Summer School. The summer school literacy program will service only students enrolled in K-3 who have an SRD or students below grade level if space is available.   | \$1,095.15       |
| 3707   | Tutoring Services  |                       | Instructional Program (0010-2000) | 0100 Salaries          | 000 Other       | 0.02 | Funding for teachers to provide tutoring services throughout the school year that instruction is focused on increasing students' foundational reading skills.  | \$9,300.00       |

READ Act Budget Submission

|                  |                   |  |  |                        |           |      |  |             |
|------------------|-------------------|--|--|------------------------|-----------|------|--|-------------|
| 3708             | Tutoring Services |  | Instructional Program (0010-2000)                              | 0200 Employee Benefits | 000 Other | 0.00 | Funding for teachers to provide tutoring services throughout the school year that instruction is focused on increasing students' foundational reading skills.  | \$2,078.55  |
| 3709             | Other Services    |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies          |           |      | Funding will provide other targeted, evidence-based or scientifically based intervention services to students who are receiving instructional services, which services are approved by the department. Specific supplies include: Really Great Reading: Countdown Lesson Plan Teacher Guide Sets, Countdown Workbooks, Countdown Sort and Play Card Decks, Countdown Online Subscription, Blast Lesson Plan Teacher Guide Sets, Blast Workbooks, Blast Online Subscription, HD Word Lesson Plan Sets, HD Word Workbooks, HD Word Online Subscription; Wilson Reading System: Foundations Fluency Kits Level 1 and 2, Home Support Packs K-3, Foundations Teacher Kits (K-3). | \$6,216.11  |
| 3714             | Technology        |  | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0600 Supplies          |           |      | 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. Instructional programming/online learning will include: Really Great Learning-Countdown Online (one year subscription), Really Great Learning-Blast Foundations Online (one year subscription), Really Great Learning-HD Word Online (one year subscription).  | \$700.00    |
| Allocation:      |                   |  |  |                        |           |      |  | \$24,356.01 |
| Budgeted Amount: |                   |  |  |                        |           |      |  | \$24,289.81 |
| Funds Remaining: |                   |  |  |                        |           |      |  | \$66.20     |



# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

| Object Codes                 | Total              |
|------------------------------|--------------------|
| 0100 Salaries                | \$14,200.00        |
| 0200 Employee Benefits       | \$3,173.70         |
| <b>Budget Program Total:</b> | <b>\$17,373.70</b> |

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

| Object Codes                 | Total             |
|------------------------------|-------------------|
| 0600 Supplies                | \$6,916.11        |
| <b>Budget Program Total:</b> | <b>\$6,916.11</b> |

## Allowable Activity Totals

| Activity          | Total       |
|-------------------|-------------|
| Other Services    | \$6,216.11  |
| Summer School     | \$5,995.15  |
| Technology        | \$700.00    |
| Tutoring Services | \$11,378.55 |

## READ Budget Totals

|                         |                |
|-------------------------|----------------|
| Allocation:             | \$24,356.01    |
| Budgeted Amount:        | \$24,289.81    |
| <b>Funds Remaining:</b> | <b>\$66.20</b> |