COLORADO
Department of Education

READ Funding Allocations

2395 - BRUSH RE-2(J)

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: **$64,736**

Accept or Decline 2020-2012 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.

Intervention teachers will be paid for a portion of their salaries to be used as instructional coaches in each building. During their time as coaches, they will be observing teachers and meeting with teachers to provide them with instructional strategies to meet the needs of students on READ plans. They will help them with planning for small group reading and for creating modifications or accommodations for students on READ plans. They will also provide teachers with help to write the READ plans, making them living documents and not just compliance documents. They will be helping teachers to hold themselves accountable to the strategies they write into READ plans and will be helping teachers to stick to progress monitoring schedules, knowing what kinds of changes to instruction should be made, according to the progress monitoring scores.

To provide evidence of research based and data driven accountability, we will require the interventionists to go to the teachers trainings from Amplify and then to use some of their coaching time with each teacher to go through their data and to help teachers make decisions on grouping and instruction based on that data. We will be using Acadianc Reading and AMPLIFY training, along with Sonday, which is OGI based and again scientifically proven. Intervention teachers will be trained using scientifically and evidenced based reading programs and will use their knowledge from those programs to coach teachers and ensure best first instruction is taking place in all classrooms. We will also conduct book study on coaching, called The Leader's Guide to Coaching in Schools in order to support our interventions time as coaches.

Outcomes and Goals

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

Beaver Valley will reduce the number of READ plans from the recorded number in 2019 of 30.2% to 20% and Thomson Primary will reduce the number of students on Read Plans to less than 25%s in every grade level by the end of the school year as measured by Acadiance Reading benchmark testing. Coaches will be working with

individual teachers to use their progress monitoring data to reduce these numbers, as well as making instructional decisions after each PM to determine adjustments.

Potential Barriers

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

Potential barriers would include low attendance, lack of parental support, and social/emotional issues. To overcome them, we will continue to pursue truancy in cases where needed. We will put students on READ plans through the RtI process to gain parental support and to bring about solutions for attendance and to prevent retention. We will also be implementing a social/emotional response team and training for teachers to address social/emotional issues.
Another potential barrier for this upcoming year would be the lack of direct instruction due to COVID 19 closures. We feel by having interventionists coach teachers we will be able to better identify needs earlier and implement appropriate interventions and strategies for individual students.

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
3625	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	0.20	We have 5 intervention teachers that will be paid with 1/5 of the read funds towards their salary as a reading/instructional coach to coach K-3 grade teachers. The coaches have been trained in multiple areas of reading which include: Amplify ELAT Data Analysis, Sonday System (Orton Gillingham based), 95%, Pioneer Valley, ELL Reading strategies, Guided Reading, Reading Workshop, Powerful Strategies to Boost the Success of Your Struggling Readers, Wonders Core Reading Program, Reading Triage, etc.	$12,947.14

3626	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	0.20	We have 5 intervention teachers that will be paid with 1/5 of the read funds towards their salary as a reading/instructional coach to coach K-3 grade teachers. The coaches have been trained in multiple areas of reading which include: Amplify ELAT Data Analysis, Sonday System (Orton Gillingham based), 95%, Pioneer Valley, ELL Reading strategies, Guided Reading, Reading Workshop, Powerful Strategies to Boost the Success of Your Struggling Readers, Wonders Core Reading Program, Reading Triage, etc.	$12,947.14
3627	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	0.20	We have 5 intervention teachers that will be paid with 1/5 of the read funds towards their salary as a reading/instructional coach to coach K-3 grade teachers. The coaches have been trained in multiple areas of reading which include: Amplify ELAT Data Analysis, Sonday System (Orton Gillingham based), 95%, Pioneer Valley, ELL Reading strategies, Guided Reading, Reading Workshop, Powerful Strategies to Boost the Success of Your Struggling Readers, Wonders Core Reading Program, Reading Triage, etc.	$12,947.14
3628	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	0.20	We have 5 intervention teachers that will be paid with 1/5 of the read funds towards their salary as a reading/instructional coach to coach K-3 grade teachers. The coaches have been trained in multiple areas of reading which include: Amplify ELAT Data Analysis, Sonday System (Orton Gillingham based), 95%, Pioneer Valley, ELL Reading strategies, Guided Reading, Reading Workshop, Powerful Strategies to Boost the Success of Your Struggling Readers, Wonders Core Reading Program, Reading Triage, etc.	$12,947.15

3629	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	0.20	We have 5 intervention teachers that will be paid with 1/5 of the read funds towards their salary as a reading/instructional coach to coach K-3 grade teachers. The coaches have been trained in multiple areas of reading which include: Amplify ELAT Data Analysis, Sonday System (Orton Gillingham based), 95%, Pioneer Valley, ELL Reading strategies, Guided Reading, Reading Workshop, Powerful Strategies to Boost the Success of Your Struggling Readers, Wonders Core Reading Program, Reading Triage, etc.	$12,947.15

Allocation:	$64,735.72
Budgeted Amount:	$64,735.72
Funds Remaining:	$0.00

Budget Summary

Budget Program Totals

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

Object Codes	Total
0100 Salaries	$64,735.72
Budget Program Total:	**$64,735.72**

Allowable Activity Totals

Activity	Total
PD Programming	$64,735.72

READ Budget Totals

Allocation:	$64,735.72
Budgeted Amount:	$64,735.72
Funds Remaining:	**$0.00**