



2710 - MEEKER RE1

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: **\$23,715**

**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.**

Meeker Re-1 School District plans to use READ Act funds to build on its already existing comprehensive literacy program (well-prepared teachers and interventionist, adequate instructional time, instructional resources, an assessment system to ensure consistency, and opportunities for parents and families to participate in their student's instruction) and will use READ Act. funds to support intervention services for K-3 students identified as having a significant reading deficiency. Meeker Re-1 will implement the following allowable uses for the per pupil intervention moneys: To operate a summer school literacy program (using the following interventions SIPPS, Heggerty K-2, and Kilpatrick 1 minute activities to support Tier II phonemic awareness), to partially fund the purchase of a core reading instructional program that is included on the Advisory List of instructional programming in reading, to offer scientifically based or evidence based intervention services to students with significant reading deficiencies(In addition to 115 minutes of uninterrupted core reading instruction, students receive no less than 30 minutes daily of targeted instruction.. During this "flood" time, students are differentiated by skill level and receive research-based Tier II interventions in small groups. Below benchmark students receive Tier II intervention support from K-2 classroom teachers using Orton Gillingham and 3rd grade classroom teachers using Lexia Core 5. Well-below benchmark students are receiving intervention support from the Title I Reading Interventionist using SIPPs. All programs are solid in PA and phonics. Data is examined monthly to determine if students continue in the same groups for intervention or if they need to be moved to a more challenging level. A third dose of instruction (Tier III) is given each day for those students who qualify-- Title I provides double-dip in letter naming fluency, phonics, and phonemic awareness; while SPED utilizes Wilson Reading System and vowel-circle instruction.), to provide professional development to support educators in their knowledge of scientifically and evidence based reading practices (PD through Growing Educational Practice who is on CDE's approved list of PD), and to purchase a two year subscription and training for two teachers in Lexia Reading Core 5.

### Outcomes and Goals

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

Meeker Re-1 School District's expected outcomes after implementing the allowable activities are to reduce our SRD students by 50% as measured by DIBELS from the BOY to EOY in the 2020-2021 school year. In MOY of the 2019-2020 school we had 21% or 65 of our 322 students SRD. We predict due to the pandemic that there will be more SRD upon the return to school in August. By the end of 2020-2021 school year we will have 11% SRD or 33 or less students. Additionally, we expect a teacher level or classroom level change. We predict to have 87% fidelity to planned instruction as measured by GEP walkthrough data. Principal data from walkthroughs and observations will be used anecdotally.

## Potential Barriers

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

The following are two priority performance challenges and current potential barriers in reaching our expected outcomes..1) Meeker Re-1 School District's at-risk populations (SpEd, ELL, F/R Lunch Eligible) continue to lag behind their peers in academic achievement. 2) Meeker Re-1 School District continues to have overall flat trends in Reading and Language Arts academic achievement. Meeker Re-1 School District has identified root causes and created steps to address the low performance of at-risk populations (SpEd, ELL, F/R Lunch Eligible) and the overall flat trend in Reading and English Language Arts academic achievement. Some of the root causes include--lack of consistency in targeted interventions, lack of consistency in retaining quality professionals who work with at-risk population, barriers in fostering strong relationships between home and school with at-risk population, and inconsistent shared ownership of student learning between regular education and at-risk education. Some of the action steps Meeker Re-1 is taking to address these barriers--Meeker Re-1 will continue maintaining "student learning" as a primary focus. We understand that effectiveness of our instructional approach is dependent on a number of factors and Meeker Re-1 will closely monitor and engage in conversations and professional development on the importance of scientifically based or evidence-based reading instruction. Meeker Re-1 is committed to improving the effectiveness of our teachers while also improving the consistency of our intervention resources. Meeker Re-1 has implemented a consistent set of classroom expectations called "Teaching Best Practices," and will support teachers with ongoing training in lesson planning, lesson delivery, daily lesson routines, lesson pacing, authentic student engagement, and communication with parents; to better ensure consistency not only our literacy program but in all programs.

# 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
3391	Other Services	Lexia Reading Core5 (Intervention Programs)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Meeker Re-1 will spend a portion of it's READ Act funds on Lexia Reading Core 5 yearly subscription. Lexia Reading Core 5 Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5(Although the program can be used K-5, Meeker is using the program K-3; K-2 classrooms using Lexia Core 5 to support all students, Below benchmark students receive Tier II intervention in 3rd grade classroom teachers using Lexia Core 5.). Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Two year subscription gave us substantial savings per seat. 195 seats(K-3) at \$35.13 per seat = \$13,700 for 2 years.	\$13,700.00

READ Act Budget Submission

3394	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.38	Meeker Re-1 will use a portion of it's READ Act funds to operate a K-3 summer school literacy program to service students who have SRDs with targeted, evidence based intervention services--SIPPS, Heggerty for K-2 for Phonemic awareness, and Kilpatrick 1 minute activities to support Tier II phonemic awareness. ) 4 Teachers at \$30 per hour. 4 hours per day. 3 weeks (12 days) 12 days X 4 hours per day X 4 teachers X \$30 = \$5760. 1 Para-professionals at \$20 per hour for 48 hours. 48 hours X \$20 per hour = \$960. FTE Calculation: 12 days/160 days = .075 per employee X 5 employees = .375 Total FTE	\$6,110.00
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3567	Core Reading		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			<p>In support of all tiers of instruction and upon the advice of our our Early Literacy PD coach from Growing Educational Practices, Meeker Re1 would like to use a portion of READ Act funds to purchase classroom sets of decodable books for K-2. The Meeker District teacher professional development and coaching by Growing Educational Practices provided staff the knowledge and skills to enhance our current core reading program, ReadyGEN (previously on CDE's approved list but no longer on the list...we are transitioning to Wonders 2020), using Enhanced Core Reading Instruction (ECRI) and every student having 30 minutes per day in an appropriate decodable. This will make for an easy fluid transition to a new CDE approved core reading program, Wonders 2020, with supporting ECRI materials and decodables in the Fall of 2021. Meeker's Tier I instruction includes 115 minutes of uninterrupted core reading instruction, with approximately half of the time in whole group instruction and half of the time in small group instruction. The composition of this literacy block provides explicit instruction around reading foundational skills and in minimum competency expectations by grade level based on the Colorado Academic Standards (CAS). The following will be used to fill the gap of our ReadyGEN and supplement our Wonders2020.....Kindergarten: 24 boxes, 8 boxes per classroom, Bob Books Set 1. First Grade: High Noon Dandelion Launchers Set 1 and 2, 18 boxes of each, 6 boxes per classroom. Second Grade: High Noon Moon Dog Series 1, 18 boxes, 6 boxes per classroom. These decodables are</p>	\$2,539.07
4395	Summer School		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits		0.00	Employee benefits for the operation of summer school K-3 students with SRDs. Summer 2020	\$1,366.00



READ Act Budget Submission

	Allocation:	\$23,715.07
	Budgeted Amount:	\$23,715.07
	Funds Remaining:	\$0.00

# Budget Summary

## Budget Program Totals

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

Object Codes	Total
0100 Salaries	\$6,110.00
0200 Employee Benefits	\$1,366.00
0600 Supplies	\$16,239.07
<b>Budget Program Total:</b>	<b>\$23,715.07</b>

## Allowable Activity Totals

Activity	Total
Core Reading	\$2,539.07
Other Services	\$13,700.00
Summer School	\$7,476.00

## READ Budget Totals

Allocation:	\$23,715.07
Budgeted Amount:	\$23,715.07
<b>Funds Remaining:</b>	<b>\$0.00</b>