



3120 - GREELEY 6

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: **\$820,413**

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.

READ Act Interventionists would support all elementary schools, specifically Kindergarten through 3rd-grade literacy providing direct intervention service to students $\frac{3}{4}$ of the day and $\frac{1}{4}$ of the day provide coaching and professional development support. These interventionists would:

- Provide intervention support to a caseload of students with a significant reading deficiency
- Support students identified with a significant reading deficiency (SRD) indirectly through the systems of support with the coach service building and professional development
- Support classroom teachers, administrators, and interventionists to develop and deepen knowledge around best practice in early literacy development and implement effective programming, interventions, and instruction
- Work closely with the district instructional team, district instructional coaches, and lead instructional coach to provide critical collaboration and focus on students identified SRD
- Provide professional development opportunities for the new 45-hour teacher training requirements per the revised READ Act
- Support pathway 2 and 3 options for students with disabilities within the READ Act
- Support building data analysis and monitor progress using the interim assessment and diagnostic assessment for the READ Act (both achievement and growth)
- Support goal setting for students, within READ plans and pathways of progress, that are attainable, meaningful, and ambitious

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 district outcome of implementing these interventionists is to reduce the number of students identified as SRD that are served by the interventionists by 80%. Also moving 80% of all students out of well below benchmark to below benchmark or

benchmark. Finally, all K-3 teachers of reading will be trained in evidence-based reading.

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 to reaching these goals will be proper placement and intervention supports. With this barrier in mind, the Director of Assessment and lead coach will work closely with the interventionists to carefully select students for the caseload and strategically plan for intervention supports based on data. Another barrier could be the possibility of returning to a remote setting during the school year based on COVID19. The assessment team will plan for how interventionists will continue to support students in a remote way as well as professional development and coaching supports in case that is needed. Finally, a barrier to the teacher training is the timeline and not having planned for a district-approved professional development yet. The assessment team along with the department of professional development will begin work in the fall to create a district professional development that meets the CDE requirements. The team will submit the PD for CDE approval and deliver the PD in the summer of 2021

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
4110	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	7.00	READ Act Specialists would support all 16 elementary schools, specifically Kindergarten through 3rd grade literacy providing direct service to students $\frac{3}{4}$ of the day at one building and $\frac{1}{4}$ of the day provide coaching support at their partner building.	\$478,967.60
4111	Core Reading		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Provide benefits (life insurance, Medicare, PERA, health, dental, and vision insurance) for our Interventionists.	\$160,549.05

READ Act Budget Submission

4148	Core Reading		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	<p>Primary grades interventionist for Union Colony Prep School will perform the following duties - Gather, organize, and interpret assessment data on identified students; Utilize best practice instructional strategies and research-based intervention curriculum materials to meet the learning needs of identified students; Model the use of intervention strategies, through use in the classroom, to general and special education teachers; Analyze existing student achievement data and administer student assessment and progress monitoring instruments as needed to aid in progress monitoring of students; Serve on the building level MTSS team and participate in weekly MTSS meetings and data analysis meetings; Provide leadership for these meetings in collaboration with the K-2 Reading Specialist; Collaborate with classroom teachers, building administrators, and parents when designing interventions; and Maintain accurate student records, parent communications records and student progress data reports.</p>	\$50,497.59
------	--------------	--	-----------------------------------	---------------	-----------------------------	------	---	-------------

READ Act Budget Submission

4214	Core Reading		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	READ act specialist to support elementary students, specifically kindergarten through 3rd grade literacy. Direct services to students and coaching support for the 2020-2021 school year at Frontier Academy Charter School	\$27,486.03
4215	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			Salida del Sol Academy Charter School will purchase Sipps 3e Intervention and/or provide approved targeted, evidence-based or scientifically based intervention services to students. This purchase will be through the Center for the Collaborative Classroom.	\$16,848.00
4216	Core Reading		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	K-5 reading intervention teacher to develop, plan, prepare, and implement reading intervention strategies, individualized programs of instruction (large, small, and one-on-one situations), and create a classroom environment which maximizes instructional opportunity. In doing so, she assists teachers with diagnosing intervention needs and coordinates lesson plans detailing methods and materials needed to achieve intervention goals at University Charter School.	\$40,909.44

READ Act Budget Submission

4217	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals		The purchase of Lexia Core 5 Reaching Curriculum to support instruction for kindergarten students. This funding is specific to West Ridge Academy Charter School.	\$2,556.84
4369	Core Reading		Instructional Program (0010-2000)	0650 Electronic Media Materials		Salida del Sol Academy will purchase core reading instructional programs (all digital software) through Reading Wonders 2020 Version. This program will be used not only in the traditional school year, but also for summer school. This purchase will be made through McGraw Hill.	\$42,598.53
Allocation:							\$820,413.08
Budgeted Amount:							\$820,413.08
Funds Remaining:							\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$597,860.66
0200 Employee Benefits	\$160,549.05
0640 Book and Periodicals	\$19,404.84
0650 Electronic Media Materials	\$42,598.53
Budget Program Total:	\$820,413.08

Allowable Activity Totals

Activity	Total
Core Reading	\$341,445.48
PD Programming	\$478,967.60

READ Budget Totals

Allocation:	\$820,413.08
Budgeted Amount:	\$820,413.08
Funds Remaining:	\$0.00