



0190 - BYERS 32J

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: **\$37,175**

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.

The use of Curriculum Associates Ready Read program allows staff to monitor student progress toward reading competency. Students are screened using a state-approved universal screener and then their scores are measured against state-established cut-points to determine if they are at risk of developing a significant reading deficiency. Students at risk are further assessed with a secondary tool (DIBELS Next) to enable accurate placement into teacher-led intervention groups based on their reading assessment data. Students attend daily intervention sessions designed to close their reading gaps. These sessions are based on Ready Read research-based lesson plans and student progress is monitored to ensure that their interventions are rigorous and of sufficient duration to initiate and sustain change in student reading success. Ready Read is an allowable use of funds and is central to our student's success in closing reading gaps.

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 expected outcomes are for each student identified as having a significant reading deficiency to meet or exceed their 'stretch growth' by the end of the school year progress monitoring window. Students with or at risk for SRD are behind same-age peers when it comes to reaching reading development milestones. In the Ready Read program, that is defined as a below-grade level reading achievement. Stretch Growth for below-grade level students is an ambitious but attainable level of annual growth that puts below-grade level students on a path toward proficiency. As reading proficiency and closing the reading achievement gap for these students is the ultimate goal of the program, we will use the attainment of stretch growth as a measure toward a return to progress toward reading proficiency.

Potential Barriers

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

We face several potential barriers to meeting our expected outcomes and goals. Among the top barriers we face are parent or student reluctance to engage in reading interventions and overcoming the physical distance between our teachers and our students.

To overcome student and parent reluctance, we are heavily investing in relationship building activities between teachers and students and parents. These relationships are virtual, but are actively based on building trust, establishing a classroom environment that is safe for all learners, and developing a 'no shame' atmosphere that seeks to meet every student's learning needs. Teachers accomplish this through high quality written and verbal communication, frequent interactive conversations via phone and text, and a kind and consistent approach to problem-solving when issues arise.

Overcoming the physical distance is approaching in a similar manner. Actively working to create safe learning environments is critical to encouraging effective learning engagement for all learners. This is imperative for students with SRD as they sometimes feel disenfranchised or left behind by their prior schools and classrooms.

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
4073	Technology		Instructional Program (0010-2000)	0650 Electronic Media Materials			K-3 Curriculum Associates iReady license - license allows for 175 K3 students to access iReady for the year of which approximately 75 are estimated to be SRD	\$6,300.00
4074	Other Services		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			K-3 Reading targeted intervention services contracted with the district and assumes the ability to serve approximately 75 students over 30 weeks for approximately 45-60 minutes per week. These are contracted services, not a salary FTE position.	\$30,874.97
Allocation:								\$37,174.97
Budgeted Amount:								\$37,174.97
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0300 Purchased Professional & Technical Services	\$30,874.97
0650 Electronic Media Materials	\$6,300.00
Budget Program Total:	\$37,174.97

Allowable Activity Totals

Activity	Total
Other Services	\$30,874.97
Technology	\$6,300.00

READ Budget Totals

Allocation:	\$37,174.97
Budgeted Amount:	\$37,174.97
Funds Remaining:	\$0.00