



0250 - SPRINGFIELD RE-4

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: **\$11,537**

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.

Springfield School District will use our READ Act funds to pay for a portion of salary for a reading interventionist who is trained in the teaching of foundational reading skills. This teacher will work with small groups focusing on K-3 students who need intensive intervention. This interventionist will have access to necessary student reading assessment scores to help determine a plan for each intensive student or groups of students. The reading interventionist will collaborate with K-3 teachers on research based reading interventions. This will help guide classroom teachers in their own classrooms when they are providing whole class and small group reading instruction.

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 that more students who need intensive intervention will be seen more often during the school week when we use this interventionist. These students will begin to show growth in reading fundamentals. Our goal is to support classroom teachers with this reading interventionist to help support low achieving students' needs.

Potential Barriers

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

Right now, the biggest potential barrier would be COVID-19. This is causing an uncertainty of how the school year will begin and continue to go. I am not sure if we have an answer to try to overcome this barrier. If necessary, the reading interventionist could possibly hold online zoom meetings with students to work on

reading skills.

Another barrier is we will have more students needing services than we initially thought. If this is the case, we will have to get creative with the interventionist's schedule so she is able to service as many students as possible throughout the week.

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
3982	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	0.50	READ Act funds will be used for a reading interventionist who is trained in fundamental reading skills. Interventionist will focus on K-3 students who are in need of intensive reading intervention. Reading interventionist will use the following research based programs with students: DIBELS Next Resources & IStation. Approximately 20 students will be seen for 30 minutes a day either individually or in small groups.	\$11,537.06
Allocation:								\$11,537.06
Budgeted Amount:								\$11,537.06
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

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

Object Codes	Total
0100 Salaries	\$11,537.06
Budget Program Total:	\$11,537.06

Allowable Activity Totals

Activity	Total
Other Services	\$11,537.06

READ Budget Totals

Allocation:	\$11,537.06
Budgeted Amount:	\$11,537.06
Funds Remaining:	\$0.00