



0580 - SOUTH CONEJOS RE-10

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: **\$9,614**

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 funds will be use to provide professional development with Kristy Khouri Consulting for our new Wonders reading curriculum. She will be working with the teachers to show them how to use ConnectEd; which is an online tool through Wonders which will be used during the school year to provide online instruction for the students in their core reading and small group interventions to build up their foundational reading skills in which the students may be deficient in. Teachers receiving professional development will learn how to incorporatae placement tests such as the Wonders reading inventory and tests, SIPPS diagnostic test, Acadience testing, PAST test and a progress monitoring schedule to determine what interventions will be needed in one to one interventions or small groups in their day to day instructional teaching time.

The teachers and Kristy will be looking in more depth on how the Wonders curriculum aligns with the state standards. They will start developing a structured day to day curriculum that will incorporate the standards and the curriculum with each grade level to make sure they are meeting the needs of each student at each targeted area for small group instruction, interventions and whole group instruction using the curriculum and intervention programs; this will help ensure they are targeting all the areas that is needed for reading in their grade level, so when they advance to the next grade level and the teacher will not have to go back to catch up the student in the reading skills they lacked from the following year.

Outcomes and Goals

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

Outcome and goals it to have a rough draft of the day to day curriculum developed and use it while it is being constructed so the teachers can change the day to day instruction for improvements and make it a better curriculum in their teaching of reading. The teachers will have the core curriculum, interventions programs and placement tests in place every year so they are not finding or relying on outside resources to try to figure out what is needed to place and determine what reading interventions is needed for their students.

By the following year the rough draft of the day to day curriculum is completely developed and being used by every teacher in the elementary and only modifying pieces of the curriculum as needed. After year three the teachers will have a final day to day curriculum to implement in their classroom.

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:

If COVID 19 is still in progress this will be the main barrier for reaching our outcomes and goal.

* If the students are not able to return to the classroom to get direct instruction in Wonders and how to use Connect Ed this will create a set back for using Wonders and some of the intervention programs.

* If teachers are unable to do one to one placement test with students this will create another set back in knowing what reading deficiencies the students have in reading.

* Not all students have internet access and will be able to participate in Google Classroom instruction with the teachers.

* Students will not know how to use Google classroom or Connect Ed without training. Parents will also need to be trained so they can help student log in for the set times with the teachers.

Overcome barriers:

* The teachers and Kristy Khouri will still continue developing the day to day curriculum by visiting on Zoom or Google Hangouts. The teachers will try to incorporate what they have developed with the students through Google Classroom.

* Students who need internet service will be provided with a hotspot and a chromebook so they can participate in Google Classroom.

* Parents will be trained in small groups of no more than 6-9 parents at a time to know how to help their child at school and will be given a phone number to call for any help they may need after the training.

* Testing may be done on an appointment basis with the teacher at school to get the testing completed so they can know how to place the child for interventions.

* A daily schedule will be provided to the teachers and parents when whole group, small group and interventions will take place.

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
3538	Other Services		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			READ Funds will pay Kristy Khouri Consultant to work with teachers on Connect ED an online resource for Wonders the reading curriculum the school is using. The teachers will be trained on how to use Connect ED with their students and parents now during the COVOD 19 crisis. This will help provide online materials, reading, and writing to the students using Wonders digitally.	\$9,614.22
Allocation:								\$9,614.22
Budgeted Amount:								\$9,614.22
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0300 Purchased Professional & Technical Services	\$9,614.22
Budget Program Total:	\$9,614.22

Allowable Activity Totals

Activity	Total
Other Services	\$9,614.22

READ Budget Totals

Allocation:	\$9,614.22
Budgeted Amount:	\$9,614.22
Funds Remaining:	\$0.00