



0970 - CALHAN RJ-1

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: **\$10,896**

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 selected allowable activities will be implemented as:

- * Wonders Reading curriculum will be implemented in grade 3 along with Orton Gillingham and EL.
- * Really Great Reading/ Blast will be used by our reading interventionist and SPED teacher as a supplemental program in grades k-3 for students with an SRD. These programs will be used in small group settings.
- *LETRS training for k-3 classroom teachers

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 expected outcomes and goals are as follows:

- *The Wonders Reading Curriculum coupled with continued Orton Gillingham implementation will provide a high quality curriculum that incorporates the 5 components of teaching reading. The goal is to raise Dibels reading scores in all tests and subtests for students in grade 3 to ensure that all students are at grade level according to EOY Dibles assessment. Showing 0.9 months of academic growth is also an expected outcome/goal.
- *The goals for utilizing Really Great Reading/Blast is to assist in getting students receiving SPED/reading intervention in grades K-3 to score at grade level according to Dibels Reading assessment. Showing 0.9 months of academic growth is also an expected outcome/goal.
- *The goal for LETRS professional development will be to ensure that grade k-3 classroom teachers will have the tools to present high quality evidence-based reading instruction and that reading scores will increase according to EOY Dibels assessment and that students show 0.9 months of academic growth.

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 in reaching expected outcomes and goals are as follows:

*COVID-19 could be a potential barrier if our school is instructed to transition into remote learning. Much instruction is lost during remote learning since the student/teacher interaction is limited as compared to in person instruction.

*Transient students could be a barrier as well. Students that enter our school district with instruction lacking Orton Gillingham, a high quality reading curriculum, and/or intense reading intervention could be barrier in reaching our outcomes/goals.

*Due to COVID-19, many students may return to school lacking grade level skills. These students may be lacking academic skills according to grade level standards/expectations. This barrier coupled with the typical summer slide may create a bigger learning gap compared to previous years for some students.

Plans for overcoming these barriers are as follows:

*To overcome barriers presented due to COVID-19, teachers will make one on one teaching more intentional during remote learning and intervention groups will increase with instruction provided by reading interventionist during remote learning. Identification of students with an increased learning gap will be take place earlier in the beginning of the year with interventions taking place earlier as well.

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
4044	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			Wonders 3rd grade reading curriculum.	\$397.31
4046	Technology		Instructional Program (0010-2000)	0650 Electronic Media Materials			Interventionist /SPED online reading curriculum (Blast from Really Great Reading)	\$285.00
4047	PD Programming		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			LETRS Training for grade k-3 classroom teacher, SPED teacher, and reading interventionist.	\$8,517.60
4323	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals			Accelerated Reader class set of readers ranging from grade 0.4-2.1 book level. These books will be used to accelerate student reading according to data collected from STAR Early Literacy.	\$650.73
4327	Core Reading		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals			Materials for grades K-2 EL Core Reading Curriculum.	\$1,045.47
Allocation:								\$10,896.11
Budgeted Amount:								\$10,896.11
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0300 Purchased Professional & Technical Services	\$8,517.60
0640 Book and Periodicals	\$397.31
0650 Electronic Media Materials	\$285.00
Budget Program Total:	\$9,199.91

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

Object Codes	Total
0640 Book and Periodicals	\$1,696.20
Budget Program Total:	\$1,696.20

Allowable Activity Totals

Activity	Total
Core Reading	\$1,442.78
Other Services	\$650.73
PD Programming	\$8,517.60
Technology	\$285.00

READ Budget Totals

Allocation:	\$10,896.11
Budgeted Amount:	\$10,896.11