



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: **\$336,498**

**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.**

(3944) The district will allocate READ funds to each of the district's 8 elementary schools for up to a 0.5 FTE (\$37,500) for K-3 reading intervention. Buildings will have the flexibility to identify if this instruction is best provided by a 0.5 FTE or as hourly reading intervention. Reading interventionists will provide targeted structured literacy instruction for K-3 students identified as SRD or students performing below grade level (as space allows) which incorporates explicit and systematic instruction in phonological awareness, phonics, vocabulary, fluency and comprehension. Interventionists will use Wonders 2020 curricular resources to provide structured literacy instruction. Training will be provided for reading interventionists to support effective and research-based instruction.

(3972/3973) During the summer of 2020 and 2021, the district will utilize READ funds to operate a summer literacy clinic for K-3 students identified as SRD or students performing below grade level (as space allows). The literacy clinic will run for two weeks in June and two weeks in July, five days a week, for four hours each day (running parallel to the district summer school program). 2020-2021 READ funds will pay the hourly salary of four reading interventionists in July 2020 and June 2021. Interventionists will provide targeted, explicit, and systematic structured literacy instruction that build student skills in phonemic awareness, phonics, vocabulary, fluency and comprehension. Students will be assessed at the beginning and end of the literacy clinic. Assessments will include Acadience Reading measures (to identify student growth and instructional efficacy) as well as ongoing formative assessment (to guide daily instructional decision-making). All interventionists will be trained to ensure that instruction is effective and research-based.

(3974) The district will utilize READ funds to support the purchase of Wonders 2020 core instructional materials for K-3 teachers and students. These materials potentially include teacher's editions, instructional resources, and student materials. Teachers and students will systematically utilize these research-based resources to engage in core and small group instruction and intervention for K-3 students.

Any remaining budget allocation for 2020-2021 and previous year's Roll-Over READ Funds will be utilized for the following purchases: (Budget Narrative Update - 3/31/2021):

- 1) Amplify Reading Subscription for Kindergarten and 1st Grade Students: \$3600
- 2) Literacy Resources Heggerty Phonemic Awareness Books - \$1785

- 3) LETRS Volume 1 and Volume 2 Training - Professional Development Participant Subscriptions purchased from Voyager Sopris -\$29,152
- 4) Bridges to Literacy - The Talking Classroom, with Judi Dodson - 3 training sessions for K-3 teachers to provide specific strategies and resources for empowering a language rich environment (CDE approved 12/22/2020) - \$2000
- 5) Purchase of Fifty Nifty Speak and Listening Activities Promoting Oral Language and Comprehension for participants of The Talking Classroom - \$2297
- 6) Acadience Reading Assessment Training for New Teachers - 2 Certified Presenters - \$700 (salary and benefits)
- 7) McGraw Hill Wonders 2020 Student and Teacher Materials for K-3 - \$9302

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's expected outcome and goal is to increase the percentage of students performing at grade level expectations and decrease the percentage of students identified as SRD. In June of 2019, 71% of K-3 students scored in the at or above benchmark categories on the DIBELS Next end of year assessment; approximately 18.2% of K-3 students were identified as SRD. (June 2020 data is not available due to COVID-19 school closures.)

The district goal is to increase the percentage of students scoring in the at or above benchmark categories to 80% and decrease the percentage of students identified as SRD to no greater than 15%. To check the district's progress towards these outcomes, the following factors will be monitored throughout the 20 -21 school year:

- The rate of progress moving students out of the well below benchmark category (as measured by Acadience Reading)
- The rate of progress moving students to the benchmark category (as measured by Acadience Reading)
- The rate of growth for students scoring in the well-below benchmark category (as identified by Pathways of Progress in Acadience 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?**

Potential barriers to reaching expected outcomes and corresponding strategies to overcome these barriers:

- 1) Barrier: Possibility of returning to a remote learning environment during the 20-21 school year due to COVID-19
  - a. Strategy: Reading interventionists for the 2020 literacy clinic are providing virtual "live" instruction via an electronic platform with small groups of students. Should remote learning become necessary at any time during the 20-21 school year, reading interventionists can utilize this instructional model and resources to provide

targeted, small group instruction for students.

b. Strategy: Core instruction utilizing the research-based curricular resource, Wonders 2020, includes electronic resources to facilitate instruction, practice skills, provide feedback and engage with students virtually (as necessary and appropriate).

2) Barrier: Inconsistent student attendance due to COVID-19 concerns

a. Strategy – Utilize core instructional materials and virtual intervention to provide continued instruction for students through a remote learning approach (as necessary and appropriate)

3) Barrier: Budget cuts for K-12 education may result in larger class size and reduced availability of reading intervention staff

a. Strategy – Utilize district READ funds to provide dedicated staff for K-3 reading intervention

b. Strategy – Ensure that all K-3 reading interventionists are trained in LETRS and the Orton Gillingham approach

c. Strategy – Ensure that all K-3 teachers are trained in LETRS and the Orton Gillingham approach

# 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
3944	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	4.00	Salary for up to a 0.5 FTE K-3 reading interventionist at each of the 8 elementary schools (Benefits will be subtracted from this amount in a fall budget revision when buildings have determined the specific staff for this work.) Interventionists will utilize Wonders 2020 materials and provide structured literacy instruction. 3/31/2021 Budgeted amount reduced to indicate more accurate projections for intervention salaries.	\$238,500.00

READ Act Budget Submission

3972	Summer School		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.00	<p>Summer Literacy Clinic - 4 weeks/5 days a week for 4 hours per day. Hourly salary for 4 reading interventionists to provide targeted, small group structured literacy instruction to K-3 students identified as SRD or falling below grade level (if space is available). Interventionists will utilize Wonders 2020 materials and provide structured literacy instruction. 3/31/21 June 2021 Summer School Session will include 3 weeks (instead of 2); 8 interventionists will be hired to provide targeted reading intervention utilizing the IMSE Orton Gillingham approach and materials.</p>	\$30,500.00
3973	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	<p>Summer Literacy Clinic - 4 weeks/5 days a week for 4 hours per day. Benefits for 4 reading interventionists to provide targeted, small group structured literacy instruction to K-3 students identified as SRD or falling below grade level (if space is available). 3/31/21 June 2021 Summer School Session will include 3 weeks (instead of 2); 8 interventionists will be hired to provide targeted reading intervention utilizing the IMSE Orton Gillingham approach and materials.</p>	\$6,470.00



READ Act Budget Submission

3974	Core Reading		Instructional Program (0010-2000)	0600 Supplies		Teacher and student materials for implementation of McGraw Hill Wonders 2020 reading curriculum for K-3 students. 3/31/2021 Budget amount from 20-21 allocation decreased for purchasing the Wonders materials stated above. Additional purchases to be made from previous year's READ Roll-Over Funds.	\$10,697.55
4493	PD Programming		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		3/31/2021 District will contract with the Institute for Multi-Sensory Education to provide Orton Gillingham training for teachers during the summer of 2021.	\$50,330.00
Allocation:							\$336,497.55
Budgeted Amount:							\$336,497.55
Funds Remaining:							\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$269,000.00
0200 Employee Benefits	\$6,470.00
0300 Purchased Professional & Technical Services	\$50,330.00
0600 Supplies	\$10,697.55
<b>Budget Program Total:</b>	<b>\$336,497.55</b>

## Allowable Activity Totals

Activity	Total
Core Reading	\$10,697.55
Other Services	\$238,500.00
PD Programming	\$50,330.00
Summer School	\$36,970.00

## READ Budget Totals

Allocation:	\$336,497.55
Budgeted Amount:	\$336,497.55
<b>Funds Remaining:</b>	<b>\$0.00</b>