



**1070 - HANOVER 28**

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: **\$13,460**

**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.**

Hanover School District (Prairie Heights ES) will be using the READ Act funds for the 20-21 school year for continued professional development on the science of reading for grades PK-3. The training will be a combination of coaching hip to hip with all K-3 teaching staff to ensure an understanding of how to use their CDE approved materials and how/why these materials are implementing the SOR. (Phonological awareness, phonics, reading comprehension and language development and writing) The consultant Kristy Khoury Consulting (an ELG approved consultant) will coach our teachers by training specific components of the CDE approved materials, (Wonders) in-class demonstration using our approved materials, observations and debriefing as well as onsite and offsite support and coaching regarding planning data informed instruction.

PHE used our DIBELS data to determine our next steps in intervention. These decisions determine our grouping as we use our approved CDE resources. For the 20-21 school year we will need to purchase CDE approved support materials, Wonder Works for students and 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 overall outcome is to reduce the number of students considered significantly reading deficient in grades K-3. To arrive our smaller outcomes include:

Identifiable improvement in the teaching of reading based on an observation checklist related to scientific reading instructional strategies and approaches.  
Identifiable increase in student engagement in reading instruction in the core classroom.

Observable growth in teacher knowledge of teaching reading.

Increase in number of students moving up a level based on the DIBELS assessment year over year.

Reduction in percent of students identified as significantly reading deficient.

Potential Barriers

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

The largest barrier is matching general funds to the intervention reading program due to the cuts to state and local education budgets.  
Staff turnover year over year  
Not having in-person learning

# 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 |
|------------------|--------------------|-----------------------|--|--|-----------------|-----|---|------------------|
| 4325             | PD Programming     |                       | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0300 Purchased Professional & Technical Services |                 |     | Please see narrative  | \$11,000.00      |
| 4326             | Other Services     |                       | Instructional Program (0010-2000)                              | 0640 Book and Periodicals                        |                 |     | Purchasing of material for CDE approved materials, Wonder works | \$2,459.90       |
| Allocation:      |                    |                       |  |  |                 |     |   | \$13,459.90      |
| Budgeted Amount: |                    |                       |  |  |                 |     |   | \$13,459.90      |
| Funds Remaining: |                    |                       |  |  |                 |     |   | \$0.00           |

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

| Object Codes                 | Total             |
|------------------------------|-------------------|
| 0640 Book and Periodicals    | \$2,459.90        |
| <b>Budget Program Total:</b> | <b>\$2,459.90</b> |

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

| Object Codes                                     | Total              |
|--|--------------------|
| 0300 Purchased Professional & Technical Services | \$11,000.00        |
| <b>Budget Program Total:</b>                     | <b>\$11,000.00</b> |

## Allowable Activity Totals

| Activity       | Total       |
|----------------|-------------|
| Other Services | \$2,459.90  |
| PD Programming | \$11,000.00 |

## READ Budget Totals

|                         |               |
|-------------------------|---------------|
| Allocation:             | \$13,459.90   |
| Budgeted Amount:        | \$13,459.90   |
| <b>Funds Remaining:</b> | <b>\$0.00</b> |