



1195 - GARFIELD RE-2

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: **\$197,412**

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.

In the fall of 2018, Garfield Re-2 implemented the Superkids core reading program in each of its 6 elementary schools in grades K-2. We would like to use READ Act funds to purchase the student consumable workbooks that are an essential part of the resource and are required so that we can implement the program with fidelity. Additionally, on-going professional development with on-site coaching is critical to a successful implementation with fidelity to the program.

For the last three years, our district has used 95% Group, iReady Reading, Hegerty, Learening A-Z, and Really Great Reading to supplement and intervene with our students who have a significant reading deficiency. The school closure due to COVID-19 likely widened the gap for our students with an SRD, or created such a gap that more students will be identified as having an SRD in the fall. We will need more supplemental and intervention materials to help with the COVID-19 recovery.

Outcomes and Goals

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

In a normal year, we would expect to see a reduction in the number of students identified as having an SRD. However, because of COVID-19, we anticipate that we will see an increase in the number of students who have an SRD. By the end of the 2020-2021 school year, our goal is get the students who slipped into the "well below benchmark" category on the Acadience Reading assessment back up to grade-level as quickly as possible. Another goal will be to accelerate the students who had an SRD prior to the COVID-19 school closures as much as possible. We do not have any baseline data at this time to help us establish more specific goals; however, we will assess all of our students as soon as we can do so safely and in-person so that we have reliable data. These data will help us plan next steps in the COVID-19 recovery process.

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

Much depends on the conditions under which we can reopen schools in the fall. If we are in a combination distance learning/in-person learning setting or if we are in a total distance learning setting, the barriers will be greater. We are still planning ways we can address and overcome the limitations imposed by distance learning or a combination distance learning/in-person learning; we are engaging teachers, parents, administrators, and the community in learning options for the fall. We are also attending a virtual conference hosted by John Hattie on July 9th that is devoted to distance learning and the ways in which we can apply effective instructional strategies in a distance setting. While not devoted specifically to reading, we are hopeful that the conference will help us better engage our students, assess our students, and respond to their learning if any or all of the learning occurs through a computer.

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
3968	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			Purchase student consumable workbooks for the Superkids core reading program in grades K-2. These workbooks are integral to implementing the program with fidelity and are required.	\$38,850.46
3970	Other Services		Instructional Program (0010-2000)	0640 Book and Periodicals			Purchase Really Great Reading's Blast, Countdown and HD Word materials to supplement the core reading instruction. Since we expect to see an increase in the number of students who are on a READ plan in the fall of 2020, having more materials with which to intervene will be critical.	\$3,452.00
3971	Other Services		Instructional Program (0010-2000)	0640 Book and Periodicals			Purchase 95% Group intervention materials to assist students who have an SRD to become on-grade level readers. Since we anticipate that more students will have an SRD in the fall of 2020, we need more materials in order to address the increased needs.	\$18,986.00

READ Act Budget Submission

4525	Other Services		Instructional Program (0010-2000)	0640 Book and Periodicals			Purchase of Hegerty Phonics program to provide intervention support for students.	\$1,950.00
4526	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	8.00	Reading paraprofessionals provided targeted interventions to students using 95% Group, Hegerty,,or Really Great Reading.	\$88,900.40
4528	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for paraprofessionals who provide targeted reading interventions using 95% Group, Hegerty, and Really Great Reading.	\$29,065.29
4531	Other Services		Instructional Program (0010-2000)	0650 Electronic Media Materials			Purchase of iReady reading instruction to aid in the intervention for a significant reading deficiency.	\$16,207.75
Allocation:								\$197,411.90
Budgeted Amount:								\$197,411.90
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$88,900.40
0200 Employee Benefits	\$29,065.29
0640 Book and Periodicals	\$63,238.46
0650 Electronic Media Materials	\$16,207.75
Budget Program Total:	\$197,411.90

Allowable Activity Totals

Activity	Total
Core Reading	\$38,850.46
Other Services	\$158,561.44

READ Budget Totals

Allocation:	\$197,411.90
Budgeted Amount:	\$197,411.90
Funds Remaining:	\$0.00