



1220 - GARFIELD 16

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: **\$57,685**

**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.**

**\*\*Carryover of \$28,176.21 will be used for summer school salaries and benefits in addition to the originally submitted budget allocation amount of \$57,685.29.\*\***

READ Act funds will be used to implement a summer literacy program and to provide for intervention software programming focusing on phonological and Phonemic awareness (early & basic levels), vocabulary, phonics and word study, vocabulary, listening comprehension and text reading fluency. READ Act funds will address K-3 students who have significant reading deficiencies. Our experiences in our 2019 and 2018 school years as well as the distance learning summer program of 2020 along with our researching and piloting approved instructional programs have helped us to hone our summer literacy focus and choose an approved core program and intervention program (Lexia Core 5). We will combine funding from other sources to provide summer school with a literacy focus on K-3 students. Progress monitoring will come from the core program (Wonders Reading 2020), the software program (Lexia Core 5), and our adopted reading assessment (STAR Reading).

Our funding for the allowable uses are for the summer literacy program (K-3 students with significant reading deficiencies first) and for intervention software (Lexia Core 5) approved on the advisory list 2020.

### Outcomes and Goals

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

As we transition to a competency-based personalized education program in our schools a key aspect is READ Act implementation fidelity. Individualized reading instruction is the focus and requirement of the READ Act so it is logical this be our primary focal point. We are using other funds to support literacy instruction and will use initial and ongoing analysis of student progress in attaining reading competency to determine the strength of instruction, resources, and interventions. We will have specific and targeted interventions for individual students who remain continue to have significant reading deficiencies at year's end. We will then focus

on these in summer programming. So our goals are to implement individualized reading programming, instruction, and intervention with fidelity throughout the year. We will utilize assessments to monitor growth and achievement and note areas needed for intervention. Those students who still need additional support will be better served due to the targeted interventions of summer school and the approved intervention software.

Potential Barriers

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

With the majority of our Kindergarten students entering school below grade level we face a challenge in determining individual needs and addressing them accordingly. This requires focused and well observed use of data. A new reading program adoption being implemented for next year will need to be aligned with the continuum and aligned with the Lexia Core 5, STAR, and T.S. Gold assessments and software. Teachers will work in teams in July of 2020 determining alignment of resources. Additionally, we expect the number of students eligible for summer school to exceed READ Act funding, but we have accounted for this.

# 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
4149	Technology		Instructional Program (0010-2000)	0650 Electronic Media Materials			Funds will be used to purchase Lexia Core 5 Intervention program.	\$32,800.00
4150	Summer School		Instructional Program (0010-2000)	0100 Salaries	000 Other	5.00	Summer school teacher salaries to teach using Wonders Reading 2020, Lexia Core 5, and STAR Literacy/Reading.	\$19,156.78
4152	Summer School		Instructional Program (0010-2000)	0600 Supplies			Summer school supplies: Photocopy paper, lamination, markers, pencils, post-it pads, post-it display tablets.	\$500.00
4168	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Summer School Staff Benefits	\$5,228.51
Allocation:								\$57,685.29
Budgeted Amount:								\$57,685.29
Funds Remaining:								\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$19,156.78
0200 Employee Benefits	\$5,228.51
0600 Supplies	\$500.00
0650 Electronic Media Materials	\$32,800.00
<b>Budget Program Total:</b>	<b>\$57,685.29</b>

## Allowable Activity Totals

Activity	Total
Summer School	\$24,885.29
Technology	\$32,800.00

## READ Budget Totals

Allocation:	\$57,685.29
Budgeted Amount:	\$57,685.29
<b>Funds Remaining:</b>	<b>\$0.00</b>