



1540 - IGNACIO 11 JT

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: **\$27,561**

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.

READ funds will be used to purchase a site license for the Elementary School for the Rosetta Stone Lexia: Core 5 reading intervention program students for students in K-3 to be used during the intervention time designed as WIN Time (What I Need) This will not only support Students with an SRD but also strengthen the skill so the students at risk. This program as proved to me very successful in kindergarten and first grade for students coming into school without prior educational opportunities.

READ funds will also be used to pay the salaries for 2 staff members for summer school for students in grades k-3 to support literacy development. Students previously identified with and SRD will be given first option of attending the Summer School program. (pending in person summer school allowable due to Covid 19). Our summer school program is called "Jump Start" and is designed to give an opportunity to refresh on skills from the prior year needed to succeed in the upcoming year. Jump Start is held in August prior to the beginning of the school year for 2 week, 4 days each week from 8:00-12:00. The Focus for students in grades K-3 is Literacy development and intervention based on prior data from STAR 360 and DiblesNext. The program that will be used for the summer school instruction is CKLA. One of the main goals of the Jumpstart is to familiarize at risk students with the materials they will encounter at their current grade level. Lexia: Core 5 will also be used to supplement instruction.

READ funds will be used to purchase both the materials and the professional development to implement SIPPS K-3 (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). This would help fill gaps with phonological awareness/phonics that CKLA lacks.. Although CKLA has phonological awareness and phonics embedded (especially K-2) into its instruction, it's not always strong enough to hit the majority of our students, especially our Tier II/Tier III population. This would be supplemental to CKLA and would be included in core instruction in the classroom and could be supported by Title I and SpEd.

We were awarded an Early Literacy Grant and teachers will be taking part in training this summer both face to face and virtually. A retreat is then planned to allow teachers to collaborate and take part in teacher led PD to continue the alignment of all programs and interventions needed to promote the the consistent implementation of CKLA, Lexia, SIPPS. Read funds will be used to pay a teacher stipend of off contract participation.

Outcomes and Goals

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

Outcomes:

1. Continual implementation of our universal intervention/enrichment time called WIN (What I Need) with a more defined, streamlined format.
2. Implementation of SIPPS K-3
3. Consistency in the implementation of the CKLA core reading program across instructional groups, classrooms, and grade levels
4. Continued implementation of a coaching model to support all tiers of instruction.

Goals as per our UIP:

1. By the end of the 2020-21 school year, 70% of the students in grades K-3 will meet or exceed benchmark as determined at grade level on DIBELS Next assessment.
2. Reduce the number of students in grades K-3 that have SRD by the end of the 2020-2021 school year by 10%. To be determined after the BOY in each subsequent year.

Potential Barriers

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

1. A potential barrier to reaching our goals is the lack of Language and Phonemic Awareness development of our culturally and socio-economically diverse students in grades k-3. To over come this barrier we plan to implement the SIPPS program
2. Another potential barrier is that instruction will not be aligned to the maximum required to implement our core reading program due to new and less experienced staff. To over come this barrier we will:
Implement coaching cycles at the Tier I core instructional level with all new staff by our Literacy Coach. These coaching cycles consist of (1) a formal conversation with the classroom teacher about what the Literacy Coach might see (or where they see a need) during an ELA observation, (2) initial observation, (3) goal setting based off of the observation, (4) action plan from goal(s) being set, (5) implementation in the classroom, and (6) feedback (and modeling, if needed) given to classroom teacher on goal implementation. This design is to ensure that our Tier 1 ELA core instruction (Core Knowledge Language Arts) is delivered as effectively as possible.

3. A third barrier to reaching our goals is the wide range of student knowledge and reading abilities and the lack from the school year of 2019-20 of in person contact with students due to the pandemic: Covid-19 . To overcome this barrier we will continue implementation of our universal intervention/enrichment time called WIN (What I Need) with a more defined, streamlined format which includes an explicit lesson plan structure. The lesson plan format for this targeted instruction includes a warm up that includes fluency with an emphasis on accuracy of reading (i.e. sight words, text reading), explicit and systematic instruction using a resource/tool that targets the specific skill that a student is struggling with, and an assessment/exit ticket to show how well students understand what has been taught.

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
3876	Core Reading		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Purchase Lexia Core Reading Enrichment Program for K-3	\$7,900.00
3877	Summer School		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	Hire 2 Reading Interventionist for Summer School Program for K-3	\$2,000.00
3878	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Hire 2 Reading Interventionist for Summer School Program for K-3	\$500.00
3879	Core Reading		Instructional Program (0010-2000)	0600 Supplies			Purchase (5 kits) SIPPS Primary Reading 'Specialist' Package one per classroom teacher grade 1 and Title I and SpEd to enhance CKLA TIER One instruction and intervention. 10,000 Purchase 3 kits- Complete Fluency Practice Library for grades 1st -3rd. \$2220 Plus Shipping 365.84	\$12,585.84

READ Act Budget Submission

3880	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	12.00	Pay stipends to 12 K-3 Teachers to plan reading instruction for the 2020-21 school year @ \$180/day. Teachers will take part in a Professional Development training around the use of CKLA as part of the Early Literacy Grant that was awarded and the Use of SIPPS that is being purchased with READ funds. The Retreat following this training is so that teachers can plan vertically and horizontally for the upcoming school year. This work is prior to the beginning of the school year. Also teacher led PD for intervention will also take place during this retreat	\$3,600.00
3881	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	000 Other	0.00	Pay stipends to 12 K-3 Teachers to plan reading instruction for the 2020-21 school year @ \$180/day.	\$900.00
Allocation:								\$27,560.75
Budgeted Amount:								\$27,485.84
Funds Remaining:								\$74.91

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$2,000.00
0200 Employee Benefits	\$500.00
0300 Purchased Professional & Technical Services	\$7,900.00
0600 Supplies	\$12,585.84
Budget Program Total:	\$22,985.84

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

Object Codes	Total
0100 Salaries	\$3,600.00
0200 Employee Benefits	\$900.00
Budget Program Total:	\$4,500.00

Allowable Activity Totals

Activity	Total
Core Reading	\$20,485.84
PD Programming	\$4,500.00
Summer School	\$2,500.00

READ Budget Totals

Allocation:	\$27,560.75
-------------	-------------

READ Act Budget Submission

Budgeted Amount:	\$27,485.84
Funds Remaining:	\$74.91