



2190 - WEST END 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: **\$10,896**

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.

During the 2020-2021 school year, certified teachers will provide intensive and extended intervention services to those students identified as having a significant reading deficiency. To determine those targeted students, data will be collected from the administration of the beginning-of-the year mClass Acadience Reading benchmark assessment. This distribution of funds will pay stipends to certified teachers conducting the extended and intensive interventions.

The teachers will be implementing Mclass Intervention programming for this intervention program.

During the summer of 2021, the continuation of the intensive and extended intervention services will occur for significant reading deficient K-3 students as identified from the administration of the end-of-year mClass Acadience Reading benchmark assessment. This distribution of funds will pay stipends to certified teachers conducting the extended and intensive interventions.

West End Public Schools has a charter school that is part of the district. A portion of the district's Read Act funds is distributed to Paradox Valley Charter School. The funds allocated to Paradox Valley Charter School will fund the offsetting cost of the STAR Reading license. STAR Reading is used as their school's interim and progress monitoring program.

Outcomes and Goals

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

Currently, students that are labeled as having a significant reading deficiency, receives mClass intervention programming which equals to approximately 120 minutes per week. Data gathered from the middle-of-the-year mClass Acadience benchmark assessment, 15 of 57 Kindergarten through 3rd grade students would be considered as having a significant reading deficiency, 26%. We anticipate that percentage to increase due to the extended school closure caused by the COVID-19 pandemic. For those students that are in need of intensive intervention. Without extended opportunities present within the normal school day, extended intervention sessions will be conducted after school and on Friday mornings (4 day school week).

This intensified and extended intervention program will rely heavily on progress monitoring to gather the necessary data to drive the intervention efforts. With intensified and extended intervention opportunities, students will begin to show progress but for those students that are not responding to the intervention process, evidence will exist to pursue deeper levels of academic support for the student from the special education department.

To further support those students that still exhibit significant reading deficiencies or in need of support, extending the intensified and extended intervention program through the summer will be beneficial; these at-risk students will maintain intervention momentum that would be lost to a summer vacation without attention to their development needs. It would be expected that significant growth will appear on 2021-22 Beginning-of-Year benchmark data.

Paradox Valley School implements the data gathered from STAR Reading assessment to guide their intervention program.

Addendum, three teachers will be taking the basic virtual Orton-Gillingham Yoshimoto training during the summer of 2021.

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 entire intensity and extended plan will depend on consistent genuine student cooperation and participation as well as cooperation and support from the parental unit. Each child targeted by this intensive and extended intervention program will be administered a Read Plan that will clearly outline the student's enrollment need in this program, his or her defined areas of needed improvement, expectations for participation, expected goals, and a clearly defined pathway to progress to serve as a visual tracking system to motivate and communicate progress.

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
3500	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0850 Other, Internal Charge/Reimbursement Accounts			Stipend paid to a team of five classroom teachers participating in the intensive and extended intervention after school and Friday (4 day school week) program that will target students classified as 'significant reading deficiency' to deliver additional intensive intervention support beyond the time allotted for initial in-school intervention. Each participating teacher will receive \$25 per hour for the complete 52 hour program, equally to a stipend of \$1,300 per participating teacher.	\$1,037.00

READ Act Budget Submission

3773	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0850 Other, Internal Charge/Reimbursement Accounts		Star Reading License for Paradox Valley Charter School	\$1,918.50
3774	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0850 Other, Internal Charge/Reimbursement Accounts		For the continuation of intensive intervention, Naturita Elementary will conduct a summer reading intervention program. Funds will be distributed for stipends to the facilitators of this summer reading intervention.	\$5,465.61
4533	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		Orton-Gillingham Yoshimoto Basic Virtual Training for three teachers. The virtual training will take place in July of 2021.	\$2,475.00
Allocation:							\$10,896.11
Budgeted Amount:							\$10,896.11
Funds Remaining:							\$0.00

Budget Summary

Budget Program Totals

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

Object Codes	Total
0300 Purchased Professional & Technical Services	\$2,475.00
0850 Other, Internal Charge/Reimbursement Accounts	\$8,421.11
Budget Program Total:	\$10,896.11

Allowable Activity Totals

Activity	Total
Other Services	\$8,421.11
PD Programming	\$2,475.00

READ Budget Totals

Allocation:	\$10,896.11
Budgeted Amount:	\$10,896.11
Funds Remaining:	\$0.00