



2650 - GRANADA RE-1

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: **\$12,819**

Accept or Decline 2020-2012 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.

The District will use READ act funds to purchase DIBLES Deep to allow us to precisely identify the needs and breakdown of each struggling reader. We will also use funds to purchase STAR testing, which allows us to quickly identify which students may be below grade level in reading. We will purchase and implement Mindplay software, to allow for additional practice and instruction for students reading below grade level. Finally, the District will purchase Professional Development for our K-3 staff to insure that all staff are teaching reading instruction that employs best practices, the current research, and the most effective instruction and resources to ensure that every student in grades K-3 is reading at or above grade level.

Outcomes and Goals

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

Granada School District's expected outcomes and goals is to have 100% of our students reading at or above grade level by the time they reach 3rd grade. This includes ELL students. We also have set the goal that all K-3 staff will receive high quality and effective professional development that will assist them in providing current, effective reading instruction to all students.

Potential Barriers

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

A potential barrier to reaching our goals is that due to the Coronavirus, we did not have face to face instruction for the last quarter of the 2019-2020 school year. This may have set struggling readers back due to not having the daily interventions and

instruction they would have normally received. We plan to address and overcome these barriers through immediate and effective testing to determine current levels of reading, quickly identify and create an action plan for those students determined to be deficit, and providing multiple teaching and learning opportunities for identified students through in-class instruction, pull-out instruction, and extra-instruction in the form of after-school programs. We are also looking at implementing Friday School for those students that are found to be not reading at grade level. We believe that this immersion in reading will assist struggling readers to quickly gain the needed skills to read at or above grade level.

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
4298	Technology		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			To purchase Star Testing to allow for testing of students to determine reading levels.	\$3,800.00
4300	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			To purchase DIBLES Deep to insure that all students are tested and any reading needs are quickly identified to allow students to receive timely reading assistance as needed.	\$2,984.00
4301	Technology		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			To allows for the purchase of Mindplay to allow students additional reading practice to work on identified needs for each student.	\$3,000.00
4302	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			To allow for all K-3 staff to receive high quality Professional Development in Reading instruction and best practices. We will receive professional development from Deborah Glaser (The Reading Teacher's top 10 Tools:) and Voyager Sopris Learning, (LETRS). These are blended and online learning modules.	\$3,000.11

READ Act Budget Submission

	Allocation:	\$12,818.95
	Budgeted Amount:	\$12,784.11
	Funds Remaining:	\$34.84

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0300 Purchased Professional & Technical Services	\$3,000.00
Budget Program Total:	\$3,000.00

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

Object Codes	Total
0300 Purchased Professional & Technical Services	\$6,800.11
0600 Supplies	\$2,984.00
Budget Program Total:	\$9,784.11

Allowable Activity Totals

Activity	Total
Other Services	\$2,984.00
PD Programming	\$3,000.11
Technology	\$6,800.00

READ Budget Totals

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Budgeted Amount:	\$12,784.11
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