



2660 - LAMAR 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: **\$33,329**

**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.**

The monies will be used to pay an interventionist to work with students in the at-risk categories on DIBELS. If possible, they will also work the students in the some risk category, however, the at-risk students will receive priority. The teacher will be providing one-on-one to small group instruction in the five essential components of reading using the Read Well program and intervention pieces of Open Court. The intervention will be pull out and will occur during the first of two 40 minute scheduled interventions in the Master Schedule. The intervention instruction will occur in addition to the regularly scheduled 90 minute reading block within the classroom. Students eligible for the intervention will be determined through analysis of DIBELS and DIBELS DEEP scores/results. The intervention groups will be flexible based on need as determined by the progress monitoring that is conducted on a regular basis.

### Outcomes and Goals

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

The goal is to give students additional practice on skills within the five essential components of reading in a one-on-one and/or small group environment. The additional practice will increase student fluency on key reading skills. The interventionist will be able to target very specific skills based on each students need and provide much repetition on a more individual level, thus leading to student proficiency on necessary reading/pre-reading skills.

### Potential Barriers

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

Barriers could include scheduling, however, that has been addressed by creating a Master Schedule in which each classroom teacher has been scheduled an intervention time for the sole purpose of working with our at-risk and some risk students for an additional 40 minute pull out intervention time beyond the 90 minute reading block. Another barrier could be identification of students who need the intervention. This is addressed by administering and analyzing the DIBELS Benchmark and Progress Monitoring Assessments regularly and often. As we are part of the ELAT grant, this has given us the tools to do this. We additionally have access to DIBELS DEEP through the Mclass DIBELS platform that we can administer to determine specific skills to focus on with each individual student, which could also be a barrier.

# 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
3509	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	This funding item will be used to support 0.50 FTE of a Reading Interventionist Salary based at our K-2 level school. This individual will implement evidence-based classroom curriculum to students with reading deficiencies and low levels of skill attainment. This interventionist will promote individualized attention to students, while working in cohesion with other school staff to allow for student growth and success in and out of the classroom.	\$25,069.00

READ Act Budget Submission

3510	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	This funding item will be used to support 0.50 FTE Benefits of a Reading Interventionist based at our K-2 level school. This individual will implement evidence-based classroom curriculum to students with reading deficiencies and low levels of skill attainment. This interventionist will promote individualized attention to students, while working in cohesion with other school staff to allow for student growth and success in and out of the classroom.	\$8,169.69
4406	Other Services		Instructional Program (0010-2000)	0600 Supplies			This line item will allow for program supplies to be purchased to support the individualized approach to learning that the above indicated Staff FTE provides. These funds could include, but are not limited to, specialized bookmarks, magnifiers, phonetic practice materials, comprehension supports, mini books, sentence building tools. etc..	\$90.59
Allocation:								\$33,329.28
Budgeted Amount:								\$33,329.28
Funds Remaining:								\$0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$25,069.00
0200 Employee Benefits	\$8,169.69
0600 Supplies	\$90.59
<b>Budget Program Total:</b>	<b>\$33,329.28</b>

## Allowable Activity Totals

Activity	Total
Other Services	\$33,329.28

## READ Budget Totals

Allocation:	\$33,329.28
Budgeted Amount:	\$33,329.28
<b>Funds Remaining:</b>	<b>\$0.00</b>