



2810 - CENTER 26 JT

READ Funding Allocations

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: **\$21,792**

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.

1. READ Funds will be used to purchase the remaining sets of our core EL program. We will utilize the core EL program as our universal approach to standards-based instruction delivered on a daily basis as part of the balanced literacy program. Instruction for students in grades K-3 will be focused on foundational skills, including phonics, and will engage students in high-interest text. For targeted instruction based on need- Tier two- will use SIPPs and 95% Group, Tier 3- Seeing Stars from LMB.
2. Purchase of supplemental/intervention programs- SIPPS and 95% Group- for Tier 2 and 3 supports.
3. Hire a highly qualified reading interventionist to deliver tier 2 and 3 supports to our students identified with a Significant Reading Deficiency.

Outcomes and Goals

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

Our expected outcomes are to decrease the number of students id'ed with a SRD by 50% in grades K-3 and to provide all identified students with 120 minutes daily of systemic, systematic literacy instruction. Interventions and supports will be put into place, based on ongoing formative assessments. The impact of instruction will be assessed quarterly and at the end of summer programming. Progress monitoring will be utilized, along with local assessment measures.

Potential Barriers

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

Currently, the biggest barrier we are facing is the interruption to the educational process that we are experiencing due to Covid. Regardless, our goal is to ensure students receive 120 minutes of reading instruction, whether it be face-to-face, or remotely, so that we can continue to demonstrate growth and raise student performance to grade level expectations. We will provide small group instruction as appropriate and will offer virtual options when that is the only possibility.

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
3705	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			Purchase remaining sets of core EL program for grades K-3.	\$4,000.00
3706	Core Reading		Instructional Program (0010-2000)	0600 Supplies			Purchase of K-2 EL programming and intervention supports from 95% Group and SIPPS, as needed.	\$500.00
4437	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Hire a highly qualified reading interventionist to provide 1:1 and small group instruction for Tier 2 and Tier 3 students identified through ongoing formative assessments.	\$17,292.22
Allocation:								\$21,792.22
Budgeted Amount:								\$21,792.22
Funds Remaining:								\$0.00

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$17,292.22
0600 Supplies	\$500.00
0640 Book and Periodicals	\$4,000.00
Budget Program Total:	\$21,792.22

Allowable Activity Totals

Activity	Total
Core Reading	\$4,500.00
Other Services	\$17,292.22

READ Budget Totals

Allocation:	\$21,792.22
Budgeted Amount:	\$21,792.22
Funds Remaining:	\$0.00