



3050 - OTIS R-3

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: **\$3,205**

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.

Otis Elementary School (as part of Otis School District R-3) plans to implement each selected allowable activity as part of (1) a "jump start" summer school intervention after July 1 and prior to the start of the regular school year for all K-3 students identified in our district as having a SRD (per 2019-2020 identification), and (2) a daily, intensive intervention throughout the academic year for all K-3 students identified as having a SRD and also for those students on our "watch" list.

Both the (1) "jump start" summer school intervention and the (2) daily, intensive intervention during the regular academic year will utilize Amplify's Acadience Reading (previously known as DIBELS Next) and BURST interventions, instruction, progress monitoring and benchmarking. These interventions are intended to align with the district's core content reading curriculum Reading Street.

It is our understanding that each activity listed aligns with an approved instructional program and the allowable uses of funds as required by statute, and matches the allowable uses listed in our LEP budget explanation.

Outcomes and Goals

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

Otis Elementary School's expected outcomes and goals in the upcoming budget year from implementing our selected allowable activities include: assisting students in acclimating back to learning after the COVID closure and the additional summer months; decreasing the number of students identified with an SRD in the Otis School District; and increasing and improving all students' reading skills and strategies, most especially those in the district identified as having an SRD or being in a "concern" area with their literacy 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?

Some potential barriers to reaching our expected outcomes and goals and our plans to address and/or overcome these barriers include:

Summer School

Potential Barriers - lack of student / parent commitment; schedule conflicts with other summer activities; and difficulties with student transportation to and from summer school

Plans to address / overcome barriers - clear and consistent communication with parents / guardians about the needs and benefits of participation; modeling and involvement of parents / guardians in literacy activities with their children; and thoughtful and consistent scheduling to accommodate (as much as possible) parent / guardian work schedules, etc. in order that they might be able to provide the necessary transportation.

Research-based Intervention

Potential Barriers - enough resources (ie time and staff) to provide the time and intensity needed to remedy the deficits; scheduling demands of an already packed school day; properly trained and effective reading instructors and research-based interventionists

Plans to address / overcome barriers - ensure every child identified as having an SRD or in the "watch" group is provided daily, focused, and intentional intervention with the approved program and that that program is implemented with fidelity; block a solid, consistent intervention time across the elementary schedule that will accommodate all students with an SRD or on the "watch" group and refrain from allowing any other activities to interrupt this intervention time; and utilize the resources and supports of CDE's regional literacy specialist for trainings, fidelity checks, and focused improvements in literacy.

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
3474	Summer School		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.04	Certified teacher(s), compensated at 7hr/day at \$25 per hour for 9 days (\$1,575), will provide two weeks of intensive literacy intervention as part of a summer school "jump start". Additional funds (\$91) will be utilized for necessary supplies. The "jump start" teacher(s) will be using intervention during the summer program from Acadience Reading and BURST intervention. It is the district's understanding that this intervention aligns to Reading Street, an approved curriculum.	\$1,666.00
3476	Other Services		Instructional Program (0010-2000)	0600 Supplies			The district will be utilizing Acadience (aka DIBELs Next) and BURST for benchmarking and intervention services to address students in the district identified as having an SRD. The district is utilizing Reading Street curriculum materials to deliver core content reading instruction for all K-3 students in the district.	\$1,530.03
Allocation:								\$3,204.74

READ Act Budget Submission

	Budgeted Amount:	\$3,196.03
	Funds Remaining:	\$8.71

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$1,666.00
0600 Supplies	\$1,530.03
Budget Program Total:	\$3,196.03

Allowable Activity Totals

Activity	Total
Other Services	\$1,530.03
Summer School	\$1,666.00

READ Budget Totals

Allocation:	\$3,204.74
Budgeted Amount:	\$3,196.03
Funds Remaining:	\$8.71