



3220 - IDALIA RJ-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: **\$3,846**

### 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 Idalia School District plans to use the following supplemental programs to help guide them in accessing their students and to meet each student's needs.

**Amplify Reading:** This program is used during intervention blocks 3-4 days per week. Students will access the program to work on self-guided skills while the teacher pulls students for one-on-one intervention.

**Amplify Burst:** This program is used as an intervention for students that need additional support.

**Learning A-Z:** Students will use the resources, online and printable books during whole and small group rotations to meet individual needs. The reading lessons will help teachers instruct and meet the standards by providing fiction and nonfiction texts to supplement the materials we already have.

**Renaissance-Star Early Literacy, Star Literacy, and Accelerated Reader:** Star Early Literacy and Star Literacy programs are used as a summative assessment. The assessment is completed approximately every 6-8 weeks. In addition to small group instructional materials, individual reports are used to guide instruction for all one-on-one sessions with each student. There is also a Spanish version to help with ELL students. Accelerated Reader is used to boost comprehension in the instructional reading level of each student.

## Outcomes and Goals

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

**Amplify Reading:** The expected outcome of this program is to provide students with targeted learning that we can't achieve in whole group. With data being connected to their BOOST and DIBELS data, learning targets can be more direct and consistent.

**Amplify Burst:** The expected outcome of this program is to move students out of

their intensive instruction category. With the Boost app, the goal is to help build skill mastery for students at their independent target level for phonemic awareness/phonics skills. The way the app is designed we can focus on intensive, strategic, and core support all with the same program. We're able to build missing skills for intensive students, refine skills for strategic students, and push core support students beyond grade level work. From using this app, the goal is to continue to move each student up the color bands within the DIBELS program until all students are scoring a green/blue score.

Learning A-Z: Ideally we would be at over 80% proficiency on state and local testing. We expect to see students feeling more successful in their reading fluency. We also hope to see an increase in sight word usage and vocabulary enrichment. In addition to growth for all learners, this program has shown much success closing the learning gap for EL learners.

Renaissance-Star Early Literacy, Star Literacy, and Accelerated Reader: The goal with Star is to move every student into the top percentile mastery range within each of the 10 sub-domains. The data allows us to see gaps in specific skill sets with each sub-domain and allows us to target individual struggles so that students are not developing any gaps in their learning. Additionally, the data allows us to adjust small group formations based on rate of learning for each individual student so that students are always focusing on appropriate skills in a peer learning setting. Also, with the Spanish version, we're able to monitor ELD within the ELL population and view actual learning growth against language acquisition. The goal with Accelerated Reader is to boost comprehension and monitor the student's instructional program reading level.

## Potential Barriers

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

Amplify Burst: Burst is designed to work with a small group setting. If a class size decreases and only have 1 or 2 students at the intensive support level, Burst is not as effective.

Learning A-Z: In our community, we are 30 miles from a public library and even further from stores or other places that may provide educational resources for families. Therefore a lot of our students do not have access to reading materials at home. This program will provide multiple engaging resources for students at a variety of levels based on exciting and interesting content covering many different contexts. Another obstacle we face being in a small district is a limited number of staff. Having access to the print and online portions of this program will let teachers individualize student learning.

Renaissance-Star Early Literacy, Star Literacy, and Accelerated Reader: The potential barrier for Renaissance is having enough resources available to our students.

# 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 |
|------------------|--------------------|-----------------------|--|---------------------------------|-----------------|-----|---|------------------|
| 4262             | Technology         |                       | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0650 Electronic Media Materials |                 |     | Amplify Reading Subscription  | \$900.00         |
| 4264             | Technology         |                       | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0650 Electronic Media Materials |                 |     | Amplify-Burst   | \$300.00         |
| 4267             | Technology         |                       | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0650 Electronic Media Materials |                 |     | Learning A-Z  | \$582.00         |
| 4296             | Technology         |                       | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0650 Electronic Media Materials |                 |     | Renaissance-Accelerated Reader, Star Early Literacy, and Star Literacy. | \$2,063.69       |
| Allocation:      |                    |                       |  |                                 |                 |     |   | \$3,845.69       |
| Budgeted Amount: |                    |                       |  |                                 |                 |     |   | \$3,845.69       |
| Funds Remaining: |                    |                       |  |                                 |                 |     |   | \$0.00           |

# Budget Summary

## Budget Program Totals

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

| Object Codes                    | Total             |
|---------------------------------|-------------------|
| 0650 Electronic Media Materials | \$3,845.69        |
| <b>Budget Program Total:</b>    | <b>\$3,845.69</b> |

## Allowable Activity Totals

| Activity   | Total      |
|------------|------------|
| Technology | \$3,845.69 |

## READ Budget Totals

|                         |               |
|-------------------------|---------------|
| Allocation:             | \$3,845.69    |
| Budgeted Amount:        | \$3,845.69    |
| <b>Funds Remaining:</b> | <b>\$0.00</b> |