



**9170 - EDUCATION REENVISIONED BOCES**

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: **\$39,098**

**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 LEP plans to use the funding for a reading coach to provide targeted, evidence-based intervention services to students in the intervention groups. The reading coach will also offer professional development to support the other teachers in implementing evidence-based intervention strategies in their classrooms. The reading coach participated in an Orton Gillingham training during the 2019-2020 school year and will be implementing the strategy in phonological&phonemic awareness, phonics&word study, vocabulary, and text reading fluency. The reading coach will also provide ongoing professional development to other teachers on the Comprehensive IMSE Orton-Gillingham approach.

The LEP plans to purchase Wit and Wisdom to better serve students. This curriculum will help drive instruction that is specific to the school's mission and vision. A paraprofessional salary will also be provided in order to deliver interventions. The paraprofessional will be able to implement strategies in phonological&phonemic awareness, phonics&word study, vocabulary, and text reading fluency.

### 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 LEP's expected outcomes and goals are to provide a reading interventionist and paraprofessional to give support to the students with a significant reading deficiency (SRD) using Amplify-mClass Amplify Reading Edition and the Orton Gillingham intervention programming. Wit and Wisdom will also be used as supplemental curriculum. The number of students that have been identified with an SRD has increased with student enrollment. During the 2017-2018 school year, 23 students were identified; 2018-2019, 63 students were identified; and 2019-2020, 86 students were identified. The reading interventionist will provide small-group direct instruction to support the students in mastering the five essential components of reading: phonological awareness, phonics, vocabulary, fluency, and comprehension.

The goals of the activities are as follows:

The reading coach will write individual intervention plans for students identified with a significant reading deficiency.

The reading coach will provide training to teachers and parents to improve intervention support to the student.

Reduce the number of students that remain in the school with a SRD from one grade level to the next.

Ensure that by the completion of third grade, students demonstrate competency in reading skills to help them achieve academically.

## Potential Barriers

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

The potential barriers in reaching the expected outcomes and goals are the increase in student enrollment and the academic needs of the students in reading. We have seen a rise in the number of students who are enrolling in K-3 that qualify for an SRD. We will address and overcome these barriers by having the reading coach work with our students in the intervention programs and provide direct instruction in small groups. Our reading coach will also model best practices for our K-3 teachers to use in their classrooms to improve the reading instruction. We will have parent information sessions and communication from the reading coach so the parents can also know the student's reading plan goals and what supports are needed.

# 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
3855	Other Services		Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	0.50	Use funding for a reading coach to implement intervention to students identified as having an SRD and the reading coach will provide professional development on Orton Gillingham.	\$36,255.90
4439	Core Reading		Instructional Program (0010-2000)	0640 Book and Periodicals			Wit and Wisdom Curriculum	\$1,259.00
4440	Other Services		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			Paraprofessional Support	\$1,582.91
Allocation:								\$39,097.81
Budgeted Amount:								\$39,097.81
Funds Remaining:								\$-0.00

# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$36,255.90
0640 Book and Periodicals	\$1,259.00
<b>Budget Program Total:</b>	<b>\$37,514.90</b>

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

Object Codes	Total
0300 Purchased Professional & Technical Services	\$1,582.91
<b>Budget Program Total:</b>	<b>\$1,582.91</b>

## Allowable Activity Totals

Activity	Total
Core Reading	\$1,259.00
Other Services	\$37,838.81

## READ Budget Totals

Allocation:	\$39,097.81
Budgeted Amount:	\$39,097.81
<b>Funds Remaining:</b>	<b>\$-0.00</b>