



## 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**

Yes  No

- 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**

Yes  No

READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading

Yes  No

**READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills**

Yes  No

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**

Yes  No

**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**

Yes  No

READ funds will be used to hire a reading interventionist to provide services which are approved by the department

Yes  No

**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**

Yes  No

**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**

Yes  No

## 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. If applicable, please include list of programming being used.**

READ funds will be used to purchase a site license for the Elementary School for the Rosetta Stone Lexia::Core 5 reading intervention program students for students in K-3 to be used during the intervention time designed as WIN Time ( What I Need) This will not only support Students with an SRD but also strengthen the skills of the students at risk. This program as proved to me very successful in kindergarten and first grade for students coming into school without prior educational opportunities. READ funds will be used to purchase both the materials and the professional development to implement SIPPS K-3 ( Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).This would help fill gaps with phonological awareness/phonics that CKLA lacks.. Although CKLA has phonological awareness and phonics embedded (especially K-2) into its instruction, it's not always strong enough to hit the majority of our students, especially our Tier II/Tier III population. This would be supplemental to CKLA and would be included in core instruction in the classroom and could be supported by Title I and SpEd. A retreat is planned to allow teachers to collaborate and take part in teacher led PD to continue the alignment of all programs and interventions needed to promote the the consistent implementation of CKLA, Lexia, SIPPS. Read funds will be used to pay a teacher stipend of off contract participation.

### LEP Teacher Training Requirements

**Does your district request an extension to the teacher training requirement deadline due to COVID-19?**

Yes

No

# Budget Details

## Budget Request

**Using the "Add Allowable Activities" button below, create a 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
4926	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			Purchase Lexia Core Reading License for 21-22 school year K-3	\$8,000.00
5115	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0600 Supplies			Replacement materials for consummables for CKLA K-3	\$5,000.00
5590	Summer School	ECRI (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.50	Salaries for three teachers to offer literacy instruction to Kindergartners during Summer Camp	\$7,000.70
5591	Summer School	ECRI (Supplemental Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for three KG teachers teaching summer school to KG	\$3,822.00
Allocation:							\$23,822.70	
Budgeted Amount:							\$23,822.70	
Funds Remaining:							\$0.00	

# Budget Summary

Budget Program Totals	
<b>Instructional Program (0010-2000)</b>	
Object Codes	Total
0100 Salaries	\$7,000.70
0200 Employee Benefits	\$3,822.00
0300 Purchased Professional & Technical Services	\$8,000.00
0600 Supplies	\$5,000.00
<b>Budget Program Total:</b>	<b>\$23,822.70</b>

Allowable Activity Totals	
Activity	Total
Core Reading	\$13,000.00
Summer School	\$10,822.70

READ Budget Totals	
Allocation:	\$23,822.70
Budgeted Amount:	\$23,822.70
<b>Funds Remaining:</b>	<b>\$0.00</b>

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