



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 Act Interventionists would support all elementary schools, specifically Kindergarten through 3rd-grade literacy, providing direct intervention service to students $\frac{3}{4}$ of the day and $\frac{1}{4}$ of the day provide coaching and professional development support. These interventionists would: - Provide intervention support to a caseload of students with a significant reading deficiency - Support students identified with a significant reading deficiency (SRD) indirectly through the systems of support with the coach service building and professional development - Support classroom teachers, administrators, and interventionists to develop and deepen knowledge around best practice in early literacy development and implement effective programming, interventions, and instruction - Work closely with the district instructional team, district instructional coaches, and lead instructional coach to provide critical collaboration and focus on students identified SRD - Provide professional development opportunities for the new 45-hour teacher training requirements per the revised READ Act - Support pathway 2 and 3 options for students with disabilities within the READ Act - Support building data analysis and monitor progress using the interim assessment and diagnostic assessment for the READ Act (both achievement and growth) - Support goal setting for students within READ plans and pathways of progress that are attainable, meaningful, and ambitious

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
5164	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	8.03	READ Act Specialists would support all 16 elementary schools, specifically Kindergarten through 3rd grade literacy providing direct service to students 3/4 of the day at one building and 1/4 of the day provide coaching support at their partner building.	\$535,113.38
5165	PD Programming		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Provide benefits (life insurance, Medicare, PERA, health, dental, and vision insurance) for our Interventionists.	\$183,872.12
5298	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.03	Frontier Charter Academy will fund an interventionist that will provide support to K-3 grade classroom teachers for literacy. Direct support to students, coaching for staff, and intervention strategies for educational assistants.	\$20,728.00
5299	PD Programming		Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Frontier Charter Academy will fund benefits (medical, dental, PERA, life, SUTA, and short-term disability) for the interventionist that will provide support to K-3 grade classroom teachers for literacy.	\$6,758.00

5300	PD Programming		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	2.00	<p>Primary grades interventionist for Union Colony Prep School will perform the following duties - gather, organize, and interpret assessment data on identified students; utilize best practice instructional strategies and research-based intervention curriculum materials to meet the learning needs of identified students; model the use of intervention strategies, through use in the classroom, to general and special education teachers; analyze existing student achievement data and administer student assessment and progress monitoring instruments as needed to aid in progress monitoring of students. Additionally, serve on the building level MTSS team and participate in weekly MTSS meetings and data analysis meetings; provide leadership for those meetings in collaboration with the K-2 Reading Specialist; Collaborate with classroom teachers, building administrators, and parents when designing interventions, and maintain accurate student records, parent communication records, and student progress data reports.</p>	\$50,497.59
5301	Core Reading		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	<p>K-5 reading intervention teacher to develop, plan, prepare, and implement reading intervention strategies, individualized programs of instruction (large, small, and one-on-one situations), and create a classroom environment that maximizes instructional opportunity. In doing so, she assists teachers with diagnosing intervention needs and coordinates lesson plans detailing methods and materials needed to achieve intervention goals at University Charter School. There are 408 K-3 students out of the total K-5 population of 648 students. The reading interventionist's FTE for READ Act is .62. The total salary is \$49,148 which means \$30,472 is .62 of her gross salary with benefits of another \$6,810.</p>	\$37,282.00

5302	Core Reading		Instructional Program (0010-2000)	0650 Electronic Media Materials		West Ridge Academy will implement SIPPS (Center Collaborative Classroom) is a research-based decoding intervention program that will be very helpful in closing the learning gap created by COVID and gaps in general. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is an explicit instructional curriculum made to develop the accuracy and automaticity needed to create fluent, independent readers. This curriculum will be used in a small group setting. Based on NWEA scores from Spring 2021 we anticipate 50 K-50 and 20 6-8 grades that will benefit from this program.	\$2,556.84
5303	Core Reading		Instructional Program (0010-2000)	0650 Electronic Media Materials		Salida del Sol Academy will purchase core reading instructional programs (all digital software) through Reading Wonders 2020 Version. This program will be used not only in the traditional school year, but also for summer school. This purchase will be made through McGraw Hill.	\$42,981.32
5612						Remaining funds not allocated in final 21-22 budget submission.	\$31,109.98
						Allocation:	\$910,899.23
						Budgeted Amount:	\$910,899.23
						Funds Remaining:	\$0.00

Budget Summary

Budget Program Totals

Object Codes	Total
	\$31,109.98
Budget Program Total:	\$31,109.98

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$643,620.97
0200 Employee Benefits	\$190,630.12
0650 Electronic Media Materials	\$45,538.16
Budget Program Total:	\$879,789.25

Allowable Activity Totals

Activity	Total
	\$31,109.98
Core Reading	\$82,820.16
PD Programming	\$796,969.09

READ Budget Totals

Allocation:	\$910,899.23
Budgeted Amount:	\$910,899.23
Funds Remaining:	\$0.00