2023-2024 READ Act Budget Submission

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Print Application

1195 - GARFIELD RE-2

READ Funding Allocations

Prior Year Funding Allocation and Carryover

READ Funding allocated from the 2022-2023 School Year

Please use your FY2022-2023 allocation amount to project your budget amounts for FY2023-2024.

Allocation: **$159,588**

Prior Year Carryover:

If applicable, please enter the amount of READ funds from the 2022-2023 school year that your LEP plans to use in the 2023-2024 school year.

NOTE: An LEP may retain up to fifteen percent of the amount of per-pupil intervention money it received in a budget year in the next budget year.

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Total Funds Available: **$159,588**

Accept or Decline Funding

Accept or Decline 2023-2024 READ Funding

☑ We **accept** FY2023-2024 READ Act Funding

☐ We **decline** FY2023-2024 READ Act Funding *

LEP Budget Explanation

Instructions: Select the ways in which you plan to use READ Act funds in the upcoming budget year. For each question, if Yes is selected, a narrative box will populate which must be completed. In order to submit your budget, all assurances must be reviewed and agreed upon, all boxes must be checked and all narratives must be complete.

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.

> **Note:** At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

Questions and Assurances

READ Act funds will be used to operate a Summer School Literacy Program

☐ Yes   ☑ No

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

[ ]

☐ 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

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

a. identified problem(s) based on READ Act-relevant data;
b. details of the planned allowable activity(ies) including name program(s);
c. expected outcomes and/or goals

Narrative should not exceed 250 words.

> At this time the state average as a threshold for READ Plans is 21.3%. Garfield Re-2 is currently services an average of 27.9% of students on READ Plans in kinder through third grade. We use Superkids as our core reading program in grades K-2. In addition to the annual cost of the Word Work Books, we had many materials damaged or lost. We need to replace these materials to restore the classroom materials and ensure the books students are using are in good condition. These books provide age-appropriate content and vocabulary that cater to their reading level, helping them develop essential literacy skills. These books also offer engaging stories and characters that capture their imagination and foster a love for reading. By having their core reading books in class, young learners can practice reading independently, improving their fluency and comprehension. These books serve as valuable tools for teachers to facilitate guided reading sessions, allowing them to assess students' progress, provide targeted instruction, and promote classroom discussions.

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

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

a. identified problem(s) based on READ Act-relevant data;
b. details of the planned allowable activity(ies) including name program(s);
c. expected outcomes and/or goals

Narrative should not exceed 250 words.

☐ 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

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

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

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

As measured by DIBELS and iReady, our K - 3rd grade students consistently show deficiencies in basic reading skills including phonemic awareness, phonics, fluency, comprehension, and vocabulary. Garfield Re-2 is currently services an average of 27.9% of students on READ Plans in these early grade levels. To assist in the delivery of interventions and core reading instruction, we will hire paraprofessionals. These paras will either flood into the general education classroom to support intervention groups or will pull small groups of students to provide instruction using one of the interventions such as iReady reading lessons, Really Great Reading, Learning A-

Z/RAZ Plus, SPIRE, and 95% Group. Early intervention ensures that children develop strong literacy skills from the start. Interventions provide targeted support to struggling readers, helping them overcome challenges and prevent falling behind their peers. These interventions employ evidence-based strategies that address specific difficulties, such as phonics, comprehension, and fluency. By identifying and addressing reading difficulties early on, interventions can prevent long-term academic struggles and promote positive self-esteem.

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

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

As measured by DIBELS and iReady, our K - 3rd grade students consistently show deficiencies in basic reading skills including phonemic awareness, phonics, fluency, comprehension, and vocabulary. Garfield Re-2 is currently services an average of 27.9% of students on READ Plans in these early grade levels. One of the intervention programs embedded in the Garfield Re-2 Scope and Sequence is Really Great Reading including HD Word, BLAST, and Countdown. Re-2 will use READ Act money to purchase on-line licenses for reading intervention support. Access to online platforms provides valuable support for teachers in early reading grades. These platforms offer a variety of instructional resources, such as digital lesson plans, interactive activities, and multimedia materials. Teachers can access pre-designed curriculum materials aligned with educational standards, saving time and effort in lesson planning. Online platforms also facilitate differentiated instruction, allowing teachers to personalize learning experiences based on individual student needs. They can monitor student progress, provide feedback, and adjust instruction accordingly.

READD 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

If *YES*, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

    a. identified problem(s) based on READ Act-relevant data;
    b. details of the planned allowable activity(ies) including name program(s);
    c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Are there district authorized charter schools in your district who have refused READ Act funds in the 2022-2023 school year?

☐ Yes   ☑ No

Are there district authorized charter schools in your district who will refuse READ Act funds in the 2023-2024 school year?

☐ Yes   ☑ No

Does the district have a system that ensures district authorized charter schools do not receive READ Act Funds?

☐ Yes   ☑ No

If *YES*, please provide a narrative explanation with the following details:

- The system in place to ensure district authorized charter schools do not receive READ Act funds.
- The names of each charter school declining READ Act Funds.

Note: At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

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
692	Core Reading	The Superkids Reading Program (2017) (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0640 Book and Periodicals			Materials for instruction with the core reading program, Superkids, in grades K through 3	$31,255.52
694	Tutoring Services	Blending, Phonics Screeners, Phonics Chip Kit, Phonics Lesson Library, Multisyllable Routine Cards (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	222 Reading Interventionist	3.00	These para-professionals will provide instruction for K-3 students who are underperforming in reading in Garfield Re-2.	$50,767.46
696	Tutoring Services	Blending, Phonics Screeners, Phonics Chip Kit, Phonics Lesson Library, Multisyllable Routine Cards (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0200 Employee Benefits	222 Reading Interventionist	0.00	These para-professionals will provide instruction for K-3 students who are underperforming in reading in Garfield Re-2.	$24,050.43
729	Technology	Read Live (2011 – 2021, web-based) (English) (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			This will be an additional reading intervention for fluency practice.	$6,350.00

1135	Technology	i-Ready (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			iReady Reading Intervention	$15,547.24
1136	Tutoring Services	HD Word, First Edition (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Really Great Reading for Intervention K-3	$1,927.00
1137	Tutoring Services	95 Phonics Core Program, First Edition (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies			Materials/Supplies for 95% Intervention	$4,421.04
1138	Tutoring Services	Raz-Plus (Supplemental Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0650 Electronic Media Materials			Reading A to Z	$2,723.00
1140	Other Services						Carryover	$22,545.83
					Allocation:			$159,587.52
					Budgeted Amount:			$159,587.52
					Funds Remaining:			$-0.00

Budget Summary

Budget Program Totals

Object Codes	Total
	$22,545.83
Budget Program Total:	**$22,545.83**

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

Object Codes	Total
0100 Salaries	$50,767.46
0200 Employee Benefits	$24,050.43
0600 Supplies	$6,348.04
0640 Book and Periodicals	$31,255.52
0650 Electronic Media Materials	$24,620.24
Budget Program Total:	**$137,041.69**

Allowable Activity Totals

Activity	Total
Core Reading	$31,255.52
Other Services	$22,545.83
Technology	$21,897.24
Tutoring Services	$83,888.93

READ Budget Totals

Allocation:	$159,587.52
Budgeted Amount:	$159,587.52

	Funds Remaining:	$-0.00