



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

0990 - WIDEFIELD 3

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: **\$243,949**

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.

\$

0

.00

Total Funds Available: **\$243,949**

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.

At the end of the 22-23 school year, our SRD numbers were 465. Dibels data was used along with Dibels Deep and iReady to determine the needs of the students. Summer School will be provided for K-3 students on a Read Plan and additional struggling readers if there is space in June of 2024. Summer School will run for 4 weeks providing those students with targeted research-based instruction in order to increase students reading ability so students reading gaps are being closed. We will be using iReady for the summer program for any students that are SRD. Teachers stipends will also be paid out of READ funds. We will also use Phonics for Reading from Curriculum andn Associates to support the science of reading, to include; phonemic awareness, phonics, fluency, vocabulary and comprehension. Summer school staff will use PDSAs to track data during the four week time frame.

☒ 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.

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.

Students will also receive before and after school tutoring that focuses on their individual needs for the purpose of increasing their reading skills in all five components of reading; phonemic awareness, phonics, vocabulary development, reading fluency including oral skills and

reading comprehension. This targeted approach will provide students with the additional targeted practice needed to improve their reading ability and lesson the gaps with the goal of reading at grade level. Read money will be used to pay for the tutors and supplemental materials according to the approved list.

☒ 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.

There is a significant number of SRD students at each of our schools; a total of 465 students throughout our district. We will service these students during the school day by additional staff who have completed the READ Act training. The targeted interventions will support our SRD students through instruction based on the Science of Reading. Each component of reading will be addressed based on

student data. Programs that may be used during this time are; SIPPS, 95% group: Phonics Core Program, Phonics for Reading, Read Naturally, and RAZ.

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.

In some classrooms technology will be used during independent work time to provide students with the additional practice on reading skills focused on the five components. The software used will be iReady, Amplify, and Raz Plus. iReady will also be used for the diagnostic test our students will take.

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

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
401	Other Services	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	4.40	Salaries for 10 part-time reading interventionists to provide interventions for students on READ plans using approved intervention programs and best instructional practices. All interventions will have completed the 45 required hours. The following schools will be where the interventionists work. (French, GMS, VES, Webster, TSIS, King, WESA, Sunrise). REVISED the total salary spent was less than projected. Budgeted was \$112,806 and we spent \$100,000.	\$100,000.00

402	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			Purchase i-ready licenses for the K-3 students that are considered SRD. These licenses will be used for both diagnostic and instructional needs of the students. The diagnostic test will be used to create the READ plan and determine instructional needs. The instructional side of iReady will be used consistently for each of these students to progress in their reading skills. According to spring DIBELS assessment results, we will need 475 licenses for SRD students. REVISED: There were additional licenses needed to accommodate for our READ plan students. The additional cost was\$ 1,386.50.	\$14,386.50
403	Summer School	Phonics for Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	25.00	27 staff members will be hired to support the students designated SRD at the end of the 22-23 school year. Summer School will be provided for K-3 students on a Read Plan.Summer School will run for 4 weeks providing those students with targeted research-based instruction in order to increase students reading ability so students reading gaps are being closed. Our focus will be on the science of reading, to include; phonemic awareness, phonics, fluency, vocabulary and comprehension. REVISED: We will pay 25 teachers rather than 27 teachers.	\$63,732.00
407	Other Services	Raz-Plus (Supplemental Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			Raz-Plus along will be utilized by French Elementary. It will be used to supplement the district's core program and provide additional practice around the 5 components	\$1,671.00
408	Other Services	mCLASS Amplify Reading Edition (Supplemental Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			Purchase mClass Amplify reading edition to provide instruction and additional practice for K-1 students on READ plans around the five components of reading at Pinello and Venetucci. (Approved supplemental program) REVISED: The cost for Pinello was less than budgeted, which brings the total cost to 2096.00	\$2,096.00

410	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Stipends for teachers to provide before or after school tutoring using approved intervention materials and best research based practices for students on READ plans at French Elementary. (REVISED: Tutoring was not provided during the 23-24 school year at French Elementary.)	\$0.00
411	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Stipends for teachers to provide before or after school tutoring using approved intervention materials and best research based practices for students on READ plans at Sunrise Elementary.	\$4,000.00
412	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Stipends for teachers to provide before or after school tutoring using approved intervention materials and best research based practices for students on READ plans at Webster Elementary.	\$6,290.00
413	Other Services	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			95% Phonics Group will be purchased for the students in grades K-3 that show reading deficits. 95% Group's phonics program leads to student mastery of critical early literacy skills. It helps fill in gaps for students not at grade level in our Tier 1 instruction. The systematic and explicit word study will support our students to become grade level readers at Pinello Elementary. REVISED: Pinello the actual cost of 95% was 2616.64 rather than the budgeted \$2609.00	\$2,616.64
414	Other Services	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			95% Phonics Group will be purchased for the students in grades K-3 that show reading deficits. 95% Group's phonics program leads to student mastery of critical early litearcy skills. It helps fill in gaps for students not at grade level in our Tier 1 instruction. The systematic and explicit word study will support our students to become grade level readers at Sunrise Elementary	\$2,600.00

415	Other Services	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			95% Phonics Group will be purchased for the students in grades K-3 that show reading deficits. 95% Group's phonics program leads to student mastery of critical early literacy skills. It helps fill in gaps for students not at grade level in our Tier 1 instruction. The systematic and explicit word study will support our students to become grade level readers at Webster Elementary. REVISED: Webster spent 4669.00 on 95%.	\$4,669.00
416	Other Services		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for 10 part-time reading interventionists to provide interventions for students on READ plans using approved intervention programs and best instructional practices. All interventions will have completed the 45 required hours. The following schools will be where the interventionists work. (French, GMS, VES, Webster, TSIS, King, WESA, Sunrise. The benefits were less than projected. \$33,410 was the original budgeted amount and we spent \$22,519.80.	\$22,519.80
449	Summer School		Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Benefits for the 27 staff member that will be hired to support the students designated SRD at the end of the 22-23 school year. Summer School will be provided for K-3 students on a Read Plan. Summer School will run for 4 weeks providing those students with targeted research-based instruction in order to increase students reading ability so students reading gaps are being closed. Our focus will be on the science of reading, to include; phonemic awareness, phonics, fluency, vocabulary and comprehension. REVISED: We will pay the benefits of 25 teachers for summer school rather than 27.	\$13,771.67

Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$178,142.00
0200 Employee Benefits	\$36,291.47
0600 Supplies	\$9,885.64
0650 Electronic Media Materials	\$19,629.50
Budget Program Total:	\$243,948.61

Allowable Activity Totals	
Activity	Total
Other Services	\$164,384.94
Summer School	\$79,563.67

READ Budget Totals	
Allocation:	\$243,948.61
Budgeted Amount:	\$243,948.61
Funds Remaining:	\$0.00

Technical Assistance: Submit questions or requests for technical assistance to readactdata@cde.state.co.us
(<mailto:readactdata@cde.state.co.us>)

View more information and resources on the READ Act website. (<http://www.cde.state.co.us/coloradoliteracy/read-budget-submissions>)