Print Application

2010 - CREEDE SCHOOL DISTRICT

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: **$5,911**

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.

$ | 547 | .00

Total Funds Available: **$6,458**

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.

> As students enter school after the summer break, our READ data shows that students with an SRD regress within their READ Plan goals. With a Summer School Literacy Program using various intervention supports (e.g., Voyager Sopris Learning-Passport, Montessori Phonic, and Grammar, etc.), our expected outcome is for our students to maintain and/or increase their READ Plan goals between summer break and the fall Reading benchmark.

☑ 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.

> We will continue to purchase Amplify-CKLA as our Core Programming to not only teach using a comprehensive core reading program, but we will also use these materials and lesson procedures from the core program to provide reteaching or additional teaching to students according to their needs. For Supplemental Instruction, Literacy Resources-Heggerty Phonemic Awareness Curriculum.

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.

> Based on READ Act data, Students need extended support beyond the school day for their foundational skills in Reading. Voyager Sopris Learning Passport will be used to assist with Phonological & Phonological Awareness, Phonics, & Word Study, Text Reading Fluency, and Vocabulary.

☑ 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

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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.

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.

[   ]

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
575	Core Reading	CKLA (2017) (Core Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			K-3 Activity Books for CKLA Skills and Knowledge	$1,430.83
577	Summer School	Passport (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Salary for Summer School Instructor	$2,300.00
1176	Summer School	Passport (Intervention Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for Summer School Reading Interventionist	$528.67
1177							Carryover	$886.65
1178							Unspent Funds	$1,311.50
						Allocation:		$6,457.65
						Budgeted Amount:		$6,457.65
						Funds Remaining:		$0.00

Budget Summary

Budget Program Totals

Object Codes	Total
	$2,198.15
Budget Program Total:	**$2,198.15**

Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	$2,300.00
0200 Employee Benefits	$528.67
0640 Book and Periodicals	$1,430.83
Budget Program Total:	**$4,259.50**

Allowable Activity Totals

Activity	Total
	$2,198.15
Core Reading	$1,430.83
Summer School	$2,828.67

READ Budget Totals

Allocation:	$6,457.65
Budgeted Amount:	$6,457.65
Funds Remaining:	**$0.00**