



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

3020 - WOODLAND PARK 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: **\$66,629**

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.

\$	7944.21	.00
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Total Funds Available: **\$74,573**

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.

Woodland Park School District's students are still struggling from learning loss from the COVID pandemic. Based upon the Dibels composite scores, 62% of our kinder through third grade students scored at or above benchmark on the end of the 2022-23 school year assessment. The district will utilize READ Act funding in a variety of ways to support students' foundational reading skills. Some funding will be allocated to each building to purchase core instructional materials. Merit Academy utilizes CKLA and the three district operated elementary schools utilize Into Reading all of which are CDE approved resources. Funding will be used to replenish supplies as well as professional development to ensure programs are implemented with fidelity. With an intentional focus on strong, quality tier 1 instruction it is the goal of WPSD to have 72% of all kinder through third grade students reading at or above benchmark when the end of the 2023-24 school year assessments are administered.

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.

Woodland Park School District will utilize funding to provide tutoring and/or targeted, evidence-based intervention services to students. These services will focus on students' foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency, as well as reading comprehension. These services will prioritize those students that are identified as being SRD or on READ Plans. Service delivery will vary based upon student needs and will be based upon qualified staff availability and may include small group instruction during the school day and/or after-school tutoring.

☒ 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.

Woodland Park School District will utilize READ Act funds to purchase targeted intervention resources for the elementary schools. The elementary schools utilize iReady and ASCEND Smarter Intervention programs to provide supplemental instructional services to students that are struggling with the foundational reading skills. With only 62% of kinder through third grade students reading at or above benchmark, the use of evidenced-based and/or scientifically based resources are critical to the successful attainment of reading skills for our students identified as SRD or on READ Plans. It is our goal that by the end of the 2023-24 school year at least 72% of our students will be reading at or above benchmark expectations.

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.

READ Act funds will be used by the Woodland Park School District to purchase professional development to support the successful implementation of the following programs: CKLA, Into Reading, iReady, and ASCEND. Continued professional development ensures all staff are knowledgeable on the curricular requirements and are provided the support to successfully implement the programs for student success. With a high level of turnover within the district, there are many new staff members that will need to be provided with initial training and continued support in the quality implementation of the research-based programs.

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
712	Tutoring Services	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	1.00	Tutoring and intervention support offered by highly qualified classroom teachers before/after school and/or through additional contract time for interventionists for all traditional elementary schools; Budget allocated proportionally per building based on the number of students with a SRD	\$30,000.00
713	Tutoring Services	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	000 Other	0.00	Tutoring and intervention support offered by highly qualified classroom teachers before/after school and/or through additional contract time for interventionists for all traditional elementary schools; Budget allocated proportionally per building based on the number of students with a SRD	\$7,035.00

[illegible]

Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$44,994.35
0200 Employee Benefits	\$8,207.50
0600 Supplies	\$21,371.49
Budget Program Total:	\$74,573.34
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0300 Purchased Professional & Technical Services	\$0.00
0600 Supplies	\$0.00
Budget Program Total:	\$0.00

Allowable Activity Totals	
Activity	Total
Core Reading	\$31,365.84
PD Programming	\$0.00
Tutoring Services	\$43,207.50

READ Budget Totals	
Allocation:	\$74,573.34
Budgeted Amount:	\$74,573.34
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>)