



**COLORADO**  
Department of Education

## 2023-2024 READ Act Budget Submission

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# Print Application

## 3130 - PLATTE VALLEY RE-7

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# 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: **\$35,464**

### 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.

\$	5100	.00
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Total Funds Available: **\$40,564**

## 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.*

All the students attending our summer school have been invited by our teachers/admin team. They are identified due to significant reading deficiencies, and issues range from decoding, phonics, vocabulary development, fluency, and dyslexia. We will operate four K-3 classrooms and offer an extension of our regular school year programming, including SPIRE and SIPPS and also Into Reading programs. A combination of teachers and trained paras will teach these courses. We will use the HMH assessments and MAP scores to measure gains. We hope to increase the MAP scores of these students by 5%ile points and decrease the summer slide. We will use the BOY MAP scores to determine this.

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.*

Because we want our youngest learners to have a solid foundation and because we have an increase in classrooms needing materials, we will purchase some additional Heggerty materials with these funds. Heggerty is incorporated into our Kinder and 1st-grade classrooms. It is an easy to use and engaging program that allows for alignment within all classrooms. We will also purchase the reading books for SPIRE which is used in Intervention. We use it along with Into Reading to instill phonological and phonemic awareness in our youngest learners. We expect 100% of our Kindergartens to have a strong phonemic awareness when they leave Kindergarten.

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.*

All the students attending tutoring will be invited by our teachers/admin team. They are identified due to significant reading deficiencies based on Dibels 8th Edition and MAP BOY % Rank, and issues range from decoding, phonics, vocabulary development, fluency, and dyslexia. We will use SPIRE and SIPPS and also Into Reading programs. A combination of teachers and trained paras will teach these courses. READ funds will be used to pay these instructors. We will use the HMH assessments and MAP scores to measure gains. We hope to increase the MAP scores of these students by 5%ile points for each benchmark. We will use the MOY and EOY MAP scores to determine this.

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.*

We will use a portion of the fund to hire a Reading Interventionist at the K-2 level. We know it is important to provide Tier 3 intervention at an early age and has approximately 30 Kinder and 1st-grade students in need of an Interventionist. This teacher will be trained in the Science of Reading, work in a small group atmosphere, and use SIPPS and SPIRE. Expected outcome is to have only 5% of students with an SRD at the end of the 23-24 school year.

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
109	Summer School	Into Reading (2020) (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	5.00	Summer School teachers	\$8,000.00
111	Tutoring Services	SIPPS (Intervention Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	000 Other	0.50	Salaries for Tutoring	\$10,000.00
112	Core Reading	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	Salary for Interventionists	\$18,000.00
113	Core Reading	Heggerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Purchase materials	\$1,500.00
114	Core Reading	SPIRE (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			purchase books	\$3,063.89
Allocation:								\$40,563.89
Budgeted Amount:								\$40,563.89
Funds Remaining:								\$0.00

# Budget Summary

Budget Program Totals	
<b>Instructional Program (0010-2000)</b>	
Object Codes	Total
0100 Salaries	\$18,000.00
0600 Supplies	\$4,563.89
<b>Budget Program Total:</b>	<b>\$22,563.89</b>
<b>Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)</b>	
Object Codes	Total
0100 Salaries	\$18,000.00
<b>Budget Program Total:</b>	<b>\$18,000.00</b>

Allowable Activity Totals	
Activity	Total
Core Reading	\$22,563.89
Summer School	\$8,000.00
Tutoring Services	\$10,000.00

READ Budget Totals	
Allocation:	\$40,563.89
Budgeted Amount:	\$40,563.89
<b>Funds Remaining:</b>	<b>\$0.00</b>

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