



**COLORADO**  
Department of Education

## 2022-2023 READ Act Budget Submission

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# Print Application

## 0880 - DENVER COUNTY 1

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# READ Funding Allocations

## Prior Year Funding Allocation and Carryover

### READ Funding allocated from the 2021-2022 School Year

Please use your FY2021-2022 allocation amount to project your budget amounts for FY2022-2023.

Allocation: **\$3,094,060**

### Prior Year Carryover:

If applicable, please enter the amount of READ funds from the 2021-2022 school year that your LEP plans to use in the 2022-2023 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.

\$	3294855	.00
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Total Funds Available: **\$6,388,915**

## Accept or Decline Funding

### Accept or Decline 2022-2023 READ Funding

- We **accept** FY2022-2023 READ Act Funding
- We **decline** FY2022-2023 READ Act Funding \*

# LEP Budget Explanation

**Instructions:** Select the ways in which you plan to use READ Act funds in the upcoming budget year. In order to submit your budget, all assurances must be reviewed and agreed upon, and all boxes must be checked.

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.

## Questions and Assurances

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

Yes     No

- 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

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

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

**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

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

**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

**Are there district authorized charter schools in your district who have refused READ Act funds in the 2021-2022 school year?**

Yes  No

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**Are there district authorized charter schools in your district who will refuse READ Act funds in the 2022-2023 school year?**

Yes     No

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**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 reusing READ Act Funds.

# LEP Budget Narrative

**Instructions:** Provide a brief description (no more than 700 words) that addresses each of the questions below. These questions must be completed for any LEP receiving READ Act funds before funds are released.

## Implementing Allowable Activities

**Explain how your LEP plans to implement each selected allowable activity. Please ensure that each allowable activity listed aligns with the allowable use(s) of funds as required by statute and matches the allowable use(s) listed in your LEP budget explanation. If applicable, please include list of programming being used.**

District: Core Reading Instructional Program: We will purchase a core curriculum for K-2 classrooms during the school year to support Science of Reading-aligned instruction. As of June 2022, we have \$3,294,855 in remaining funds that we would like to request in carryforward. The district committed to purchasing \$8M of curriculum for CKLA, which will be expensed in July 2022. This curriculum will support K-3 classrooms in the FY23 school year. Wyatt Academy - Ready will be implemented in the following ways to support evidence-based intervention services: 1) it will be used as a universal screener to identify students who may be diagnosed with a significant reading deficiency, it will be used as a leveled instructional reading intervention delivery tool, and it will be used as a progress monitor to track student growth as a response to intervention. We will be able to use this system in both a remote and in-person instructional environment, by assigning lessons and assessments at their level. This will be used by both the reading interventionist and reading paraprofessional KIPP Sunshine Peak Elementary: Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. The interventions are progress monitored on a weekly and daily basis to determine their effective across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula. . KIPP NE Elementary: Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. The interventions are progress monitored on a weekly and daily basis to determine their effectiveness across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula. UPREP Steele St- Steele St utilizes Amplify CKLA a CDE approved core reading program. All K-2 teachers are trained in using this curriculum with fidelity by the Reading Coach. The Amplify Site license along with the Really Great Reading-HD Word software will be implemented in the following ways to support evidence-based intervention services: 1) it will be used as a universal screener to identify students who may be diagnosed with a

significant reading deficiency, it will be used as a leveled instructional reading intervention delivery tool, and it will be used as a progress monitor to track student growth as a response to intervention. These programs will be used by both the reading interventionist and reading paraprofessionals. UPREP Arapahoe - UPREP- Arapahoe utilizes Amplify CKLA a CDE approved core reading program. All K-2 teachers are trained in using this curriculum with fidelity by the Reading Coach. The Amplify Site license along with the Really Great Reading-HD Word software will be implemented in the following ways to support evidence-based intervention services: 1) it will be used as a universal screener to identify students who may be diagnosed with a significant reading deficiency, it will be used as a leveled instructional reading intervention delivery tool, and it will be used as a progress monitor to track student growth as a response to intervention. These programs will be used by both the reading interventionist and reading paraprofessionals. HASE: Our school currently uses Benchmark Workshop for its core reading instruction and Orton Gillingham for reading intervention. We also use Lexia for all K-3rd grade students to practice their reading skills in an engaging online platform. We will use the Read Act funds this year for two things. We will use it to purchase the annual school subscription to the software program Lexia. We have seen over the years that classes who use Lexia for the recommended number of hours each week have a higher percentage of students on grade level in the Read Act assessments, so we want to ensure it can continue to be available for our students. Secondly we have hired a reading interventionist to work in our Kindergarten classes. This person is certified in reading science and is also trained in Orton Gillingham curriculum. They will work with small groups of students who have been identified as furthest behind in becoming grade level readers Strive Prep Ruby Hill - Reading Interventionists: Funding is utilized to support three full-time staff members who teach whole group and small group literacy lessons in all classrooms in the grade they support (K-2). These individuals are all trained in Science of Reading/READ Act-aligned courses and utilize CDE approved curricula to support students during these times. iStation: All grades across the school take ISIP (Istations Indicators of Progress) monthly. This allows teachers and administrators to keep track of school-wide, grade/class-level and individual student achievement and growth in literacy throughout the year. Teachers meet as a grade team and with coaches after each round to determine changes in instructional plan to address any gaps in student learning along the way. Aforementioned Reading Interventionists and classroom teachers also utilize intervention lesson plans from Istation to support small groups based on data collected from these assessments. Imagine Learning: All classrooms across the school utilize MyPath, by Imagine Learning, an online literacy intervention platform. During our daily "Skills" blocks, students have access to this program, which syncs with assessments students take throughout the year to place them on their appropriate "path" and adjust their lessons accordingly. Teachers analyze MyPath results to ensure students are progressing at an appropriate pace and to intervene if a student continues to struggle with a particular concept. HANE: Our school currently uses Benchmark Workshop for it's core reading instruction and Orton Gillingham for reading intervention. We also use Lexia for all K-3rd grade students to practice their reading skills in an engaging online platform. We will use the Read Act funds this year for three things. We will use it to purchase the annual school subscription to the software program Lexia. We have seen over the years that classes who use Lexia for the recommended number of hours each week have a higher percentage of students on grade level in the Read Act assessments, so we want to ensure it can continue to be available for our students. Secondly we have hired reading interventionists to work in our Kindergarten and first grade classes. This person is certified in reading science and is also trained in Orton Gillingham curriculum. They will work with small groups of students who have been identified as furthest behind in becoming grade level readers. Last we will run a summer school program as we have every year since Covid. We have used ESSER funds to pay for summer school in prior years. This year we will use some of our Read Act funds to pay the salary of the two read act certified teachers for teaching in the month long summer school program. They teach in the mornings only. SOAR @ GVR - Activity: We use McGraw Hill-Wonders curriculum for our universal instruction in Kindergarten through 3rd grade classrooms. Wonders is an

evidence-based K–5 ELA program that empowers students to take an active role in learning and exploration. It is a high quality literacy program backed by the Science of Reading. Our literacy coaches support planning, instruction and differentiation as needed. For Intervention we use McGraw Hill-WonderWorks for K-2 and Curriculum Associates-Phonics for Reading for grades 3-5th. Wonderworks connects intervention strategies with the content of the Wonders core program. Wonders and WonderWorks work together to ensure students have access to the same content, skills, strategies and knowledge building of Wonders core program. Phonics for Reading is a systematic, explicit instruction program designed to ensure students in Grades 3-5 learn the phonics skills they did not master during primary literacy instruction. i-Ready: We use the i-Ready Diagnostic Assessment for identification and monitoring of students with a Significant Reading Deficiency. The detailed reports teachers get from these Diagnostic Assessments are used to help focus instruction for students, small groups, and the whole class. With the support of our literacy coaches, teachers are able to plan next steps for daily instruction from these results. Between Diagnostic Assessments students engage in i-Ready Instruction set to meet their individual needs. Early Literacy Professional Development: Kindergarten through Third Grade teachers systematically engage in scientifically and evidenced based literacy development each week with our literacy coaches (Kristin Hahn & Michelle Barone). These sessions are focused on developing teacher's skills, knowledge, and expertise in scientific and evidenced based early literacy practices. They allow teachers to develop new teaching techniques and dig into new educational research on how best to meet the needs of their diverse learners. Early Literacy Coaching: Our highly skilled literacy coaches provide observation and feedback to kindergarten through third grade teachers. Coaching is focused on evidenced based practices that teachers have learned through professional development sessions. Coaches give feedback and support teachers to implement these practices and to meet the needs of individual learners. FAS: FASD has scheduled additional time to allow ELA Teacher for grades Kinder, 1st and 3rd to provide added reading intervention services to students identified as needing additional support. DLS: Denver Language School used our LEP budget to purchase our core English reading instructional programs, Benchmark Workshop. Benchmark is a READ Act approved instructional program that we use with all of our 3rd - 5th grade students. It is a research based, comprehensive English language arts curriculum that utilizes the science of reading research to comprehensively teach literacy, writing, and core phonics instruction. DDES: The Downtown Denver Expeditionary School will be using READ Act funds to employ a reading interventionist who will provide targeted evidence-based reading interventions to students who are receiving instructional services approved by the department in both push in and pull out format.. RMP Southwest - Based on RMP's continued success in meeting student growth goals while using CKLA, Wilson Reading System and Lexia, we continue to purchase these programs. We continue to use the Core Knowledge Language Arts (CKLA) curriculum as our Foundational Skills/Phonics and ELA curriculum for K-2 students. Foundational Skills/Phonics daily instructional minutes in 60-80 minutes and K-5 ELA daily instructional minutes is 90-120 minutes. CKLA is a comprehensive program for teaching reading, writing, listening and speaking while building students' knowledge and vocabulary across essential domains in the sciences, literature, world and American history. Wilson Reading System is utilized daily by our Literacy Interventionists as our intervention program to support our students with unfinished learning in reading (grades 2-5). Wilson Reading System is our Tier 3 program which is based on phonological-coding research and Orton-Gillingham principles and provides students with the foundational and language skills that are necessary to access grade-level text. Additionally, we continue to use Lexia as our Tier 2 intervention program, which supplements regular classroom instruction and gives students independent practice in basic reading skills. Literacy Interventionists on our campus utilize all of the curricular resources described above and rapidly accelerate student learning by teaching daily literacy interventions in individual and small group settings; analyzing student data and using it to set individual goals, create intervention groups and instructional plans, and adjust instruction; and leading Student Care Plan meetings for students requiring



additional support. A360: Our Director of Lower Elementary Academics is a trained Reading Interventionist. She will use the Voyagers Passport Program, alongside Istation's blended learning curriculum, to conduct intervention for Tier II and Tier III students, including those with Read Act plans. Additionally, 1/10 of her time will be coaching other teachers conducting small group reading interventions also using the Voyagers Passport Program. Both of these are allowable expenses per CDE. RMP Creekside - Based on RMP's continued success in meeting student growth goals while using Amplify CKLA and Lexia, we continue to purchase these programs. We continue to use the Core Knowledge Language Arts (CKLA) curriculum as our Foundational Skills/Phonics and ELA curriculum for K-2 students. Foundational Skills/Phonics daily instructional minutes in 60-80 minutes and K-5 ELA daily instructional minutes is 90-120 minutes. CKLA is a comprehensive program for teaching reading, writing, listening and speaking while building students' knowledge and vocabulary across essential domains in the sciences, literature, world and American history. Additionally, we continue to use Lexia as our Tier 2 intervention program, which supplements regular classroom instruction and gives students independent practice in basic reading skills. RMP Berkley: Based on RMP's continued success in meeting student growth goals while using CKLA, Wilson Reading System and Lexia, we continue to purchase these programs. We continue to use the Core Knowledge Language Arts (CKLA) curriculum as our Foundational Skills/Phonics and ELA curriculum for K-2 students. Foundational Skills/Phonics daily instructional minutes in 60-80 minutes and K-5 ELA daily instructional minutes is 90-120 minutes. CKLA is a comprehensive program for teaching reading, writing, listening and speaking while building students' knowledge and vocabulary across essential domains in the sciences, literature, world and American history. Wilson Reading System is utilized daily by our Literacy Interventionists as our intervention program to support our students with unfinished learning in reading (grades 2-5). Wilson Reading System is our Tier 3 program which is based on phonological-coding research and Orton-Gillingham principles and provides students with the foundational and language skills that are necessary to access grade-level text. Additionally, we continue to use Lexia as our Tier 2 intervention program, which supplements regular classroom instruction and gives students independent practice in basic reading skills. Odyssey - Odyssey will use its Read Act funds to provide targeted, approved, evidence-based intervention services through the work of a .6 Reading Interventionist. This staff member has received basic and advanced training in the Orton Gillingham method, an intervention program that offers LEPs with explicit instruction in phonological and phonemic awareness, Phonics and Word Study, Vocabulary and Text Reading Fluency. This interventionist will use i-ready diagnostic and progress monitoring data as well as assessments found in the EL Education program that all K-2 students are provided ( an approved READ Act core program) to work through the OG scope and sequence and support students with lots of practice and repetition to learn the foundational aspects of reading. OBD: I-Ready will be implemented in the following ways to support evidence-based intervention services: 1) it will be used as a universal screener to identify students who may be diagnosed with a significant reading deficiency, it will be used as a leveled instructional reading intervention delivery tool, and it will be used as a progress monitor to track student growth as a response to intervention. We will be able to use this system in both a remote and in-person instructional environment, by assigning lessons and assessments at their level. This will be used by both the reading interventionist and reading paraprofessional Monarch- We will use these funds to support a portion of the pay of a full time reading interventionist, who will use research-based approaches to reading intervention with Tier 2 and Tier 3 students. Further, she will support coaching of teachers as needed, and provide leadership in our MTSS approaches and meetings.

# 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
5197	Core Reading	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0600 Supplies			Charter School: 0880 - 1345 - 317 -RMP Berkley: Amplify CKLA teaches literacy through the lens of cross-curricular domains in science, history, literature, and culture. It was developed in response to research that shows the critical impact of background knowledge on reading comprehension and college- and career-readiness.	\$8,211.00
5198	Core Reading	Benchmark Advance (2022) (Core Programs)	Instructional Program (0010-2000)	0640 Book and Periodicals			Charter School: 176 - Denver Language School: LEP Budget to purchase Core English reading instructional program Benchmark Workshop	\$22,385.00

5199	Other Services		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Charter School: 182 - DDES 0880 - 2207: A reading interventionist will provide targeted, evidence-based intervention services to students. We will use READ act funds to supplement this salary. Intervention services will be push-in and pull-out services individual and small group.	\$16,607.00
5201	Core Reading		Instructional Program (0010-2000)	0650 Electronic Media Materials			Charter School 328 - Highline SE: Lexia Software	\$6,000.00
5202	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			Charter School: 183 - Highline NE: Lexia Software	\$10,000.00

5205	Core Reading		Instructional Program (0010-2000)	0100 Salaries	000 Other	1.00	<p>Charter School- 306- KIPP NE ES 0880 - 4500: Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. The interventions are progress monitored on a weekly and daily basis to determine their effective across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula. The interventionist is only supporting scientifically and evidence based criteria.</p>	\$71,500.00
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5206	Core Reading	Istation Early Reading (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.52	Charter School: 316- KIPP SUNSHINE PEAK ES - Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. The interventions are progress monitored on a weekly and daily basis to determine their effective across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula.	\$34,253.00
5207	Core Reading	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.37	Charter School: 161- Monarch Montessori 0880 - 5621: Salary of Literacy Interventionist. an interventionist is only supporting scientifically and evidence based curricula.	\$22,316.00

5208	Core Reading		Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.20	Charter School: 211-Odyssey 0880 - 6479: Odyssey will use its Read Act funds to provide targeted, approved, evidence-based intervention services through the work of a .2 Reading Interventionist. This staff member has received basic and advanced training in the Orton Gillingham method, an intervention program that offers LEPs with explicit instruction in phonological and phonemic awareness, Phonics and Word Study, Vocabulary and Text Reading Fluency. This interventionist will use i-ready diagnostic and progress monitoring data as well as assessments found in the EL Education program that all K-2 students are provided ( an approved READ Act core program) to work through the OG scope and sequence and support students with lots of practice and repetition to learn the foundational aspects of reading.	\$9,861.00
5210	Other Services		Instructional Program (0010-2000)	0650 Electronic Media Materials			CHARTER-0880 - 6508 - 196 OMAR D BLAIR CHARTER SCHOOL: Purchase the i-ready reading system as online licenses to deliver interventions and progress monitoring to students who may be diagnosed with a significant reading deficiency	\$21,850.00

5211	Other Services	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0600 Supplies			CHARTER-0880 - 6957 - 309 UNIVERSITY PREP - STEELE ST: University Prep will apply READ Act fund towards the purchase of CKLA curriculum materials (Core Knowledge Language Arts) and Great Minds - Wit and Wisdom for Kindergarten, First Grade, Second Grade and Third Grade for Vocabulary, Listening & Reading Comprehension	\$695.22
5212	Other Services	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0600 Supplies			CHARTER-0880 - 8945 - 168 UNIVERSITY PREP - ARAPAHOE: will apply READ Act fund towards the purchase of CKLA curriculum materials (Core Knowledge Language Arts) and Great Minds - Wit and Wisdom for Kindergarten, First Grade, Second Grade and Third Grade for Vocabulary, Listening & Reading Comprehension	\$48.35
5214	Core Reading	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.40	Charter School: 184 - RMP SW 0880 - 7471: Reading Interventionist	\$19,039.00
5216	Core Reading	Wonders (2017) (Core Programs)	Instructional Program (0010-2000)	0640 Book and Periodicals			Charter School: 175 - SOAR GVR Reading interventionist to provide targeted, evidence-based intervention services to students. Charter School: 175 - SOAR GVR: 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, SOAR has purchased Wonders Curriculum. FY21 purchased K-2 and now purchasing 3rd grade in FY22.	\$32,896.64
5217	Core Reading	EL Education (Core Programs)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Charter School: 187 - STRIVE Ruby Hill 0880 - 8401: Reading Interventionist	\$54,400.00
5218	Core Reading	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0650 Electronic Media Materials			Charter School: 212 - Wyatt 0880 - 9739: Purchase the I-Ready reading program for students in grade K - 3rd.	\$7,790.00

5219	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	218 Instructional Coach	0.14	<p>Charter School: 181-Academy 360: Provide professional development programming to support K-3 educators in teaching reading. Hiring a reading coach who is trained in scientifically and evidenced based practices in reading to provide job-embedded, ongoing professional development to support kindergarten-through-third-grade teacher competence scientifically and evidenced based practices in reading . The school's Director of Lower Elementary Academics has her mastered degree in Reading Intervention/Gifted &amp; Talented. A majority of her graduate school work is in the Science of Reading. She is responsible for both the PD and Coaching of all lower elementary teachers; the science of reading and CDE recommended intervention programs will be a primary focus over the next two years. She is also responsible for the intervention of both Tier II and Tier III students in grades K-3. The school's Director of Lower Elementary Academics has her mastered degree in Reading Intervention/Gifted &amp; Talented. A majority of her graduate school work is in the Science of Reading. She is responsible for both the PD and Coaching of all lower elementary teachers; the science of reading and CDE recommended intervention programs will be a primary focus over the next two years. She is also responsible for the intervention of both Tier II and Tier III students in grades K-3.</p>	\$11,418.00
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5221	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies		Charter School: 0880 - 1345 - 317 -RMP Berkley: Lexia Core5 Reading - provides differentiated literacy instruction for students of all abilities in grades pre-K–3. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	\$9,333.00
5222	Core Reading	Wilson Reading System (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies		Charter School: 0880 - 1345 - 317 -RMP Berkley: Wilson Readings System is our Tier 3 Literacy Program. Wilson is a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language	\$620.00
5224	Core Reading	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0600 Supplies		Charter School: 163 - RMP Creekside 0880 - 7241: Amplify CKLA teaches literacy through the lens of cross-curricular domains in science, history, literature, and culture. It was developed in response to research that shows the critical impact of background knowledge on reading comprehension and college- and career-readiness.	\$48,172.00

5226	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies		Charter School: 163 - RMP Creekside 0880 - 7241: Lexia Core5 Reading - provides differentiated literacy instruction for students of all abilities in grades pre-K-3. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	\$1,131.00
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5227	Other Services	Wilson Reading System (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.18	Charter School- 306- KIPP NE ES 0880 - 4500: Our interventionists are essential to responding to the academic and behavioral needs of students who are not meeting outcomes given effective tier one instruction. The interventionist position implements a rigorous screening and identification process that invests teachers in collecting precise data for all the students in their class. 6 week cycles of interventions are carefully put into place after the interventionist has had repeated contact and an in person meeting with the student's family and teachers. The interventions are progress monitored on a weekly and daily basis to determine their effective across multiple points of both quantitative and qualitative data. The goal is to move as quickly as possible to the least invasive intervention the student requires to achieve grade level success. The interventionist also monitors the implementation and quality execution of tier 2 and 3 curricula. The interventionist is only supporting scientifically and evidence based criteria.	\$10,499.00
5228	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.75	CHARTER-0880 - 6508 - 196 OMAR D BLAIR CHARTER SCHOOL: Pay for .75 FTE of the reading interventionists salary to account for the time spent working with students diagnosed as SRD	\$29,529.00

5229	Core Reading	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies		Charter School: 184 - RMP SW 0880 - 7471: Lexia Core5 Reading - provides differentiated literacy instruction for students of all abilities in grades pre-K-3. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	\$3,357.00
5231	Core Reading	Wilson Reading System (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies		Charter School: 184 - RMP SW 0880 - 7471: Wilson Readings System is our Tier 3 Literacy Program. Wilson is a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language	\$477.00
5232	Core Reading	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0600 Supplies		Charter School: 184 - RMP SW 0880 - 7471: Amplify CKLA teaches literacy through the lens of cross-curricular domains in science, history, literature, and culture. It was developed in response to research that shows the critical impact of background knowledge on reading comprehension and college- and career-readiness.	\$26,949.00

5236	PD Programming	Wonders (2023) (Core Programs)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services		Charter School: 175 - SOAR GVR: (this is Michelle B for 3rd grade PD) SOAR's expected outcomes for the 2020-2021 school year are to increase individual teacher's knowledge and skills in teaching early literacy in order to ensure students meet the basic grade level literacy competencies. Our goals for this school year are to increase students reading proficiency and decrease the number of students who have significant reading deficiencies. This will be progress monitored and evaluated throughout the year using i-Ready and interim assessment data. Early Literacy Professional Development: Kindergarten through Third Grade teachers systemtically engage in scientifically and evidenced based literacy development each week with our literacy coaches (Kristin Hahn & Michelle Barone). These sessions are focused on developing teacher's skills, knowledge, and expertise in scientific and evidenced based early literacy practices. They allow teachers to development new teaching techniques and dig into new educational research on how best to meet the needs of their diverse learners.	\$4,988.00
5237	Other Services	i-Ready (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.24 Charter School: 212 - Wyatt 0880 - 9739: Interventionists, to use differentiation and progress monitoring tools, spend .25 of their time to fill in reading gaps in phonics, phonological awareness and sight words for students who are identified as having a significant reading deficiency in small groups on a daily basis.	\$14,007.00

5273	Core Reading	CKLA (2017) (Core Programs)	Instructional Program (0010-2000)	0640 Book and Periodicals			Purchase CDE approved evidence based curriculum CKLA for adoption in FY23. The district will be adopting CKLA for K-3 students literacy growth.	\$5,763,995.68
5556	Other Services		Instructional Program (0010-2000)	0650 Electronic Media Materials			CHARTER-0880 - 6957 - 309 UNIVERSITY PREP - STEELE ST: Amplify Reading Site License for core reading program	\$3,600.00
5557	Other Services		Instructional Program (0010-2000)	0640 Book and Periodicals			CHARTER-0880 - 6957 - 309 UNIVERSITY PREP - STEELE ST: Purchases Great Minds Wit & Wisdom Assessment packs & teacher editions to support Core programming	\$3,285.70
5558	PD Programming		Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0300 Purchased Professional & Technical Services			CHARTER-0880 - 6957 - 309 UNIVERSITY PREP - STEELE ST: Really Great Reading for grades 2&3, includes onsite professional development	\$3,000.00
5559	Other Services		Instructional Program (0010-2000)	0640 Book and Periodicals			CHARTER-0880 - 6957 - 309 UNIVERSITY PREP - STEELE ST: Really Great Reading for grades 2&3, includes onsite professional development	\$4,769.70
5560	Other Services		Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	0.23	CHARTER-0880 - 6957 - 309 UNIVERSITY PREP - STEELE ST: hired reading coach who is trained in scientifically and evidenced based practices in reading to provide job-embedded, ongoing professional development to support kindergarten-through-third-grade teacher competence scientifically and evidenced based practices in reading. Steele St is asking for .226FTE of salary (84,000 *.226= 18894)	\$18,902.00
5561	Other Services		Instructional Program (0010-2000)	0650 Electronic Media Materials			CHARTER-0880 - 8945 - 168 UNIVERSITY PREP - ARAPAHOE: Amplify Reading Site License for core reading program	\$3,600.00

5562	Other Services	Wit and Wisdom (Supplemental Program)	Instructional Program (0010-2000)	0640 Book and Periodicals			CHARTER-0880 - 8945 - 168 UNIVERSITY PREP - ARAPAHOE: Purchases Great Minds Wit & Wisdom Assessment packs & teacher editions to support Core programming	\$2,421.40
5563	PD Programming		Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services			CHARTER-0880 - 8945 - 168 UNIVERSITY PREP - ARAPAHOE: Really Great Reading for grades 2&3, includes onsite professional development	\$4,769.70
5564	Other Services		Instructional Program (0010-2000)	0100 Salaries	218 Instructional Coach	0.23	CHARTER-0880 - 8945 - 168 UNIVERSITY PREP - ARAPAHOE: hired reading coach who is trained in scientifically and evidenced based practices in reading to provide job-embedded, ongoing professional development to support kindergarten-through-third-grade teacher competence scientifically and evidenced based practices in reading. Steele St is asking for .226FTE of salary (84,000 *.226= 18894)	\$18,743.00
5565	Other Services	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.46	Charter School 328 - Highline SE: Reading Interventionist who works directly with Kingergarden and 2st Grade	\$6,974.00
5566	Core Reading	Istation Early Reading (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			Charter School: 187 - STRIVE Ruby Hill 0880 - 8401: Istation	\$3,375.00
5567	Core Reading		Instructional Program (0010-2000)	0600 Supplies			Charter School: 187 - STRIVE Ruby Hill 0880 - 8401: Imagine Learning	\$5,021.00
5568	Summer School	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	000 Other	0.00	Charter School: 183 - Highline NE: Summer School Teacher Stipends for two READ Act Certified teachers for 1/2 day teaching (4 week program)	\$6,000.00
5569	Other Services	Core 5 Reading (Intervention Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	1.00	Charter School: 183 - Highline NE: Reading interventionist who works directly with K-1 Students	\$36,936.00

5570	Other Services	95 Phonics Core Program, First Edition (Supplemental Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.12	CHARTER SCHOOL: 1318 - FASD: ELA Teacher to provide additional reading interventionist to students	\$5,190.00
							Allocation:	\$6,388,915.39
							Budgeted Amount:	\$6,388,915.39
							Funds Remaining:	\$-0.00



# Budget Summary

## Budget Program Totals

### Instructional Program (0010-2000)

Object Codes	Total
0100 Salaries	\$374,756.00
0300 Purchased Professional & Technical Services	\$4,769.70
0600 Supplies	\$107,389.57
0640 Book and Periodicals	\$5,829,754.12
0650 Electronic Media Materials	\$52,840.00
<b>Budget Program Total:</b>	<b>\$6,369,509.39</b>

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

Object Codes	Total
0100 Salaries	\$11,418.00
0300 Purchased Professional & Technical Services	\$7,988.00
<b>Budget Program Total:</b>	<b>\$19,406.00</b>

## Allowable Activity Totals

Activity	Total
Core Reading	\$6,161,082.32

Other Services	\$197,657.37
PD Programming	\$24,175.70
Summer School	\$6,000.00

READ Budget Totals

Allocation:	\$6,388,915.39
Budgeted Amount:	\$6,388,915.39
<b>Funds Remaining:</b>	<b>\$-0.00</b>

**Technical Assistance:** Submit questions or requests for technical assistance to [hutton\\_w@cde.state.co.us](mailto:hutton_w@cde.state.co.us)  
([mailto:hutton\\_w@cde.state.co.us](mailto:hutton_w@cde.state.co.us))

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