



**COLORADO**  
Department of Education

## 2022-2023 READ Act Budget Submission

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# Print Application

## 1140 - CANON CITY RE-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: **\$103,676**

### 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.

\$	0	.00
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Total Funds Available: **\$103,676**

## 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.**

Canon City Schools plans to utilize the 22-23 READ funds to hire a full-time District Literacy Coach, trained in teaching foundational reading skills. This position will provide coaching, professional development, and support the sustainability of Tier II and Tier III interventions at five elementary schools. The Canon City Schools District Literacy Coach (DLC) role will include various coaching duties. The DLC will conduct ongoing school-specific literacy team work sessions to prescribe an appropriate course of intervention for each student identified with a Significant Reading Deficiency (SRD). Another duty of the DLC will be to model instruction, as well as, provide whisper coaching and real-time feedback for instructors. In addition, the DLC will collaborate with on-site building Instructional Leaders and classroom teachers to write lesson plans for interventions that include the five components of reading. The DLC will also collaborate with building leaders and instructors to guide the sustainability of district intervention programs in each building. Professional development will be a large part of the District Literacy Coach's position. In order to sustain district-wide use of approved interventions, Canon City Schools is committed to continued training for new staff including observation and whisper coaching opportunities as well as co-teaching with Summer Reading Academy instructors. Another duty of the DLC will include training staff in administering diagnostic literacy assessments addressing the five components of reading and utilizing the data to determine each child's specific reading deficiency. District-wide Instructional Leader professional learning communities (PLC) will be coordinated and facilitated by the DLC. In addition, the DLC will support instructional leaders with school-level PLCs on best instructional practices. The District Literacy Coach will also continue to grow sustainability by providing PD opportunities for current interventionists to become Instructional Leaders. Canon City Schools has adopted scientifically-based and evidence-based intervention programs which have led to a decrease of students identified as having an SRD. Therefore, it will be essential for the District Literacy Coach to maintain fidelity of interventions by ensuring instruction is delivered with sufficient intensity, frequency, urgency, and duration, by well-trained and highly effective instructors. Finally, the DLC will complete the end of session/school year reports about student progress in order to determine the effectiveness and next steps for sustainability. Mountain View Core Knowledge School is a charter school within Canon City Schools. For the 22-23 school year, Mountain View Core Knowledge School would like to partner a portion of their READ funds with another allocation toward a building interventionist salary. This building interventionist who has been trained in the science of reading (SOR) will provide literacy services for grades K-3. Mountain View Core Knowledge will also use a portion of its funds to purchase additional sets of Heggerty by Literacy Resources for use in the K-1 classrooms as well as additional sets of Phonics for Reading by Curriculum Associates.

# 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
4852	BOCES Services			0100 Salaries	222 Reading Interventionist	1.00	Mountain View Core Knowledge School is a charter school within Canon City Schools. For the 22-23 school year, Mountain View Core Knowledge School would like to partner their READ funds with another allocation toward a building interventionist salary. This building interventionist who has been trained in the science of reading (SOR) will provide literacy services for grades K-3. 4/26/23 Revision: Partial funds were used for approved intervention materials.	\$5,039.00
4853	PD Programming			0100 Salaries	218 Instructional Coach	1.00	A full-time literacy coach trained in the Science of Reading (SOR) will provide professional development in all tiers of instruction K-3.	\$73,025.00

5527	Core Reading	Phonics for Reading (Intervention Program)	Instructional Program (0010-2000)	0600 Supplies			Mountain View Core Knowledge School is a charter school within Canon City Schools. For the 22-23 school year, Mountain View Core Knowledge School would like to use a partial amount of their READ funds to purchase Phonics for Reading Intervention Programming by Curriculum Associates.	\$145.00
5528	Core Reading	Hegerty Phonemic Awareness Curriculum (Supplemental Program)	Instructional Program (0010-2000)	0600 Supplies			Mountain View Core Knowledge School would like to use partial READ funding toward the purchase of additional Hegerty Phonemic Awareness on the supplementary advisory list.	\$275.00
5529	PD Programming			0200 Employee Benefits	218 Instructional Coach	0.00	PERA, Medical, and Health	\$23,032.00
5530	Other Services						Carryover	\$2,160.42
							Allocation:	\$103,676.42
							Budgeted Amount:	\$103,676.42
							Funds Remaining:	\$0.00



# Budget Summary

## Budget Program Totals

Object Codes	Total
	\$2,160.42
0100 Salaries	\$78,064.00
0200 Employee Benefits	\$23,032.00
<b>Budget Program Total:</b>	<b>\$103,256.42</b>

## Instructional Program (0010-2000)

Object Codes	Total
0600 Supplies	\$420.00
<b>Budget Program Total:</b>	<b>\$420.00</b>

## Allowable Activity Totals

Activity	Total
BOCES Services	\$5,039.00
Core Reading	\$420.00
Other Services	\$2,160.42
PD Programming	\$96,057.00

## READ Budget Totals

Allocation:	\$103,676.42
Budgeted Amount:	\$103,676.42
<b>Funds Remaining:</b>	<b>\$0.00</b>