

READ Plans in Subsequent Years

Planning for the Year Ahead



Development of a READ Plan

The purpose of a READ plan is to identify specific reading skill deficits and to create a plan of action. READ plans also document services and a student's progress toward their targeted goals. A student remains on a READ plan until achieving grade-level proficiency in reading.

A READ Plan is developed when a student has been identified as having a significant reading deficiency (SRD). A teacher, or other skilled school professional that the district or school selects, is responsible for developing the READ Plan in collaboration with the student's parents if possible. Additional support staff may also attend if needed, such as a teacher for multilingual learners or a school counselor. § 22-7-1206 (1)(a), C.R.S.

READ Plan Implementation

A strong READ plan includes:

- The data that supports the student's reading progress
- Goals, objectives, and the specific reading skills that are being targeted
- The services the student is receiving, including who is providing the services

READ Plans should be updated as services and data change to reflect the current services and the student's reading progress. In addition, parents of each student who has a READ plan should receive ongoing, regular updates from the local education provider (LEP).

READ Plans and Subsequent Years

There are specific steps the LEP must take to exit a student from a READ plan when they have demonstrated grade-level competency in reading.

For students who continue to have an SRD, the LEP must ensure the teacher continues to revise and implement the READ plan until the student attains reading competency, regardless of the student's grade level or where the student was enrolled when the plan was originally created. § 22-7-1206 (6), C.R.S.

Additionally, if a student has a significant reading deficiency (SRD) at the end of any school year before reaching fourth grade, it is mandatory for the student's parent, teacher, and other designated personnel by the local education provider (LEP) to meet and determine whether the student should progress to the next grade level. This decision should be based on the student's ability to maintain adequate academic progress despite the SRD. § 22-7-1205(2)(b)(VII), C.R.S.

READ Act Resources

[Colorado READ Act Home](#)

[READ Act Statute and State Board Rules](#)

[Approved Assessment and Advisory Lists](#)

SRD Determination

[Significant Reading Deficiency \(SRD\)](#)

[Body of Evidence](#)

READ Plans

[READ Plan Resources](#)

[READ Plan Checklist](#)

[READ Plan Sample](#)

[READ Plan for English Learners Sample](#)

[End of Year Parent Meeting](#)

[READ Plans for 4-12](#)

[Exiting a Student from a READ Plan](#)

Elementary Literacy and School Readiness Office

[ELSR Main Page](#)

[Regional ELSR Consulting](#)

WHERE CAN I LEARN MORE?

[Colorado READ Act Webpage](#)
[READ Act Statute and State Board Rule](#)

Revising the READ Plan and Preparing Services for the Year Ahead

The Colorado READ Act defines who is responsible for revising the READ plan and ensuring the reading instruction that will take place during the next school year.

- The student’s teacher will revise the READ plan to include additional, more rigorous strategies and interventions, including increased daily time in school for reading instruction.
- The principal of the school ensures the reading instruction the student will receive is in conjunction with, and is supported through, other subjects during the school day.
- If practicable, the student will receive reading instruction from a teacher who is identified as effective or highly effective in their most recent performance evaluation and has expertise in teaching reading.

The services for a student who continues a READ plan for a subsequent school year differ from those on their current-year plan. The student should receive increased daily time for reading instruction that is provided during the school day. Additionally, the next year’s interventions should increase in rigor and include additional strategies. School principals must ensure that the reading instruction the student is receiving is also supported through other subjects throughout the day. Whenever possible, students on continuing READ plans should be supported by a highly effective teacher with expertise in reading instruction.

Increasing Rigor & Intensity of Instruction

There are different ways educators can ensure a student receives more rigorous strategies and interventions.

- Increase the amount of intervention time and/or frequency the student receives
- Decrease the number of students in the instructional group for a smaller teacher/student ratio
- Optimize the best time of day for student learning
- Utilize specialty programs that are scientifically and evidence-based from the CDE approved list of programming
- Place student with a highly effective educator who is skilled in reading instruction
- Increase progress monitoring frequency to pinpoint and drive effective targeted instruction



Colorado’s LEPs have local control in developing the systems they incorporate to meet READ Act requirements. This means, that the Colorado Department of Education does not have a singular process guiding schools on how to revise or plan for students on READ plans in subsequent years. Intentional by design, this allows for LEPs to make decisions that consider their unique staffing and scheduling needs, their student and parent communities, and flexibility in their approach. The following checklist is an optional resource to guide the process of revising READ plans for subsequent years with embedded statute requirements. LEPs are responsible for ensuring the decisions and systems they develop for this process meet the requirements defined in statute.

WHERE CAN I LEARN MORE?

[Colorado READ Act Webpage](#)
[READ Act Statute and State Board Rule](#)



Student is determined to have an SRD at the end of the school year, and it is decided that the student will progress to the next grade-level.

Refer to End of Year Parent Meeting Guidance for details on how this decision is made.

Local Education Provider Ensures:

Teacher

Revises the READ Plan and ensures it includes:

- Additional, more rigorous strategies and intervention instruction
- Increased daily time in school for reading instruction
- Regularly update parents on the READ plan and the student’s progress
- Previous versions of the READ Plan are in student’s permanent academic record (*LEP is responsible to ensure)

Parents

Receive ongoing, regular updates from the student’s teacher.

- Parents can give approval for the LEP to provide the student with mental health support from the school psychologist, school social worker, or school counselor
- Parents are strongly encouraged to participate in the development and implementation of the revised READ Plan

Principal

Ensures the student receives:

- Reading instruction in conjunction with and supported through the other subjects the student receives instruction in during the school day
- Reading instruction from a teacher who is identified as effective or highly effective in their most recent performance evaluation
- Reading instruction from a teacher who has expertise in teaching reading

Planning for the Next Year - Guiding Questions

- Did this year’s intervention(s) result in adequate rate of improvement for the student?
 - YES:** How do we add rigor or increase daily time to accelerate learning next year?
 - NO:** What other, more rigorous interventions are available that better fit the student’s needs?
- Does the body of evidence support the current goals and interventions on next year’s READ Plan?
- What data will we use to guide instructional decision-making?
- Who are the most qualified individuals available next year that can provide reading instruction to this student?
- What will reading instruction and support look like in each instructional setting?
- How frequent will we progress monitor to ensure student is responding to interventions?
- How can we provide increased daily time in school for reading instruction next year?
- How can we support literacy instruction in other content areas, such as science, social studies, and math?
- What other supports does the student need to help them be most successful?
- How will this student access grade-level content across all subject areas?