



READ Plan

Handbook

Adopted January 2019

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With thanks to Poudre School District READ Team:

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Part 1: Frequently Asked Questions

What is the READ Act?

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students and especially for students at risk of not reading at grade level by the end of third grade. The READ Act focuses on literacy development for kindergarteners through third graders. Students are tested for reading skills, and those who are not reading at grade level are given individualized READ Plans that can potentially follow a student through high school.

Research shows students must make the transition from learning to read to reading to learn by the end of the third grade to be successful in later grades. The Colorado READ Act works to ensure the mastery of reading for third grade students before they advance to fourth grade. The initiative focuses on early literacy programs, resources for both teachers and students, early screening, individualized reading plans for at school and at home, and assessments. As a last resort, the law allows retention to ensure that all students entering fourth grade are able to read to learn.

Why does a student have a READ Plan?

The READ Plan is a document that ensures that a student's reading deficiency is addressed. The READ Plan will remain with a child until they are reading at grade level. Although a student can only be placed on a READ Plan in kindergarten through third grade, each year the plan will need to be revised and updated multiple times as long as the student continues to have a READ Plan. Therefore, a child could potentially have a READ Plan through high school.

How are students exited off a READ Plan?

Students are exited from READ Plans when there is a body of evidence showing grade-level proficiency solidly for one year. Exit is determined using the FAST District Benchmark as well as possible additional data that demonstrates grade-level proficiency. For more building specific exit criteria, see Part 4 on page 6.

What if a student comes from out-of-state?

The READ Plan is specific to the state of Colorado although each state has some version of a plan. This is handled on a case-by-case basis.

Where can we find more detailed information regarding the current READ Act?

Go to the Colorado Department of Education's website at <https://www.cde.state.co.us/coloradoliteracy> for more information.

Part 2: Roles and Responsibilities

To ensure accountability around serving students with READ Plans, leadership teams and administration at each school should determine which roles take on which of the responsibilities enumerated below. Please note that Telluride School District highly recommends that this work be a **collaborative effort** between members of a grade level and/or literacy team at each site.

Data shows successful implementation of READ Plan processes suggest that success was due to carefully structured collaboration to support the writing of READ Plans, discussion of student needs, and intervention. Successful PLC/MTSS teams have developed READ Plans that define the problem, establish a goal(s), develop and implement a plan, and evaluate for effectiveness and fidelity.

PRIMARY FACILITATOR OF READ PLANS:

Title One/Tier 2 Reading Specialists

Provides the following to groups below:

- The most up-to-date READ Act information
- List of names of ALL students with READ Plans and communicate those out to appropriate staff
- Appropriate professional learning around:
 - Progress monitoring support
 - Data analysis and development of READ Plans
 - Implementation of READ Plan goals and strategies
- An intervention classroom for literacy skills
- Communicate with the student's family about the READ Plan (Unless they have an IEP with literacy goals. In that case, the SpEd teacher will communicate.)
- Input data into the READ Plan in Alpine Achievement

SECONDARY FACILITATORS OF READ PLANS:

Classroom Teacher/Language Arts Teacher

- Administer district and state benchmark assessments
- Collaborate on READ Plans with appropriate support staff
- Communicate with the student's family about the READ Plan
- Input data into the READ Plan in Alpine Achievement

District Assessment Coordinator

- Provides list of ALL names of students with READ Plans to the Title One/Tier 2 Reading Specialists
- Support documentation of READ Plans in Alpine Achievement

Principal

- Well-versed in the READ Act and systemize READ collaboration in each building
- Ensure accountability and communicate timelines with the Title One/Tier 2 Reading Specialists

OTHER FACILITATORS OF READ PLANS MAY INCLUDE:**ELL, SpEd Teacher, or Speech-Language Pathologist**

- These teachers may provide the primary intervention classroom for literacy skills for a child with a READ Plan. As a result, they need to be aware of READ Plan goals and communicate with the Title One/Tier 2 Reading Specialists.

How do facilitators involve the parent in the READ Act?

The Colorado READ Act requires that each student's educational team regularly communicates with the student's parents/guardians regarding the READ Plan.

- If the parents/guardians are unable to meet with the student's education team, after multiple documented attempts to schedule a meeting, the teacher and any other skilled school professionals may choose to create a student's READ Plan without parent/guardian input.
- It is also the responsibility of the student's educational team to ensure that the parents/guardians of each student who has a READ Plan receives ongoing, regular updates from the student's teacher, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress in achieving reading competency.
- The student's teacher is encouraged to communicate with the parent/guardian concerning their progress in implementing the home reading strategies identified in the student's READ Plan.

Part 3: Timeline

Fall Checklist

- Each building Title I teacher will notify their staff of the students who are on a READ Plan.
- Fall testing window begins in September and window remains open until beginning of October for the FAST benchmark assessments (FAST aReading and CBM for K-6 and FAST aReading and AIMSweb Fluency and Maze for 7-12).
- For K-3 students, Title I teacher looks at data for students who may have a Significant Reading Deficiency and need a Plan initiated. For 2-12 students, Title I teacher looks at data for students who may be proficient readers and need their Plan terminated.
- Based on testing scores, students will either need an updated READ Plan for the new school year or a READ Plan initiated. This will be done on Alpine Achievement. Title I teacher and classroom teacher collaborate to update plan. See: <https://www.cde.state.co.us/coloradoliteracy/readactassessmenttimeline>.
- READ Plan needs to be shared with parents at their Fall Conference.
- Begin progress monitoring on READ Plan goals with Title I teacher, classroom teacher or interventionists, and student.

Winter Checklist

- Winter testing window begins in December and window remains open until beginning of January for the FAST benchmark assessments. (FAST aReading and CBM for K-6 and FAST aReading and AIMSweb Fluency and Maze for 7-12).
- For K-3 students, Title I teacher looks at data for students who may have a Significant Reading Deficiency and need a Plan initiated. For 2-12 students, Title I teacher looks at data for students who may be proficient readers and need their Plan terminated.
- Progress monitoring on READ Plan goals is ongoing with collaboration between the Title I teacher, classroom teacher or interventionists, and student.
- READ Plan goal progress needs to be updated on the Plan.
- Growth and feedback on the READ Plans need to be shared with families at the winter conference.

Spring Checklist

- Spring testing window begins in May for the FAST benchmark assessments. (FAST aReading and CBM for K-6 and FAST aReading and AIMSweb Fluency and Maze for 7-12). Assessments need to be completed prior to completing READ Plans.
- For K-3 students, Title I teacher looks at data for students who may have a Significant Reading Deficiency and need a Plan initiated. For 2-12 students, Title I teacher looks at data for students who may be proficient readers and need their Plan terminated.
- Progress monitoring on READ Plan goals is ongoing with collaboration between the Title I teacher, classroom teacher or interventionists, and student.
- READ Plan goal progress needs to be updated on the Plan.

- Growth and feedback on the READ Plan needs to be shared with families at the spring conference. This conference is not on the District calendar. It is set up for students specifically on a READ Plan. Parents sign the Plan at this end of the year conference.

Part 4: Duration, IEPs, and English Language Learners

What is the Duration of a READ Plan?

Initiation:

- For K-3 students, Title I teacher looks at FAST aReading data for students who may have a Significant Reading Deficiency, but do not have a READ Plan. If they are in the high risk area for two consecutive benchmark assessments, Plan will be initiated.

Exit Plan:

- For 2-12 students, Title I teacher looks at our district benchmark, the FAST aReading data, for students on a READ Plan that are proficient for at least two consecutive benchmark assessments.
- TES interventionist (grades K-2) will evaluate FAST aReading and a variety of other grade level specific assessments. These students can exit from a READ Plan if the following has been met for one year: FAST aReading demonstrates “low risk” and language arts grade level proficiency has been maintained. Independent classroom performance and work ethic are also considered.
- TIS interventionist (grades 3-6) will evaluate the national ELA CMAS test, FAST aReading, FAST CBM, and a variety of other grade level specific assessments. These students can exit from a READ Plan if the following has been met for one year: CMAS standards are “met” in ELA, FAST aReading demonstrates “low risk,” FAST CBM demonstrates “low risk,” and language arts grade level proficiency has been maintained. Independent classroom performance and work ethic are also considered.
- TMS and THS interventionist (grades 7-12) will evaluate data from ELA CMAS, FAST aReading, and AIMSweb. These students can exit from a READ Plan if the following has been met for one year: CMAS standards are “met” in ELA, FAST aReading demonstrates “low risk,” and AIMSweb fluency benchmark is at the 50th percentile. Independent classroom performance and work ethic are also considered.

READ Act for Students on an IEP:

As of the 2018-2019 school year, students with both a READ Plan and an IEP with literacy goals and supports in place, no longer need to have both documents updated. Per “READ Plans and Students with Disabilities: A Guidance Document” on CDE, *“If a student is identified as having a disability that impacts the student’s progress in developing reading skills, the local education provider shall, as appropriate, integrate into the student’s individualized education program... intervention instruction and strategies to address the student’s reading issues in lieu of a read plan.”*

For more information, see <https://www.cde.state.co.us/coloradoliteracy/readplanandswd>.

READ Act for English Language Learners:

Identification of a significant reading deficiency occurs between kindergarten and 3rd grade. For an English Language Learner, they are exempt from a READ Plan if they have only been in the country for one year or less. If an English Language Learner has a significant reading deficiency and has been in the country for more than one year, a READ Plan must be developed.

For more information, see <https://www.cde.state.co.us/coloradoliteracy/readandel>.

Part 5: Questions about the READ Act?

If you have questions about the Colorado READ Act and implementation of related legislative requirements in TSD, please contact:

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