Satisfying State Identified UIP Requirements

READ Act Planning Requirement

This document outlines the quality criteria to meet expectations in the UIP for **Read Act** and provides resources. For the quality criteria of all UIP requirements, visit the Unified Improvement Plan Quality Criteria.

Who: All Schools and LEAs serving Kindergarten–Third Grade/K-3 (not plan type dependent)

UIP Quality Criteria for "Meeting Expectations" by UIP template tab:

Assurances

K-3	**Data Analysis** *READ Act*	K-3 READ Act assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.

Priorities & Targets

K-3	**Rationale for Prioritization** *READ Act*	The rationale describes performance patterns that led to prioritizing early literacy. If the data analysis does not support prioritizing early literacy, then an explanation is included to document rationale for the school- or district-wide direction.
K-3	**Targets** *READ Act (Grade Level Expectations)*	The plan sets target(s) to ensure that each student achieves grade level expectations in reading by the end of grade 3. *Note: Targets must be set for READ Act - Grade Level Expectations even if literacy is not identified as a Student Performance Priority.*
K-3	**Targets** *READ Act (SRD)*	The plan sets ambitious and attainable target(s) for reducing the number of students who have significant reading deficiencies, as measured by the site's READ Act assessment. *Note: Targets must be set for READ Act -SRD even if literacy is not identified as a Student Performance Priority.*

Action Plans

K-3	**Actions to Address K-3 Reading** *READ Act*	The plan includes scientifically and evidence-based Action Steps that can reasonably be expected to have a meaningful impact for K-3 students identified as having significant reading deficiencies. *Note: Action Steps must be set for READ Act even if literacy is not identified as a Student Performance Priority.*

Instructions for the Current UIP Planning Cycle

UIP Assurance for Data Analysis

Example of Data Analysis

Student Grade	Percent on Grade Level Spring 2025	Percent on Grade Level Spring 2026	Percent Significantly Below Grade Level (i.e., SRD) Spring 2025	Percent Significantly Below Grade Level (i.e., SRD) Spring 2026
Kindergarten	56%	25%	24%	44%
1st Grade	70%	45%	20%	18%
2nd Grade	75%	72%	13%	10%
3rd Grade	67%	55%	13%	21%

Example Strengths:

- ✓ Data analysis reflects percent of students on grade level and students who have significant reading deficiencies (SRD) as defined by the READ Act
- ✓ Identifies a trend over time aligned with READ Act requirements (consider a three year trend analysis to identify persistent patterns over time)

UIP Priority & Targets – Target Setting

Example of Target Setting

Performance Indicator: Academic Achievement
Measure/Metric: Reading

2026-27: Students on grade level will increase by 10% as measured by iStation

2027-28: Students on grade level will increase by 13% as measured by iStation

Performance Indicator: Academic Achievement
Measure/Metric: Reading

2026-27: There will be a 15% decrease in students significantly below grade level (i.e., SRD) as measured by iStation

2026-27: There will be a 15% decrease in students significantly below grade level (i.e., SRD) as measured by iStation

Example Strengths:

- ✓ The targets explicitly focus on increasing the percentage of students reading on grade level and decreasing the percentage of students who have significant reading deficiencies (SRD) as defined by the READ Act

Considerations for UIP

Example of Actions to Address K-3 Reading in the Action Plan

Implement Early Literacy Instruction

In order to effectively support Early Literacy, we will implement instructional systems that have coherence and focus on foundational skills. K-3rd classes will have a dedicated daily phonics block that follows the Science of Reading methodology as supported by the CDE Modules, Heggerty curriculum and Orton Gillingham methodology.

This aligns to district priorities around Early Literacy and phonics to provide a high-quality literacy program that incorporates research and evidence-based principles for instruction, fosters independence and confidence, and leverages assessment practices that give teachers and leaders actionable feedback on how to best serve the needs of diverse learners across all classrooms.

- □ School will work with district to procure Heggerty curriculum
- □ Staff will receive professional development on Orton Gillingham methodology
- □ Schedule will be modified to integrate the dedicated daily phonics block
- □ Teachers will receive coaching to have a deeper understanding of foundational skills
- □ Interventionists will be trained to identify students who are not yet on grade-level in collaboration with lead teacher
- □ Teachers will be trained to utilize data to differentiate on-track and off-track student data

Example Strengths:

- ✓ Reflects a plan to target the needs of students who are not yet on grade level
- ✓ Scientifically and evidence-based actions

Resources:

- Colorado READ Act webpage – Visit the department's CDE webpage for more information about the READ Act. This site includes Evidence-Based Reading Training requirements, Professional Development, READ Act Regional Support, as well as links to Frequently Accessed Resources (e.g., literacy grants and programs).