

Franklin 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Rhonda Griffin

Contact Email: rgriffin@franklin.k12.fl.us

Contact Telephone: (850)688-6726

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	44	Click here to enter text.	43	Click here to enter text.	40	47	50

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	44	Click here to enter text.	43	Click here to enter text.	42	49	51

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	16	Click here to enter text.	15	Click here to enter text.	20	15	10
White/Hispanic	3	Click here to enter text.	11	Click here to enter text.	8	5	1
Economically Disadvantaged/Non-Economically Disadvantaged	13	Click here to enter text.	20	Click here to enter text.	24	10	8
Students with Disabilities/Students without Disabilities	36	Click here to enter text.	36	Click here to enter text.	25	20	14
English Language Learners/ Non-English Language Learners	Click here to enter text.	23	20	14			

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Funds from the Comprehensive Reading Plan allocation (supplemented by local district funds) are used to fund an instructional literacy coach. The instructional literacy coach provides instructional support for teachers through Professional Learning Communities (PLC), coaching, data analysis, response to intervention, implementation of Leveled Literacy Intervention (LLI), and best practices in literacy instruction.

Our instructional literacy coach, along with our ESE interventionists will be trained this summer on the proper implementation of LLI during which they will learn how to utilize student data to provide small group instruction (3-6 in a group) which provides differentiated and targeted instruction in reading.

The Summer Reading Camp is also supported by allocations for the Comprehensive Reading Plan and provides targeted support for struggling readers in grades K, 1, 2, and 3. Student profile reports from MAP are utilized to identify specific areas of need that are addressed throughout the four-week program.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The Director of MIS and Testing is responsible for district-wide assessments and progress monitoring. This Director also provides a comprehensive data dashboard which allows data to be monitored closely at the school level. The Director of Curriculum & Instruction and the Director of Special Programs each review student progress monitoring data as well.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The district will collect and review data from the progress monitoring tool (MAPS) for grades K-10 in ELA and math. The district will collect data on attendance for all students and will monitor passing rates for required courses for graduation for students in grades 9-12.

C. How often will student progress monitoring data be collected and reviewed by the district?

All K-10 students will be monitored for progress using MAPS diagnostic data that will be collected and analyzed at the district level three times per year. For grades 11 and 12, progress is formally checked and reviewed at the district level at mid-year and end of the year.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The Directors for Curriculum and Special Programs conduct fidelity checks, meeting with school leadership to determine that appropriate interventions are in place for students who are not progressing toward district goals.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

The Director of Curriculum is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

Midterm data, MAPS diagnostic assessment data, and FSA performance data and lesson plans will be collected as evidence that classroom instruction is aligned to grade-level Florida Standards. Teachers are provided detailed curriculum maps and pacing guides which are aligned to the standards.

C. How often will this evidence be collected at the district level?

For students in grades K-10, MAPS diagnostic assessment data will be collected three times per year. For students in grades 11 and 12, midterm data and final exam data will each be collected one time per year.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;

- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Director of Student Services and the Director of Curriculum & Instruction

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$8,000.00

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling;**

reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

Please list the course numbers from your district Professional Learning Catalog which cover this training.

2-100-002

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

Reading coaches must have the reading endorsement or a Master's degree in Reading.

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

The Franklin County School which serves grades K-12 will have the Reading Coach. The only other school in our district is a charter school.

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Franklin County School is the only public school in the district and the Reading Coach will be funded through the reading allocation.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary: 50%**
- b. Middle: 25%**
- c. High: 25%**

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

Data from the statewide FSA, promotion data, and graduation rate will be used to determine the effectiveness of the reading coach position.

6. **What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

\$86,776.00

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. **Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

N/A

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

N/A

3. **How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:**

- a. **Elementary:**
- b. **Middle:**
- c. **High:**

4. **What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

\$0

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

Cindy Cupp Phonics, Leveled Literacy Instruction

6. **What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

\$12,235.00

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

Resources will be purchased with funds from the reading allocation.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Rhonda Griffin, Coordinator of Curriculum & Instruction
2. **Email Address:** rgriffin@franklin.k12.fl.us
3. **Phone Number:** (850)670-2810
4. **Please list the schools which will host a SRC:**

Franklin County School

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 8, 2020
 - b. **Which days of the week is SRC offered:** Monday through Thursday
 - c. **Number of instructional hours per day in reading:** 5 hours
 - d. **End Date:** June 30, 2020
 - e. **Total number of instructional hours of reading:** 70 hours
6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Per union contract the position will be advertised with preference for reading endorsed or reading certified teachers.

7. **What is the anticipated teacher/student ratio?**

1:15
8. **Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

Yes, grades K, 1 and 2 will also be served.
9. **What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

STAR Reading, FLDOE Portfolio Stories, Performance Matters Benchmark Assessments

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

Budget Review

Estimated proportional share distributed to district charter schools		\$45,893.00
District expenditures on reading coaches		\$86,776.00
District expenditures on intervention teachers		0
District expenditures on supplemental materials or		\$12,235.00
District expenditures on professional development		\$8,000.00
District expenditures on summer reading camps		\$11,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		0
Flexible Categorical Spending		0
	Sum of Expenditures	\$163,904.00
	Amount of district research-based reading instruction allocation for 2019-2020	\$163,904.00

APPENDIX A

K-12 READING PLAN
APRIL 25, 2019

- 4:00 - 5:00 Review Decision Trees created by Reading Coach, Harolyn Walker
- 5:00 - 6:00 Finalize 2019-2020 Reading Plan

People in attendance:

Rhonda Griffin, Coordinator of Curriculum & Instruction Rhonda Griffin

Harolyn Walker, Reading Coach Harolyn Walker

Jill ^{Rudd}~~Walker~~, Director of Student Services Jill Rudd Fri 4/26/19 3pm

Lynn Clark, Staffing Specialist Lynn Clark

Michael Sneed, Principal _____

Sue Summers, Director of Student Services _____

Richie Herrington, Director of Testing Richie Herrington

Shelly Miedona, Assistant Principal Shelly Miedona 4/26/19

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

FCSD Decision Tree - Elementary (K-5)

Identification of Students with Reading Deficiencies and Intervention Supports

Grade Level	K-2	3-5
Performance Benchmarks		<p style="text-align: center;">The following tools are used to identify students with substantial deficiencies in reading.</p> <p>Overall Reading: Administer MAP Diagnostic Testing three times each year (fall, winter, spring)</p> <p>Fluency & Comprehension: Administer one of the following three times each year (fall, winter, spring): STAR Reading OR Benchmark Assessment System (BAS)</p>
	<p>Foundational Skills: Cindy Cupp Phonics Leveled Assessment</p> <p>Kindergarten Only: Florida Kindergarten Readiness Screener (FLKRS)</p>	<p>Overall Reading: Florida Standards Assessment (FSA)</p>
:Conditions		<p style="text-align: center;">The following conditions are used to determine whether a student has a substantial reading deficiency.</p> <p style="text-align: center;">Parents of these students will be notified of the deficiency.</p>

<p>The following are indicators that a child should receive Tier II interventions</p> <ul style="list-style-type: none"> • Kindergarten-FLKRS: scaled score of 437 and below • MAP: students whose scores fall below the following (indicating they are one grade-level behind) <ul style="list-style-type: none"> ○ FALL-K(141), 1st(161), 2nd(175) ○ WINTER-K(152), 1st(172), 2nd(196) ○ SPRING-K(158), 1st(178), 2nd(189) • BAS <ul style="list-style-type: none"> ○ Kindergarten-Qtr 1 (A), Qtr 2 (B), Qtr 3 (C), Qtr 4(D) ○ First Grade-Qtr 1(E), Qtr 2 (G), Qtr 3 (H), Qtr 4 (M) ○ Second Grade-Qtr 1(J), Qtr 2(K), Qtr 3(L) Qtr 4(M) • Cindy Cupp Phonics Assessment (instructional sets RR1 through book 30) <ul style="list-style-type: none"> ○ Kindergarten-below book 10 ○ First Grade-below book 30 ○ Second Grade-below book 45 	<p>The following are indicators that a child should receive Tier III interventions</p> <ul style="list-style-type: none"> • MAP: students whose scores fall below the following should immediately be brought to the MTSS team as needing Tier III interventions Kindergarten: 134 1st: 149 2nd: 178 3rd: 188 4th: 199 5th: 204 • Another indicator that Tier III interventions are needed is if the student is still not successful even with the Tier II interventions. 	<ul style="list-style-type: none"> • FSA <ul style="list-style-type: none"> ○ Level 1 • MAP: students whose scores fall below the following (indicating they are one grade-level behind) <ul style="list-style-type: none"> ○ FALL-3rd(189), 4th(199), 5th(206) ○ WINTER-3rd(196), 4th(204), 5th(210) ○ SPRING-3rd(199), 4th(206), 5th(212) • BAS <ul style="list-style-type: none"> ○ THIRD GRADE-Qtr1(Q), Qtr2(N), Qtr3(O), Qtr 4(P) ○ FOURTH GRADE-Qtr1(Q), Qtr2(Q), Qtr3(R), Qtr4(S) ○ FIFTH GRADE-Qtr1(T), Qtr2(U),Qtr3(V), Qtr4(W)
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FCSD Decision Tree - Elementary (K-5)

Identification of Students with Reading Deficiencies and Intervention Supports

Grade Level	K-2	3-5
Interventions	<p>The following are intensive, explicit, systematic, or multisensory reading interventions provided to K-3 students.</p> <p>The interventions below are conducted in small group settings (4-6) students within the K-3 classroom at least 3 times weekly.</p> <ul style="list-style-type: none"> ○ Cindy Cupp Phonics (multi-sensory intervention) ○ SmartyAnts ○ Journey's Intervention Reading Program(s) <p>The following intervention will be conducted by Reading Coaches and Interventionists outside of K-2 classroom in groups of 4-6 students</p> <ul style="list-style-type: none"> ○ LLI (Leveled Literacy Intervention) 	<p>The following are intensive, explicit, systematic, or multisensory reading interventions provided to 3-5 students.</p> <p>The interventions below are conducted in small group settings (4-6) students within the 3-5 classroom at least 3 times weekly.</p> <ul style="list-style-type: none"> ○ Cindy Cupp Phonic (multi-sensory) ○ Journey's Intervention Reading Program(s) ○ LLI <p>The following intervention will be conducted by Reading Coaches and Interventionists outside of 3-5 classroom in groups of 4-6 students</p> <p style="text-align: center;">LLI (Leveled Literacy Intervention)</p>

Modified Instruction

Below is an explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

- The above resources may continue being used with modifications to the learning environment
 - Smaller group size (3 or less students in a group)
 - Increased frequency of intervention (at least 4 times weekly)
- **In addition to the Tier II interventions noted above, the student will have increased time (45 minutes instead of 30) and will receive this intervention 4 or 5 days per week.**
- Additionally, the MTSS team will analyze data to create a more streamlined instructional plan

Below is an explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

- The above resources may continue being used with modifications to the learning environment
 - Smaller group size (3 or less students in a group)
 - Increased frequency of intervention (at least 4 times weekly)
- **In addition to the Tier II interventions noted above, the student will have increased time (45 minutes instead of 30) and will receive this intervention 4 or 5 days per week.** Additionally, the MTSS team will analyze data to create a more streamlined instructional plan

FCSD Middle School 2019-20 Reading Support Plan

Reading support should be continued until a student's reading deficiency is remediated and should include the following components:

- Prescriptive and targeted instruction for specific skill development,
- Variety of opportunities for repetitions (repeated exposures),
- Smaller chunks of text or content
- Guided and independent reading practice
- Skill development and practice integrated into all activities,
- Frequent monitoring, and
- Criterion-based evaluation of success.

Reading Support	Intensive Reading Support
Students scoring Level 2 on the FSA and/or students determined to be reading below grade level as evidenced by the identified range of data sources may be served by the resources/strategies below.	In addition to the Tier II support already being given to the student, students scoring Level 1 on FSA and/or determined to require additional support may be served by the resources/strategies below. If these strategies do not result in improvement, students will receive targeted instruction based on individual MAP results.
Content Area Reading Approach: <ul style="list-style-type: none"> • Reading certified teacher • Achieve 3000 	<ul style="list-style-type: none"> • Intensive Reading • Leveled Literacy Instruction • Achieve 3000
Data sources to be used collectively to determine the level of reading support services needed:	
<ul style="list-style-type: none"> • District midterms, class grades, formative and summative assessments • MAP scores 6 th Grade fall RIT score >211 7 th Grade fall RIT score >214 8 th Grade fall RIT score >217	<ul style="list-style-type: none"> • District midterms, class grades, formative and summative assessments • MAP scores 6 th Grade fall RIT score <212 7 th Grade fall RIT score <215 8 th Grade fall RIT score <218

FCSD High School 2019-20 Reading Support Plan

Reading support should be continued until a student's reading deficiency is remediated and should include the following components:

- Prescriptive and targeted instruction for specific skill development,
- Variety of opportunities for repetitions (repeated exposures),
- Smaller chunks of text or content
- Guided and independent reading practice
- Skill development and practice integrated into all activities,
- Frequent monitoring, and
- Criterion-based evaluation of success.

Reading Support	Intensive Reading Support
Students scoring Level 2 on the FSA and/or students determined to be reading below grade level as evidenced by the identified range of data sources may be served by the resources/strategies below.	In addition to the Tier II supports already in place, students scoring Level 1 on FSA and/or determined to require additional support may be served by the resources/strategies below. If these strategies do not result in improvement, students will receive targeted instruction based on individual MAP results.
<p>Content Area Reading Approach:</p> <ul style="list-style-type: none"> • Reading certified teacher • Achieve 3000 • Intensive Reading • Leveled Literacy Instruction 	<ul style="list-style-type: none"> • Intensive Reading • Leveled Literacy Instruction • Achieve 3000
Data sources to be used collectively to determine the level of reading support services needed:	