

CLAY DISTRICT SCHOOLS
 Student Placement Decision Tree
KINDERGARTEN

Summer Readiness Screening
 (Clay County Kindergarten Screening Tool)

Score of 15 or lower

Score of 16-29

Score of 30 or higher

Place in SRA Intervention Core
 with continuous program
 progress monitoring

Analyze point distribution

Place in Macmillan with
 program progress monitoring

DIBELS
 Assessment

All areas Low

Specific areas low

DIBELS
 Assessment

Low Risk DIBELS

Moderate/High
 Risk DIBELS

Place in SRA
 Intervention Core
 with program progress
 monitoring

Place in Macmillan Core;
 utilize intervention strategies
 along with regular core;
 provide iii in area(s) of deficit

Low Risk DIBELS

Moderate/High
 Risk DIBELS

Meet with Grade Level
 Team – consider core
 along with assessments and
 student work samples

Continue in SRA Core -
 intensify intervention
 provide iii in area(s) of
 deficit

DIBELS
 Assessment

Continue in Macmillan Core
 provide iii in area(s) of
 deficit

Utilize intervention
 strategies along with
 regular core. Continue to
 progress monitor- provide
 iii in area(s) of deficit

Place in Macmillan Core

Continue in SRA Core

Low Risk DIBELS

Moderate/High Risk
 DIBELS

Continue in SRA Core
 Provide iii in area(s)
 of deficit

If in Macmillan program, continue progress
 monitoring and provide intervention in area(s) of deficit

If in SRA Core, meet with grade level team. Consider DIBELS, program
 assessments, student work, and report cards to determine continued
 placement in SRA or movement to Macmillan

CLAY DISTRICT SCHOOLS
 Student Placement Decision Tree
SECOND Through FIFTH GRADE

Analyze Data from previous grade level (DIBELS, Report Card, Work Samples, DAR, Think Link) (if given), FCAT (grades 3-5)

Student placed in SRA for previous year; Exit criteria not met

Continue placement in SRA Core with continuous program progress monitoring

Periodic Progress Monitoring DIBELS

Low Risk DIBELS

Moderate/High Risk DIBELS

Meet with Grade Level Team – consider DIBELS, program assessments and student work samples and report cards to determine continued placement in Intervention Core or movement to Macmillan core

Continue in SRA Intervention Core; provide continuous progress monitoring; provide iii in area(s) of deficit

Student in Macmillan core in Kindergarten Last DIBELS score moderate risk

Periodic Progress monitoring, DIBELS, Think Link

Low risk DIBELS

Moderate/High risk DIBELS

Continue in Macmillan Core – provide in area(s) of deficit

Utilize intervention strategies along with regular core; provide iii in area(s) of deficit

If still struggling meet with Grade Level Team. Consider DIBELS, program assessments, student work and report cards to determine continued placement in Core or movement to Intervention Core

Student in Macmillan Core in previous grade Last DIBELS score low risk.

Place in Macmillan Core with program progress monitoring

Periodic Progress Monitoring DIBELS

Low Risk DIBELS

Moderate/High Risk DIBELS

Continue in Macmillan Core; provide intervention in area(s) of deficit

Utilize intervention strategies along with regular core. Continue to progress monitor; provide iii in area(s) of deficit

If still struggling meet with grade level team. Consider DIBELS, program assessments, student work and report card to determine continued placement in Core or movement to intervention core.

Criteria for Student Placement in the Intervention Core

Clay District Schools

Guidelines for Implementing the New Intervention Core Program

- ✓ Depending upon your student body, at least one teacher at each grade level should be selected to teach the intervention core. This teacher should *not* be a new teacher. Rather, this teacher should be very strong and should believe in the SRA program and want to teach it. It is recommended – but not required – that this intervention class be self-contained.
- ✓ All K-5 students in the intervention core ***MUST*** have a minimum of a 90-minute uninterrupted reading block daily ***PLUS*** a minimum of 30 minutes of iii outside of the block daily for those struggling readers placed in the intervention core. This is a bare minimum. Optimal instruction would include a 2-hour reading block with 30 additional minutes for iii added somewhere in the instructional day. Research reflects that the most effective way to meet the needs of struggling readers is to provide more time in instruction. The only way to close the gap for struggling readers is to provide extremely intense intervention for a substantially longer period of time. Students placed in the intervention core must make more than a year's gain in one school year in order to ever have a chance of reading on grade level and therefore coming out of the intervention core.
- ✓ To allow for the recommended 2-hour block/30 minute iii time, these students can be exempt from having a formal social studies class. Social studies content can be covered through the utilization of social studies related reading materials. Students will still need to take resources and math.
- ✓ An ESE teacher or strong teacher's assistant can be placed in the classroom during the reading block to provide support in accommodating multiple levels within the class.
- ✓ After using this model and providing such an intense reading block with extended time for these struggling readers, it is expected that very few – if any- students will be retained in kindergarten.
- ✓ If a school implements a cross grade level grouping model, students cannot be placed in a reading class more than one grade level below for reading instruction.
- ✓ Any movement in and out of the intervention core (other than initial kindergarten placement) requires a grade level consensus. Upon making a recommendation, the group should consider DIBELS and Think Link (gr. 2-6) data as well as student work samples, report cards, DAR data, and any other source of information that could guide the group to making a solid decision for student placement. All movement should be monitored by a school administrator. Student placement in either core should be based upon data and not logistics.

Entering Kindergarten

All incoming kindergarten students and retained kindergarten students will be screened over the summer using a screening instrument provided by the district. Cut scores by the various test sections will determine which students will be placed in the intervention core. If a student scores a 30 or higher, he is to be placed in the Macmillan core. If a student scores between 16 and 29, teachers should analyze the point distribution. If all areas

are low, then the student should be placed in the intervention core. If only a specific area is low, then the student should be placed in the Macmillan core and should receive iii in the area of weakness. If a student scores a 15 or below, he should be automatically placed in the intervention core. The purpose of the summer screening and immediate placement into the intervention core is to catch the at-risk students early before the gap becomes too wide. The Elementary Education Department will pay teachers to administer the screening. Each school will set up its own testing schedule.

Entering First Grade

Student placement in the intensive core continues in first grade unless exit criteria have been met. For new students and any other students in question, teachers will use the following tools to determine the most appropriate core:

- DIBELS (20th instructional day) *required*
- DAR *required*
- Teacher recommendation with specific supporting data (i.e. DRA, portfolio work samples, report card grades, running records, anecdotal notes, etc.) *required*
- Other assessments available at the school or provided by the district

Movement of students into the intervention core in first grade must be determined by a committee of other teachers on the grade level using the four criteria listed above.

Entering Second through Fifth Grades

- ✓ Student placement in the intensive core continues unless exit criteria have been met.
- ✓ For new students and any other student in question, teachers will use the following tools to determine the most appropriate core:
 - DIBELS (20th instructional day) *required*
 - DAR *required*
 - Think Link – grades 2-6 *required*
 - FCAT – grades 3-6 *required*
 - Teacher recommendation with specific supporting data (i.e. DRA, portfolio work samples, report card grades, running records, anecdotal notes, etc.) *required*
- ✓ Movement of students into the intervention core in grades 2-5 must be determined by a committee of other teachers on the grade level using the five criteria listed above.

Entering Sixth Grade

- ✓ Students who score levels 3, 4 and 5 on the FCAT will be placed in the regular Macmillan core program.
- ✓ For new students and any other student in question, teachers will use the following tools to determine the most appropriate core:
 - DIBELS (20th instructional day) *required*
 - DAR *required*

- Think Link – grades 2-6 *required*
 - FCAT – grades 3-6 *required*
 - Teacher recommendation with specific supporting data (i.e. DRA, portfolio work samples, report card grades, running records, anecdotal notes, etc.) *required*
- ✓ Movement of students into one of the intervention programs in grade 6 must be determined by a committee of other teachers on the grade level using the five criteria listed above.
 - ✓ The intervention program for sixth grade students will be divided into two categories:
 - Level One and/or disfluent students will receive one fifty-minute period of instruction utilizing the SRA Signature series. Reading strategies will also be incorporated into social studies and science classes.
 - Level Two and/or fluent students will receive one fifty-minute period of instruction utilizing the *Bridges to Literature* series. Reading strategies will also be incorporated into social studies and science classes.
 - Fluent vs. disfluent status will be determined by using the last fifth grade DIBELS score. A score of 102 or lower is considered disfluent. Teachers can also administer a phonics screener (provided by district) to determine students' mastery of phonics/phonemic awareness skills.
 - ✓ Schools with DOP teachers in sixth grade can teach reading strategies using Social Studies content. This will enable students to receive reading instruction while still satisfying the middle school requirement of taking social studies, science, math and LA in 6th grade.

Exit Criteria

The same methods of assessment for placing a student in the intervention core are to be used when determining whether or not to move a student to the regular core. Data to be considered include:

- DIBELS/ORF (should score low risk)
- Think Link (grades 2-6) (should indicate on-grade-level)
- Running Records (should indicate on-grade-level)
- DAR (updated score indicate significant growth in areas of previous deficit)
- Teacher recommendation with supporting data (consideration should be made based upon evidence that the student will be successful with decreased level of structure.)
- Other data points on a case-by-case basis (could include reading coach or district specialist performing student observations if necessary)

Movement from intervention core to the Macmillan core should be based upon grade level team consensus. When considering a change in placement, it is recommended that three of the four assessments listed above indicate the child is reading at grade-level. Movement should only occur at quarterly intervals. All movement among core programs should be monitored by the principal or assistant principal.

| | MATERIALS/ACTIVITIES | Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction | REFERENCES |
|-------------------------------|---|---|--|
| PHONOLOGICAL AWARENESS | <p>Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonological awareness.</p> | <p style="text-align: center;"><u>KINDERGARTEN – GRADE 3</u></p> <p>Oral activities for the purpose of hearing discrete sounds in words</p> <p style="text-align: center;">SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Singing, rapping, reciting poems, nursery rhymes or jingles ▪ Elkonin sound boxes – say word slowly, what sounds do you hear? ▪ Clap syllables (easier), clap individual sounds (harder) ▪ Alliteration – Listen for all the words beginning with “s” in a sentence ▪ Rhyming word games and activities ▪ Use picture cards – beginning sounds, ending sounds, rhyming words, vowel sounds, etc. that are the same or pick the one that’s different (i.e., dog, duck, wheel) ▪ Oral phoneme blending of sounds in words ▪ Oral segmenting of words into sounds ▪ Manipulation of phonemes ▪ Word awareness of how words sound the same or different ▪ Oddity tasks – find the one that’s different ▪ Phoneme discrimination activities – listen for a particular sound; match sounds (beginning, ending and middle); listen for parts that sound the same ▪ Literacy Centers for reinforcement of skills ▪ Demonstrate and reinforce integration of skills and how to use them in text ▪ Many opportunities to practice phonics skills in different contexts and mediums | <p>Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)</p> |

| | MATERIALS/ACTIVITIES | Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction | REFERENCES |
|----------------|---|--|---|
| PHONICS | <p>Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonemic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).</p> | <p style="text-align: center;"><u>KINDERGARTEN – GRADE 3</u> Looking at print; Sound-spelling relationships SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Alphabet book for each child for identification of letters by name, sound, word ▪ Letter and blend books ▪ Elkonin sound boxes ▪ Magnetic letter match to sound and/or sound to letter ▪ Short vowels (a, e, i, o, u -- CVC pattern) ▪ Consonants ▪ Final e (a_e, e_e, i_e, o_e, u_e -- CVCe pattern) ▪ Consonant blends (e.g., br, cr, dr, fr, fl, gl, sl) ▪ Long vowel digraphs (ai, ay, ea, ee, oa) ▪ Digraphs (e.g., sh, ch, th, wh) ▪ Diphthongs (oi, oy, ow, ou) ▪ Phonograms, word families or spelling patterns (e.g., ack, ake, ill, ame, ip, or, ug, ump) ▪ Vowels followed by r ▪ Identify parts that look the same and sound the same ▪ Analogies - If you know look you can read book ▪ Structural analysis - plurals, contractions, homophones, compound words, verb endings (ed, ing), prefixes, suffixes ▪ Syllabication strategies ▪ Read and write high frequency words ▪ Word building activities ▪ Pocket chart and letter cards to build words, word cards to build sentences ▪ Word wall activities ▪ Word solving strategies ▪ Use 3 ways of remembering - see it, say it, move it for all activities to integrate memory ▪ Reinforce phonics skills in text ▪ Literacy Centers for reinforcement of skills | <p>Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)</p> |

| | MATERIALS/ACTIVITIES | Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction | REFERENCES |
|-------------------|--|---|--|
| FLUENCY | <p>Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas. Round Robin Reading is not an appropriate method of oral reading.</p> | <p style="text-align: center;"><u>KINDERGARTEN – GRADE 3</u> SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Reread familiar stories working on phrasing and making it sound like talking ▪ Use of Phonics Songs & Rhymes Flip Charts and audio tapes (Core Reading Program) ▪ Choral Reading ▪ Tape-assisted reading ▪ Reader's Theatre ▪ Literacy Centers for reinforcement of skills | <p>The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)</p> |
| VOCABULARY | <p>Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises, Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds. Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)</p> | <p style="text-align: center;"><u>KINDERGARTEN – GRADE 3</u> SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Use oral explanations, pictures, objects or videotapes to introduce vocabulary ▪ Semantic maps or webs to make relationships with known and new vocabulary ▪ Teach root words, prefixes and suffixes ▪ Choose read alouds that introduce children to rich language and vocabulary ▪ Introduce words in related pairs ▪ Specific teaching of content-related vocabulary ▪ Word study of spelling patterned words, multiple-meaning words, specific concept words ▪ Use of Background Building Audio Tapes prior to reading (Core Reading Program) ▪ Tested Vocabulary Charts (Core Reading Program) ▪ Literacy Centers for reinforcement of skills | <p>Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowicz, Fisher), Stretching Students' Vocabulary (Bromley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)</p> |

| | MATERIALS/ACTIVITIES | Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction | REFERENCES |
|----------------------|--|--|---|
| COMPREHENSION | <p>Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies:</p> <ul style="list-style-type: none"> ▪ Make connections (text-to-self, text-to-text, text-to-world) ▪ Question to understand the text ▪ Visualize to create pictures in the mind while reading ▪ Determine important ideas of the text (main ideas and author’s message) ▪ Synthesizing by combining known information with new information to understand the text ▪ Making inferences about the text based on questioning, predicting, and reflecting ▪ Identifying and using “fix-up” strategies to repair comprehension when it breaks down <p>Teach students to use the strategies before, during, and after reading text.</p> | <p style="text-align: center;"><u>KINDERGARTEN – GRADE 3</u> SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Retelling ▪ Make connections using schema or background knowledge ▪ Create mental images ▪ Ask questions ▪ Infer ▪ Synthesize information ▪ Use story maps ▪ Book talks after guided reading ▪ Use of nonfiction text features ▪ Use of graphic organizers after reading selections ▪ Teacher guided questions to answer Who?, What?, Why?, Where?, When? after a story ▪ Follow-up project after reading a story/selection ▪ Changing or adding to a poem or story ▪ Written product based on reading ▪ Background Knowledge Tapes for discussion prior to reading (Core Reading Program) ▪ Author study/genre study ▪ CLOZE sentence work ▪ Literacy Centers for reinforcement of skills | <p>Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop (Keene, Zimmerman), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehension with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)</p> |