Clay County 3rd-5th Grade Decision Tree

Administer Florida Assessments for Instruction in Reading on computer to all students		
Dates: AP1 – August-October 2010 ◎ **AP2 – November-January 2011** ◎ **AP3 – April-May 2011**		

Green Success Zone	Yellow Success Zone	Red Success Zone
If: FCAT Success Probability (FSP) ≥ 85%	**If: FCAT Success Probability (FSP) 16- 84%**	**If: FCAT Success Probability (FSP) <16%**

Green	Yellow / Red

*FSP is determined by combining the Reading Comprehension Score and previous FCAT score.
 	
Then:
Provide appropriate level of instruction in high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
 	
Monitor comprehension of FCAT tested skills with MMH grade level unit tests.
 	
Consider using Maze and Word Analysis, OPM tasks to further assist in determining instructional needs for selected students.
	Then: Administer Targeted Diagnostic Inventory (TDI)
	     Maze: Consider performance to determine instructional needs in fluency and comprehension.
	     Word Analysis: Consider performance to determine instructional needs in phonics.
	 Provide daily iii outside 90-minute reading block for all students scoring in Red Success Zone and selected students scoring 16 – 44% FSP in Yellow Success Zone.
	 Use boxes 2-5 to determine instructional needs and intervention intensity.

(Box 2) Maze Score is > 30th Percentile	**Word Analysis Score (Box 4) is > 30th Percentile**
Maze Score (Box 3) is < 30th Percentile	**Word Analysis Score is < 30th Percentile (Box 5)**

Box 2 + 4	Box 2 + 5
If a student's scores fall in Box 2 + 4 **Then** provide enhanced instruction in the high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. Provide differentiated small group instruction during reading block. Monitor with MMH unit tests. Provide differentiated small group instruction. **Program and Materials:** • Macmillan Treasures • Variety of appropriate On Leveled text	**If a student's scores fall in Box 2 + 5** **Then** student might have a specific weakness in spelling that doesn't impact reading. Provide targeted instruction in basic spelling patterns and affixes and roots in small group. Determine intensity of intervention and frequency of ongoing progress monitoring (OPM) based on RtI. Administer Phonics Screening Inventory in Diagnostic Toolkit. Provide differentiated small group instruction. **Program and Materials:** • Macmillan Treasures / Triumphs • Macmillan Approaching Level lessons on Phonics

Green (bottom)	Box 3 + 4	Box 3 + 5
Program and Materials: • Macmillan Treasures • Differentiated small group instruction using appropriate On/Beyond Levels • Provide opportunities for content Reading and research in centers **Note on Students Not Making Progress→** *Students in yellow and red success zones not making progress based on RtI will be further diagnosed to determine specific needs. Instruction will be intensified accordingly. Problem-solving teams will try different methods or materials to ensure learning is accelerated.*	**If a student's scores fall in Box 3 + 4** **Then** work on text reading efficiency (comprehension and fluency). • Assess fluency (ORF) using passages in Toolkit • If not fluent (accuracy or rate), practice with repeated readings, cued phrases, etc. • If reading is fluent, then teach using a comprehension focus. Provide differentiated small group instruction. Determine intensity of intervention and frequency of progress monitoring based on RtI. Graph data for ORF. **Program and Materials:** • Macmillan Treasures / Triumphs • Read Naturally or other fluency program	**If a student's scores fall in Box 3+ 5** **Then** provide intensive instruction in word study/ word recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies. Administer Phonics Screening Inventory in Diagnostic Toolkit. Provide differentiated small group instruction. *Determine intensity of intervention and frequency of progress monitoring (OPM) based on RtI. Graph data. **Program and Materials:** • Macmillan Treasures / Triumphs • Macmillan Approaching Level lessons on Phonics • REWARDS(4 & 5) • Read Naturally or other fluency program

Clay County 6th Grade Decision Tree

Administer Florida Assessments for Instruction in Reading on computer Dates: AP1 – August-October 2010 ◉ AP2 – November-January 2011 ◉ AP3 – April-May 2011		
Green Success Zone	**Yellow Success Zone**	**Red Success Zone**
If: **FCAT Success Probability (FSP)** **≥ 85% on Reading Comprehension**	**If:** **FCAT Success Probability (FSP)** **16- 84% on Reading Comprehension**	**If:** **FCAT Success Probability (FSP)** **<15% on Reading Comprehension**

*FSP is determined by combining the Reading Comprehension Score and previous FCAT score.
 	
Then:
Provide appropriate level of instruction in high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
 	
Monitor comprehension of FCAT tested skills with MMH grade level unit tests.
 	
Analyze data from Focus Calendar Assessments to determine instruction
 	
Consider using Maze and Word Analysis, OPM tasks to further assist in determining instructional needs for selected students.
	Then: Administer Targeted Diagnostic Inventory (TDI)
	        Maze: Consider performance to determine instructional needs in fluency and comprehension.
	        Word Analysis: Consider performance to determine instructional needs in phonics.
	Use boxes 2-5 to determine instructional needs and intervention intensity.	

(Box 2) **Maze Score** **is > 30th Percentile**	**Word Analysis Score** **(Box 4)** **is > 30th Percentile**
Maze Score **(Box 3)** **is < 30th Percentile**	**Word Analysis Score** **is < 30th Percentile** **(Box 5)**
If a student's scores fall in Box 2 + 4 **Then** provide enhanced instruction in the high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. Provide differentiated small group instruction during reading block. Monitor with MMH unit tests. Provide differentiated small group instruction. **Program and Materials**: • Macmillan Treasures (FCAT levels 3-5) • McDougal Littell Bridges to Literature (FCAT levels 1,2) • Variety of appropriate On Leveled text	**If a student's scores fall in Box 2 + 5** **Then** student might have a specific weakness in spelling that doesn't impact reading. Provide targeted instruction in basic spelling patterns and affixes and roots in small group. Determine intensity of intervention and frequency of ongoing progress monitoring (OPM) based on RtI. Administer Phonics Screening Inventory in Diagnostic Toolkit. Provide differentiated small group instruction. **Program and Materials:** • Macmillan Treasures / Triumphs (FCAT levels 3-5) • McDougal Littell Bridges to Literature (FCAT levels 1,2) • Macmillan Approaching Level lessons on Phonics