

CLAY DISTRICT SCHOOLS
Instructional Decision Guidelines
KINDERGARTEN

All incoming kindergarten students will be assessed with the Clay County Kindergarten Screening Tool prior to the start of school. If students enter after the first day and have not been tested, these new students are to be tested using the Kindergarten Screening Tool within the first three days of entering the district.

IF THE STUDENT SCORES 0-29, THEN...

- Analyze the point distribution
- If deficient in most/all areas place the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.
- Administer the DIBELS (fall, winter and spring)
- If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.

IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT, THEN...

- Analyze the DIBELS data
- If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.
- If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.
- Utilize the *Triumphs* intervention materials to compliment the regular core intervention strategies.
- If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:
 - ✓ Appropriateness or effectiveness of the intervention strategies (is a change needed)?
 - ✓ Frequency of the intervention (does the strategy/skill need to be presented more often)?
 - ✓ Group size (does the size of the group need to be reduced)?

IF THE STUDENT SCORES A 30 OR HIGHER ON THE KINDERGARTEN SCREENER OR SCORES IN THE LOW RISK RANGE ON ANY DIBELS ASSESSMENT, THEN...

- Place the student in the MacMillan core program
- Analyze the placement test / DIBELS data
- Utilize the intervention strategies provided in the regular core program; provide iii as needed
- Administer the DIBELS (fall, winter and spring)
- If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis and follow the provisions listed above for MODERATE or HIGH RISK students.

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE representatives.

CLAY DISTRICT SCHOOLS
Instructional Decision Guidelines
FIRST GRADE

The last set of kindergarten DIBELS scores – along with report card grades, work samples, and other data or teacher input will be used to determine the intensity of instruction for individual students at the beginning of first grade. If students enter first grade after the first day of school and reading data is not available, the teacher may use observation techniques and work samples to estimate the level of reading proficiency until the first DIBELS assessment is given.

IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT, THEN...

- Analyze the DIBELS data
- If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.
- If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments (Running Records are required to be given on a regular basis); administer the DAR; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.
- Utilize the *Triumphs* intervention materials to compliment the regular core intervention strategies.
- If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:
 - ✓ Appropriateness or effectiveness of the intervention strategies (is a change needed)?
 - ✓ Frequency of the intervention (does the strategy/skill need to be presented more often)?
 - ✓ Group size (does the size of the group need to be reduced)?

IF THE STUDENT SCORES IN THE LOW RISK RANGE ON ANY DIBELS ASSESSMENT, THEN...

- Place the student in the MacMillan core program
- Analyze the placement test / DIBELS data
- Utilize the intervention strategies provided in the regular core program; provide iii as needed
- Administer the DIBELS (fall, winter and spring)

- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis and follow the provisions listed above for MODERATE or HIGH RISK students.**

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE teachers / staffing specialists.

CLAY DISTRICT SCHOOLS
Instructional Decision Tree
SECOND THROUGH FIFTH GRADES

The DIBELS scores from the third assessment period of the prior school year – along with report card grades, work samples, and other data or teacher input will be used to determine the intensity of instruction for individual students at the beginning of grades two through five. If students enter a Clay District school after the first day of school and reading data is not available, the teacher may use observation techniques and work samples to estimate the level of reading proficiency until the first DIBELS / Think Link assessments are given.

IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT OR THINK LINK ASSESSMENT, THEN...

- Analyze the DIBELS/ Think Link data
- If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.
- If student scores in the MODERATE or HIGH RISK range on any of the DIBELS or Think Link assessments, continue progress monitoring using program assessments (Running Records are required to be given on a regular basis); administer the DAR; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.
- Utilize the *Triumphs* intervention materials to compliment the regular core intervention strategies.
- If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:
 - ✓ Appropriateness or effectiveness of the intervention strategies (is a change needed)?
 - ✓ Frequency of the intervention (does the strategy/skill need to be presented more often)?
 - ✓ Group size (does the size of the group need to be reduced)?

IF THE STUDENT SCORES IN THE LOW RISK RANGE ON ANY DIBELS OR THINK LINK ASSESSMENT, THEN...

- Place the student in the MacMillan core program
- Analyze the DIBELS / Think Link data
- Utilize the intervention strategies provided in the regular core program; provide iii as needed

- **Administer the DIBELS and Think Link assessments (fall, winter and spring)**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS or Think Link assessments, continue progress monitoring using program assessments; administer the DAR; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis and follow the provisions listed above for MODERATE or HIGH RISK students.**

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE teachers / staffing specialists.

CLAY DISTRICT SCHOOLS
Instructional Decision Guidelines
SIXTH GRADE

Fifth grade FCAT scores are used to determine initial student placement in reading in sixth grade. Students scoring a level 3, 4 or 5 on the reading portion of the fifth grade FCAT will be placed in the MacMillan reading core. Students scoring a level 1 or 2 on the reading portion of the fifth grade FCAT will be placed in the appropriate level of the *Bridges to Literature* program. For students placed in intensive reading, the last set of fifth grade DIBELS / Think Link scores – along with report card grades, work samples, and other data or teacher input will be used to determine the intensity of instruction for individual students at the beginning of sixth grade. If students enter sixth grade after the first day of school and reading data is not available, the teacher may use observation techniques and work samples to estimate the level of reading proficiency until the first DIBELS / Think Link assessments are given.

ONCE THE STUDENT IS PLACED IN EITHER THE MACMILLAN OR *BRIDGES* PROGRAM, IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT, THEN...

- Analyze the DIBELS / Think Link data
- If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program;
- If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments (Running Records are required to be given on a regular basis for fifth grade students); administer the DAR; provide iii within the 50-minute reading block and also within all content area classes outside of the 50-minute reading block on a daily basis.
- Utilize the *Triumphs* intervention materials to compliment the regular core intervention strategies.
- If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:
 - ✓ Appropriateness or effectiveness of the intervention strategies (is a change needed)?
 - ✓ Frequency of the intervention (does the strategy/skill need to be presented more often)?
 - ✓ Group size (does the size of the group need to be reduced)?

ONCE THE STUDENT IS PLACED IN EITHER THE MACMILLAN OR *BRIDGES* PROGRAM, IF THE STUDENT SCORES IN THE LOW RISK RANGE ON ANY DIBELS / THINK LINK ASSESSMENT, THEN...

- **Maintain the student's placement in the MacMillan or Bridges core program**
- **Analyze the DIBELS / Think Link data**
- **Utilize the intervention strategies provided in the regular core program; provide iii as needed within the 50-minute reading block and also within all content area classes outside of the 50-minute reading block on a daily basis.**
- **Administer the DIBELS / Think Link assessments (fall, winter and spring)**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS / Think Link assessments, continue progress monitoring using program assessments**

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE representatives.

