

Clay County K-2 Decision Tree

Administer Florida Assessments for Instruction in Reading K- BS/PMT + BDI (Listening Comprehension + Vocabulary task AP1 & AP3) 1 – BS/PMT + BDI (Reading or Listening Comprehension + Vocabulary task AP1 & AP3) 2 - BS/PMT + BDI (Reading Comprehension + Group Spelling Inventory + Vocabulary task AP1 & AP3)		Dates: <ul style="list-style-type: none"> • AP1 – August-October • AP2 – November-January • AP3 – April-May
Green Success Zone If: Probability of Reading Success (PRS) ≥ 85%	Yellow Success Zone If: Probability of Reading Success (PRS) 16% - 84%	Red Success Zone If: Probability of Reading Success (PRS) <16%
<p>Then:</p> <ul style="list-style-type: none"> • Note passage level, accuracy, and fluency for Reading Comprehension (1st, 2nd grades) <i>Refer to DOE’s revised <u>Target/Expectations Guidance Document</u> to determine if student is on target to meet end-of-year expectations.</i> • Determine breakdown of explicit and implicit comprehension questions. • Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word/and or connected text level. • Conduct read alouds that give students opportunities to explore complex texts. • Guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas. <p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ Macmillan Treasures ○ Variety of On / Beyond Level texts ○ Increased percentage of complex informational texts for read alouds and/or guided reading 	<p>Then: Administer Targeted Diagnostic Inventory</p> <ul style="list-style-type: none"> • Determine P.A./Phonics level. Provide focused instruction based on assessment data. • Note passage level, accuracy, and fluency for Reading Comprehension (1st, 2nd grades) <i>Refer to DOE’s revised <u>Target/Expectations Guidance Document</u> to determine if student is on target to meet end-of-year expectations.</i> • Determine breakdown of explicit and implicit comprehension questions. • Conduct read alouds that give students opportunities to explore complex texts. • Guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas. • Provide differentiated small group instruction with appropriate level text/materials. <p><i>*The Yellow Success Zone is a broad range. Consider multiple data elements when determining instructional needs and grouping, especially of students falling in the middle or lower end of range. Some students in this range may need intensified interventions (more time and smaller group size). Progress monitor based on RtI and graph data.</i></p> <p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ Macmillan Treasures ○ Macmillan Triumphs (based on further assessments) ○ Variety of On/Approaching Level texts ○ Increased percentage of complex informational texts for read alouds and/or guided reading ○ Supplemental materials that specifically address student deficits 	<p>Then: Administer Targeted Diagnostic Inventory</p> <ul style="list-style-type: none"> • Determine PA/Phonics level. Provide focused instruction based on assessment data. • Determine breakdown of explicit and implicit comprehension questions • Conduct read alouds that give students opportunities to explore complex texts. • Guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas. • Provide differentiated small group instruction with appropriate level text/materials. <p>Provide more intensity</p> <ul style="list-style-type: none"> • additional time – in addition to or an extension of the 90-minute reading block (iii) • smaller group size • more targeted instruction <p>Progress monitoring</p> <ul style="list-style-type: none"> • determine frequency by RtI • graph data • problem-solve as needed <p>Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.</p> <p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ Macmillan Treasures ○ Macmillan Triumphs ○ Variety of On/Approaching Level texts ○ Supplemental materials that specifically address student deficits