

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 2010 • AP2 – November-January 2011 • AP3 – April-May 2011
Green Success Zone If: Probability of Reading Success (PRS) ≥ 85% and Listening/Reading Comp ≥ 4	Yellow Success Zone If: Probability of Reading Success (PRS) 45% - 84% %	Red Success Zone If: Probability of Reading Success (PRS) <16%
Then: <ul style="list-style-type: none"> • Note passage level used for Reading Comprehension. • 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. Programs and Materials: <ul style="list-style-type: none"> • Macmillan Treasures On/Beyond Level • Differentiated small group instruction using appropriate On/Beyond Levels • Provide opportunities for content reading and research in centers 	Then: Administer Targeted Diagnostic Inventory Use Comprehension, Vocabulary and TDI scores (Spelling Inventory in Grade 2) to determine the level of daily differentiated intervention required for students. <ul style="list-style-type: none"> • Determine P.A./Phonics level • Determine breakdown of explicit and implicit comprehension questions. • Provide differentiated small group instruction with appropriate level text. <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 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>	Then: Administer Targeted Diagnostic Inventory Use Comprehension, Vocabulary and TDI scores (and Spelling Inventory in Grade 2) to determine the level of daily differentiated intervention required for students. <ul style="list-style-type: none"> • Determine PA/Phonics level • Determine breakdown of explicit and implicit comprehension questions • Provide differentiated small group instruction with appropriate level text. Provide more intensity <ul style="list-style-type: none"> • additional time – in addition to or an extension of the 90-minute reading block • smaller group size • more targeted instruction Progress monitoring <ul style="list-style-type: none"> • determine frequency by RtI • graph data • problem-solve as needed
If: Probability of Reading Success (PRS) ≥ 85% and Listening/Reading Comp ≤ 3	If: Probability of Reading Success (PRS) 16-44%	
Then: <ul style="list-style-type: none"> • Note passage level used for Reading Comprehension • Determine the breakdown of explicit and implicit questions. • Provide comprehension instruction focused on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies. • Provide explicit instruction on retelling. Programs and Materials: Macmillan Treasures /On Level Small group differentiated instruction that focuses on before, during and after strategies.	Then: Administer Targeted Diagnostic Inventory Students in the lower end of the Yellow Success Zone will need intensified interventions. <ul style="list-style-type: none"> • additional time (within or outside the 90-minute reading block) • smaller group size • more targeted instruction Progress monitor based on RtI and graph data. Problem-solve as needed.	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.
Programs and Materials: Macmillan Treasures /On Level Small group differentiated instruction that focuses on before, during and after strategies.	Program and Materials: Macmillan Treasures /On/Approaching Level Macmillan Triumphs (based on further assessment) Differentiated small group instruction with appropriate level text.	Program and Materials: Macmillan Treasures/ Approaching Level Macmillan Triumphs Intervention Differentiated small group instruction with appropriate level text.

