



West Holmes Local Schools

Reading Decision Framework 2024-2025

Updated: 5/15/24

Structured Literacy

What is structured literacy?

Structured literacy is an approach to teaching literacy skills that is systematic, explicit, and sequential. It is particularly designed to help individuals, especially those with dyslexia or other learning disabilities, develop strong foundational skills in reading and writing. This instructional method is based on the understanding that the English writing system is complex and can be challenging for some learners to grasp.

Structured literacy can be beneficial for a wide range of learners, but it is often considered particularly effective for individuals with dyslexia. It provides a solid foundation for reading and spelling by addressing the underlying language structures and promoting a deep understanding of how written language works.

What are tiered levels of support?

Tiered levels of support refer to a framework used in education to provide varying degrees of assistance and intervention to students based on their individual needs. At West Holmes Local Schools we use the Response to Intervention (RTI) model that utilizes three tiers of support. The goal is to identify and address students' needs at different levels, offering increasingly intensive interventions as necessary.

Tiers of Instruction

Tier 1: Universal Support: This tier provides universal support to all students in the general education setting. It includes evidence-based instructional strategies that are part of the core curriculum. The instruction at this level is designed to meet the needs of the majority of students.

Tier 2: Targeted Support: Tier 2 is targeted instruction provided to students who require additional support beyond what is offered in the general education setting. This instruction is typically delivered in small groups to address specific skill deficits and can be administered by classroom teachers, title teachers, or other intervention specialists.

Tier 3: Intensive Support: Tier 3 is the most intensive and individualized instruction. This instruction is designed for students who continue to struggle despite receiving supports at Tiers 1 and 2. The instruction is highly personalized to address specific learning or behavioral challenges.

Core Curriculum

All students in West Holmes Local Schools receives comprehensive core instruction in ELA using the following core curriculum:

| | | |
|---|---|--|
| <p><u>Kindergarten</u> <u>Heggerty</u> - Word Recognition- Phonemic Awareness <u>Foundations</u> - Word Recognition- Phonics <u>New Curr./Science Spin/Let's Find Out</u> - Language Comprehension <u>Writing UofS</u> - Writing</p> | <p><u>1st Grade</u> <u>Heggerty</u> - Word Recognition- Phonemic Awareness <u>Foundations</u> - Word Recognition- Phonics <u>New Curr./Science Spin/Scholastic News</u> - Language Comprehension <u>Writing UofS</u> - Writing</p> | <p><u>2nd Grade</u> <u>Heggerty</u> - Word Recognition- Phonemic Awareness <u>Foundations</u> - Word Recognition- Phonics <u>New Curr./Scholastic News</u> - Language Comprehension <u>Writing UofS</u> - Writing</p> |
| <p><u>3rd Grade</u> <u>Foundations</u> - Word Recognition- Phonics <u>Wonders</u> - Language Comprehension <u>Writing UofS</u> - Writing</p> | <p><u>4th Grade</u> <u>Wonders</u> - Language Comprehension <u>Writing UofS</u> - Writing</p> | <p><u>5th Grade</u> <u>Wonders</u> - Language Comprehension <u>Writing UofS</u> - Writing</p> |

Universal Screeners

| | | |
|---|--|--|
| <p style="text-align: center;"><u>Kindergarten</u></p> <p>*STAR Composite Score</p> <ul style="list-style-type: none">• Letter Naming Fluency• Letter Sound Fluency• Phoneme Segmentation• Receptive Nonsense Words <p><i>*Fall - 40th percentile and lower require a RIMP.</i></p> <p><i>*Winter - 20th percentile and lower require Tier 2 Dyslexia screener and parental notification.</i></p> | <p style="text-align: center;"><u>1st Grade</u></p> <p>*STAR Composite Score</p> <ul style="list-style-type: none">• Letter Naming Fluency• Letter Sound Fluency• Expressive Nonsense Words• Phoneme Segmentation• Oral Reading Fluency <p><i>*Fall - 40th percentile and lower require a RIMP.</i></p> | <p style="text-align: center;"><u>2nd Grade</u></p> <ul style="list-style-type: none">• *STAR Reading• Expressive Nonsense Words• Sight & High Frequency Words• Oral Reading Fluency <p><i>*Fall - 25th percentile and lower require a RIMP.</i></p> |
| <p style="text-align: center;"><u>3rd Grade</u></p> <p>Oral Reading Fluency *STAR Reading</p> <p><i>*Fall - 25th percentile and lower require a RIMP.</i></p> | <p style="text-align: center;"><u>4th Grade</u></p> <p>Oral Reading Fluency STAR Reading</p> <p><i>*Students on a RIMP in 3rd grade that have not scored proficient on an OST must remain on his/her RIMP.</i></p> | <p style="text-align: center;"><u>5th Grade</u></p> <p>Oral Reading Fluency STAR Reading</p> <p><i>*Students on a RIMP in 4th grade that have not scored proficient on an OST must remain on his/her RIMP.</i></p> |

**Students on a RIMP must be provided 90 minutes of reading instruction daily.*

Grades 1-6, a dyslexia screener will be administered by parental request or as students move into the district.

Diagnostic Assessments

| | | |
|---|--|--|
| <p><u>Heggerty (K-2)</u> <u>Kindergarten</u> * Phonemic Awareness Skills * Alphabetic Knowledge & Phoneme-Grapheme Connections * Language Awareness Activities <u>First-Second Grades</u> * Phonemic Awareness Skills * Build Alphabetic Knowledge & Phoneme-Grapheme Connections</p> | <p><u>PAST (K-5)</u> <u>Instructions</u></p> | <p><u>List of Really Great Reading Surveys (K-5)</u> Kindergarten Foundational Skills 1st Grade Foundational Skills Diagnostic Decoding Survey Letter Knowledge Survey Sight Word Surveys Advanced Decoding Survey (3+)</p> |
| <p><u>LETRS Phonics and Word Reading Survey</u></p> | <p><u>LETRS Basic (K-2) Spelling Screener</u> <u>Instructions</u> Class Composite Recording Form</p> | <p><u>LETRS Advanced Spelling Screener (3-5)</u> <u>Instructions</u> Class Composite Recording Form</p> |
| <p><u>ESGI</u></p> | <p><u>AIMS Passages</u></p> | <p><u>10 Questions</u></p> |
| <p><u>Other Specific Assessments</u></p> | <p><u>Vocabulary.com</u></p> | |

Note: Grade levels are guidelines, assessments should fit the need(s) of the student based on screening results.

Tier 2 Instructional Strategies

| <u>Double Dose Foundations</u> | <u>Double Dose Heggerty</u> | <u>50 Nifty Activities</u> |
|--|---|--|
| <u>Florida Center for Reading Research (FCRR)</u> | <u>UFLI Foundations Toolbox</u> | <u>West Virginia Phonics</u> |
| <u>Repeated Readings</u> | <u>STAR Instructional Plans</u> | <u>Syllabication</u> <u>Jennifer Findley Syllable Resources</u> |
| <u>Equipped for Reading Success (ERS)</u> | <u>Morphemic Awareness</u> Morpheme Magic (Book) Improving Morphemic Awareness (Book) | <u>Other Small Group or Individual Supports</u> |
| <u>Tools 4 Reading</u> <u>Tools 4 Reading Resources</u> | | |

Letter Naming/Sound Fluency (K-1st)

Tier 1 Quality Instruction
Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options

ESGI - Letters & Sounds
(untimed)
LETRS Phonics Word Reading
Survey

Tier 2 Instructional Options
Double Dose Foundations
50 Nifty Activities
FCRR
UFLI

Phoneme Segmentation (K-1st)

Tier 1 Quality Instruction
Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options
Heggerty Screeners
P.A.S.T.

Tier 2 Instructional Options
Double Dose Foundations
Double Dose Heggerty
50 Nifty Activities
FCRR
UFLI

Receptive Nonsense Word Fluency (K)

Tier 1 Quality Instruction
Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options
Heggerty Screeners
Really Great Reading Decoding
Surveys

Tier 2 Instructional Options
Double Dose Foundations
Double Dose Heggerty
50 Nifty Activities
FCRR
UFLI

Expressive Nonsense Word Fluency (1st-2nd)

Tier 1 Quality Instruction
Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options
Heggerty Screeners
Really Great Reading Decoding Surveys
LETRS Phonics Word Reading Survey

Tier 2 Instructional Options
Double Dose Foundations
Double Dose Heggerty
50 Nifty Activities
FCRR
UFLI

Sight and High Frequency Word Fluency (2nd)

Tier 1 Quality Instruction
Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options
Really Great Reading Sight Word Fluency Survey
LETRS Phonics Word Reading Survey

Tier 2 Instructional Options
Double Dose Foundations
50 Nifty Activities
FCRR
UFLI

Oral Reading (Accuracy)
(1st - 5th)

Tier 1 Quality Instruction
Foundations (1-3), Heggerty (1-2), Sound Walls (1-3)
Geodes (1-2), Wonders (1-5)

**At/Above
Benchmark**

**Below
Benchmark**

Diagnostic Options

Diagnostic Options
Really Great Reading Sight Word Fluency Survey
LETRS Phonics Word Reading Survey
P.A.S.T.
LETRS Spelling Screener

Tier 2 Instructional Options
Teacher Designed Activities

Tier 2 Instructional Options
Double Dose Foundations
West Virginia Phonics
50 Nifty Activities
FCRR
UFLI

Oral Reading (Fluency) (1st - 5th)

Tier 1 Quality Instruction
Foundations (1-3), Heggerty (1-2), Sound Walls (1-3)
Geodes (1-2), Wonders (1-5)

**At/Above
Benchmark**

**Below
Benchmark**

Diagnostic Options

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

Tier 2 Instructional Options
Repeated Readings
50 Nifty Activities
FCRR
UFLI

STAR Reading
(2nd - 5th)

Tier 1 Quality Instruction
Foundations (1-3), Heggerty (1-2), Sound Walls (1-3)
Geodes (1-2), Wonders (1-5)

**At/Above
Benchmark**

**Below
Benchmark**

Diagnostic Options

Diagnostic Options
Oral Reading
Vocabulary.com

Tier 2 Instructional Options
Teacher Designed Activities

Tier 2 Instructional Options
Repeated Readings
50 Nifty Activities
FCRR
UFLI

Decision Framework Processes and Procedures

Fall Benchmarking

Identification/Grouping:

- **K-1** students scoring in the 40th percentile and below (Red/Blue) on the STAR CBM Composite will be given a Reading Improvement and Monitoring Plan (RIMP).
- **2-3** students scoring in the 25th percentile (Red/Yellow) on the STAR Reading assessment will be given a Reading Improvement and Monitoring Plan (RIMP). Students scoring between the 25th and 40th percentile (Blue) can be given a “Tier 2 RTI Plan” if deemed appropriate by the Rtl team.
- **4-8** students scoring in the 25th percentile (Red/Yellow) on the STAR Reading assessment and are not on a RIMP from prior years will be given a “Tier 2 RTI Plan” (formerly known as Letter Form A). Students scoring between the 25th and 40th percentile (Blue) can be given a “Tier 2 RTI Plan” if deemed appropriate by the Rtl team. Students with a RIMP that has been carried forward must remain on a RIMP until they score proficient on an Ohio State ELA test.

SameGoal Forms:

- **RIMPs**, labeled “Reading Improvement and Monitoring Plan (Fall 2024)” in SameGoal, are ongoing documents that will carry on from year to year. In the fall, teachers either create a new RIMP for students that have not had one before, update the RIMP from prior year with new information, or dismiss students from a RIMP if no longer needed.
- **“Tier 2 RTI Plan”** (formerly known as Letter Form A) will be completed in the fall of each school year and shared with parents at the fall Parent-Teacher conference. This form is filled out once and signed by the teacher and parent.

Decision Framework Processes and Procedures

Fall - Winter

Tier 2 Instructional Options:

- Students on a RIMP/Tier 2 RTI Plan should be given at least 20 minutes of daily skill-specific instruction based on Literacy assessment data in a small group setting (students on a RIMP should be in groups no larger than a 4 to 1 student to teacher ratio).
- Skill-specific instruction will be focused on at most 2 skills at a time as determined by benchmarks and/or diagnostic assessment data.

Progress monitoring:

- Progress will be monitored for the most foundational 1-2 skills necessary until progress is shown in any particular skill.
- Monitoring should take place either weekly or biweekly as necessary.

Monthly Rtl meetings:

- Will be held to review progress monitoring and diagnostic data to make adjustments to instructional services, skills, and groups.
- RIMPs will be updated with current data.
- Students can be placed into Tier 2 intervention groups at any point as deemed appropriate by the Rtl team. A “Tier 2 RTI Plan” should be completed if/when this happens for a new student.

Other Information:

- All students on a RIMP must receive 90 minutes of reading instruction daily.
- Students on a RIMP must be provided with opportunities for “high-dosage tutoring” at least 3 days per week or for 50 hours over 36 weeks.

Decision Framework Processes and Procedures

Winter Benchmarking

Dyslexia screening - KG

Students scoring a composite score below the 20th percentile (red) are deemed “at risk” for dyslexia.

- Services will be adjusted to the new data and students will be progress monitored for up to 6 weeks.
- If a student is still not showing adequate progress after 6 weeks:
 - The “Dyslexia Monitoring Progress Report” from SameGoal will be discussed with and given to parents at winter PT conferences.
 - A tier 2 diagnostic assessment will be given.
 - Upon completion of the Tier 2 diagnostic assessment, teachers will complete and send home the “Tier II Dyslexia Screener Results” document from SameGoal.

KG - 8th STAR Benchmarking

- The grade level STAR assessment is given and groups/services are adjusted at the next Rtl meeting.
- RIMPs should be updated and shared with parents at winter parent-teacher conferences.
- Students on a “Tier 2 RTI Plan” will receive a “Tier 2 RTI Follow-Up” (formerly known as Letter Form B) that is shared with parents at the winter parent-teacher conferences.
- Students can be added to Tier 2 interventions by creating a “Tier 2 RTI Plan” as deemed appropriate by the Rtl team.

Decision Framework Processes and Procedures

Winter - Spring

Tier 2 Instructional Options:

- Students should be given at least 20 minutes of daily skill-specific instruction based on Literacy assessment data in a small group setting (students on a RIMP should be in groups no larger than a 4 to 1 student to teacher ratio).
- Skill-specific instruction will be focused on at most 2 skills at a time as determined by benchmarks and/or diagnostic assessment data.

Progress monitoring

- Progress will be monitored for the most foundational 1-2 skills necessary until progress is shown in any particular skill.
- Monitoring should take place either weekly or biweekly as necessary.

Monthly Rtl meetings

- Will be held to review progress monitoring and diagnostic data to make adjustments to instructional services, skills, and groups.
- Students can be placed into Tier 2 intervention groups at any point as deemed appropriate by the Rtl team. A “Tier 2 RTI Plan” should be completed if/when this happens for a new student.
- RIMPs will be updated with current data.

Other Information

- All students on a RIMP must receive 90 minutes of reading instruction daily.
- Students on a RIMP must be provided with opportunities for “high-dosage tutoring” at least 3 days per week or for 50 hours over 36 weeks.
- Discussion with parents about possible grade level retention should initially take place at winter PT conferences.