

**Received by Sue Otto on behalf of Desert Heights Charter Schools
2021-22 Window 1 Data Narrative**

5,522 characters (>1,000-character minimum requirement)

Overall, 42% of K-3rd grade students are either Approaching Reading Proficiency (strategic) or Falls Far Below (intensive) Reading Proficiency. Per the DIBELS, 8th edition, Benchmark I data, most students need support in the areas of phonological awareness (kindergarten), phonics (K-3rd), and reading fluency (1st-3rd grades). Additionally, 2nd grade requires additional support in comprehension. We believe that the increase in the percentage of students in need of support this Benchmark correlates with the large number of students in 2nd grade who required additional support last year while in 1st grade. While the number of students who are intensive has decreased since last year, there is still a group who needs intensive support. Second grade students (our largest percentage of students in need of support) will also receive an extra 30-minute class of ELA instruction to focus on foundational skills such as phonological awareness and phonics skills in the afternoon. First grade, our second largest percentage in need, will receive two additional Tier III pull-out groups in the afternoon.

Based on these results and in combination of other assessment data, such as our newly implemented district Synergy assessment, all identified K-3rd grade students who fall within a MTSS Tier II and Tier III support category will receive extra assistance in reading through small group reading intervention. Once students are identified as requiring extra assistance, they are further tested with our diagnostic tools to identify specific areas of need that are more discrete and may not be captured on the DIBELS screener. Information provided by our diagnostic assessments enables our staff to develop a reading plan, our Reading Intervention Plan and Progress (RIPP), comprised of individualized SMART goals and progress monitoring data toward the acquisition of those goals. Parents will receive these goals, per the grade card schedule, on a quarterly basis. Identified students will also be progress monitored with DIBELS 8th edition, Synergy Assessment ELA quizzes (if appropriate), Core reading assessments, and/or other diagnostic assessments, per the multi-tiered system of support (MTSS) progress monitoring schedule.

Identified Tier II and Tier III students will receive small group reading intervention services during the school day, during the grade-level intervention period. Depending on the level of need, this may be with a classroom teacher, or other specialized individual, under the supervision of the Reading Specialist. In addition to the MOWR vetted intervention programs used during groups, Tier II and Tier III students will receive access to the Raz-Kids Plus online reading program; access to the Title I Lending Library; and informative literacy materials, from the Title I Parent Liaison, intended to assist parents as with grade-level specific strategies for working with their child(ren) at home. These materials will be distributed over school breaks for students to enjoy with their families, as they continue to develop their reading skills over these long weekends, school breaks, and/or summer. Tier III students will also receive School-Home

Connection materials from their pull-out teacher, consisting of on-level reading text and corresponding thematic literacy activities for students to enjoy with their families, over school breaks and the summer.

Reading intervention walk-throughs will resume on a monthly basis (a tool that we have revisited to further support our identified needs). During walk-throughs, the Reading Specialist gathers data to ensure that programs are being implemented with integrity and that instruction is aligned to the identified student goals. As needed, the Reading Specialist provides embedded professional development through literacy coaching, modeling, support, assessment guided practice, and intervention planning services. The Reading Specialist also provides stakeholders with various training opportunities throughout the year such as DIBELS 8th Edition (Benchmark and Progress Monitoring) and other reading assessment training; core, supplemental, and intervention reading program training; evidence-based effective reading strategy, tools, and planning training.

Grade-level teachers, the Reading Specialist, Administration, the K-12 Curriculum and Assessment Coordinator, and the Title I Reading Team will continue to meet monthly for Reading-specific data-based PLC meetings. At these meetings stakeholders review current reading data for all tiers. Stakeholders answer key data questions asking where are we currently, where do we want to be, how do we get there, and how do we sustain our focus? Additionally, stakeholders are asked to identify research-based reading strategies that can be implemented during instruction. Grade-level teachers will also meet weekly with Administration, and/or the K-12 Curriculum and Assessment Coordinator, for additional curriculum and instruction-based PLC meetings.

The K-12 Curriculum and Assessment Coordinator will provide professional development in assessment, aligned to State standards, to assist teachers in creating learning targets, of the appropriate rigor, that define student learning and assesses students based on these learning targets. Additionally, the K-12 Curriculum and Assessment Coordinator will assist teachers in identifying data points, during PLCs, to push our partially proficient students to proficiency through Tier I small group instruction during the regular ELA block.