



Days Creek Charter School

Title IA Targeted Plan School Year: 2023-24

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NEEDS ASSESSMENT SURVEY

STUDENT DEMOGRAPHICS:

Douglas County School District #15 operates the only K-12 charter school in southern Douglas County (aka "South County"). We accept students from throughout the area with daily busing from Tri-City, Myrtle Creek, Canyonville and Riddle. Despite serving an area that covers 803 square miles (within our district attendance zone) our current enrollment is around 200 students, and that small school climate allows us to focus our teaching on individualized and responsive instruction that adapts to students' needs.

In the past few years, the Douglas County SD 15 Board of Directors approved a move to eliminate split grade levels and hire additional elementary teachers. In addition, instructional assistants have been hired to assist in lowering the student to teacher/staff ratio. Each year DCCS participates in an IRRE Survey. IRRE surveys students, staff, and parents. This has allowed the district administration, staff, and board representatives to get a clear vision of what is needed to improve student achievement.

Days Creek Charter School utilizes the following data to assist in determining ALL of our students' individual needs.

- IRRE Survey Data - climate survey
- IRRE Data Report - Trends for attendance, academic achievement, high school graduation on track, and graduation rates.
- Assessments - DIBELs, Really Great Reading Assessments, STAR Reading, STAR Math, Interim Assessments, Smarter Balance Assessments.

Days Creek Charter School is a Title IA Targeted School. The plan is to provide additional support and interventions to Tier 2 and Tier 3 students as identified through the review of assessment data and teacher / staff input.

TARGETING PLAN AND CRITERIA

TARGETING CRITERIA:

Due to the small class sizes (on average around 18 students) and overall enrollment of approximately 200 students, elementary and secondary teams consisting of all the staff meet monthly to review data. During the meeting, each team reviews assessment data and teacher input to determine what, if any, additional services are needed. All students have access to instructional support and interventions.

Staff Collaboration:

- Data Review - Monthly Meetings (ELA and Math) K-5, 6-8, and 9-12.
- Individual data review - Monthly Meetings (ELA and Math) K-5, 6-8, and 9-12.
- Progress Monitoring ELA K-6 Ongoing

Assessment Data Collected:

- DIBELs - K-8
- STAR Reading and Math - K-5
- Really Great Reading Assessment Data K-6
- Interim Assessment Data Grades 6-12
- Smarter Balance Assessments Grades 3-8

Identification Criteria for Targeted Reading Services:

Students are identified as Intensive or Strategic, utilizing the following assessments as well as teacher input.

- Grades K-1 DIBELs Assessments - Letter Naming Fluency and Phoneme Segmentation Fluency
- Grades 2-3 DIBELs Assessments - Nonsense Word Fluency - Correct Letter Sounds & Words Recorded Correctly
- Grades 4-8 DIBELs Assessments - Passage Read Fluency (wpm)
- Grades 2-8 STAR Reading

Exit Criteria for Targeted Reading Services

Progress towards benchmark is monitored through monthly staff data review meetings.

- DIBELs - 3 times a year benchmark.
- DIBELs and Precision Reading - Progress monitoring

Students who have been identified as meeting the benchmarks for grade level and teacher input supports the move to exit students from Targeted Reading Services.

TARGETED SERVICES:

ELA Core and Intervention Programs

- Journeys - Grades K-6
- Haggerty -Grades K-2
- Precision Reading - Grades K-5
- Journeys - Fluency Reviews - Grades 3-6
- Reading Plus - Grades 3-10
- Really Great Reading - Grades K- 6

Math Core and Intervention Programs:

- Eureka Math - Grades K-5
- EdGems - Grades 6-8;
- Big Ideas - Pre-Algebra; Algebra; Geometry; and Algebra II
- Dreambox - Grades 1- 6

Support and Intervention Services:

- All K-5 students receive 90 minutes instruction in the core Reading / ELA program - Journeys
- All K-5 students receive 60 minutes instruction in the core Math Program - Go Math
- All secondary students are on a seven period schedule. Each class is one hour.
- Students in grades 6-8 participate in an exploratory class quarterly (Art, Music, or Spanish). One quarter they are assigned to an intervention or enhancement class.
- K-5 Tier 2 & 3 students receive 45 - 60 minutes of intervention services.
- Really Great Reading (RGR) (Grades 1-6) - Utilizing the data from DIBELs and Really Great Reading assessment data students are identified and assigned to a component of the RGR program. Daily lesson - 45 minutes
- Precision Reading (Grades 1-3) - Students are identified by teacher input and DIBELs data. Daily practice 5 minutes daily.
- Reading Plus (Grades 3-6) - Reading fluency practice. All students receive individualized instruction determined by an assessment taken 3 times a year. Students are leveled according to ability and assigned specific skills to work through. Daily lesson - 45-60 minutes.

- DiscoverU is 90 minutes offered once a month to all students in grades 6-12 to participate in additional subjects of interest. Students who are needing additional academic support are offered individual tutoring in ELA, Math, and Science.

PROFESSIONAL LEARNING:

- Science of Reading training - All staff will be trained in the Fall of 2022. It has been determined that all staff need to understand basic reading skills and how reading is taught.
- Elementary teachers and Instructional Assistants will receive training in Really Great Reading.
- Elementary teachers trained in the Eureka Math program.

Progress Monitoring:

- Student data is reviewed monthly in groups consisting of administration, teachers, and instructional assistants - K-5; 6-8, 9-12
- Tier 2 students identified for intervention services are progress monitored weekly.
- Tier 3 students identified for intervention services are progress monitored every other week
- Data collected during progress monitoring is reviewed and the student plan is updated. The team may determine that the student's intervention needs to be changed, continued, or exited from intervention services.