



RIPON AREA SCHOOL DISTRICT

Schoolwide Title 1 Plan:

Barlow Park Elementary 2019 - 2024

Objective 1: Barlow Park will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment

Objective	Activities	Outcome/Evidence	Indicators	Timeline
1 All students will participate in differentiated, culturally responsive, research-based structures of Balanced Literacy including Interactive Read Aloud, Shared Reading, Interactive Writing, Reading and Writing workshop, Independent reading, independent writing, conferring, small group instruction, and phonics/word study using board-approved curriculum guided by formative assessment.	<p>Using flexible grouping based on ongoing progress monitoring within the Reading and Writing Workshop, students will have reading support at their instructional level.</p> <p>60 minutes daily reading (in no more than 2 uninterrupted blocks of time) and 30 to 45 minutes daily writing as appropriate to their grade level.</p> <p>WIN time at least 4 days a week.</p>	85% of students will meet the end of the year benchmark in reading.	<p>Local Formal Assessments: Benchmark Assessment System (BAS) for all students</p> <p>Educational Software for Guiding Instruction (ESGI) Grades 4K, K & 1</p> <p>i-Ready (Grade 2)</p> <p>Local Formative Assessments: Running Records, BAS Common UOS Writing Assessments</p> <p>Progression on Learning Continuums (Literacy)</p>	2019-2024
2. All Students will participate in classroom activities that support positive mental health.	<p>Activities could include:</p> <ul style="list-style-type: none"> Bullying prevention lessons Mindfulness lessons Second Step PBIS Responsive Classroom (piloting a variety of programs) 	Data from behavior referrals and attendance records will be collected and reviewed.	<p>Behavior referrals</p> <p>Attendance data</p> <p>Student Surveys</p> <p>Suspension, seclusion and restraint Data</p>	2019-2024


<p>3. Assessment: Student progress will be systematically assessed in reading and writing. Students will be assessed using district-wide assessments with all students each Spring. Screening tools and informal assessments will be used to check on progress periodically.</p> <p>Struggling Students will be identified and monitored, and participate in targeted instructional activities.</p>	<p>BAS DRA Progress Monitor Informal Running Records (including Next Step Guided Reading Assessment and/or Teacher's College Assessment) i-Ready Rtl Data</p>	<p>Teachers will use data to guide instruction so that students will be able to meet SLO and end of year grade level benchmarks.</p>	<p>BAS spreadsheet Prioritized intervention list Rtl Win cycle data</p>	<p>2019-2024</p>
<p>4. All students will participate in activities that support the disposition of becoming a lifelong reader and learner, and teachers will develop a culture of reading within their class and the school by promoting activities that value reading.</p>	<p>Ideas and activities may include:</p> <ul style="list-style-type: none"> ● Building communities of readers in each classroom ● Guest readers ● Literacy-Based Family Nights ● Book Fairs ● Paired Reading among Grade-levels or with Seniors/4PS ● Reading with therapy dogs. ● School-wide literacy activities such as Dr. Seuss week ● Archer Awards voting by students 	<p>Determine primary level reading engagement survey</p>	<p>Calendar/notes about buddy reading classes Records of attendance on family nights Results of student reading engagement survey</p>	<p>2019-2024</p>

Objective 2: Barlow Park will provide professional growth and improvement opportunities for all teachers, principal, and other school leaders to further a high quality education for all students.

Objective	Activities	Outcome/Evidence	Indicators	Timeline
Develop family partnership opportunities within the school.	Ideas may include: <ul style="list-style-type: none"> ● Book Fairs ● Schoolwide Family Night Activities ● Parent volunteers in the classroom ● Summer Parent Book Club ● SST Meetings ● Family Fun Calendar ● Grade level Family events ● develop/support a parent group that would support afterschool and summer play events 	Parent survey at the end of each year Provide parent information through school website and newsletters. Attendance records from family events	Parent survey data (required) Family Night Attendance totals Record of grade level or classroom parent activities Number of parent/other volunteers	2019-2024
Increase effective two-way communication practices to reach all families to include those families considered to be members of underserved populations.	Newsletters and other title information is translated for EL families. Teachers and parents are encouraged to communicate frequently. Communication is sent out multiple times in a variety of ways - including paper copies Pdfs posted on website, social media PDQs	Monthly newsletter (Part of it to have a Schoolwide focus, or a specific BP Schoolwide Title note.)	Communication logs are expected to be kept by teachers Parent survey data Copies of school newsletters Screenshot of website	2019-2024
All Title 1 teaching staff (all certified staff) will participate in staff development around Universal and targeted teaching in reading and writing and/or math.	Coaching with Literacy Coach Late Start ed. Camp BAS Calibration AVMR Training	Teacher self-assessment on Adult learner rubric PDSA cycles for ed camp groups or other PD	BAS data PALS/ESGI data iReady data Teacher self-reflection on Adult Learner Rubric Learning outcomes of PDSA cycles	2019-2024

	Bridges - new and ongoing training as appropriate		AVMR data/screening data from Bridges	
All new (to the profession or new to workshop teaching) Title 1 (classroom) staff will participate in frequent literacy coaching targeted to support their work at the universal/targeted teaching level	Participation in monthly grade-level coaching and/or individual coaching cycles	All teachers receive coaching in literacy work	Coaching Schedules Late Start/PD schedules	2019-2024
Professional development is provided for paraprofessionals to maintain their highly qualified status.	Monthly Paraprofessional professional development to support student achievement.	All paraprofessionals will participate in PD to maintain highly qualified status.	Paraprofessional meeting schedule/topics	2019-2024

Objective 3: Barlow Park will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.

Objective	Activities	Outcome	Indicators	Timeline
The school has a functioning RTI system addressing academic and behavior needs.	WIN (rti) time built into the schedule for interventions in the classroom Review of data monthly	Strategic and systematic implementation process	BAS/DRA scores ESGI scores iReady scores Professional learning calendar with dates for Data days	2019-2024
A Student Services Team (SST) will meet to identify and support teachers and students.	Meetings to determine the best interventions to support students based on their needs	Increase in students meeting benchmark expectations	BAS/DRA spreadsheet	2019-2024 
Evidence-based interventions will be matched to the needs of students for small group and individual support. Interventions may include Leveled	Intervention groups will meet a minimum of 4 days per week Reading tutors and volunteers through STEP program, parent	Targeted students will close the gap in progress toward meeting the benchmark for their grade level.	Reading pull out support prioritized list.	2019-2024

<p>Literacy Intervention, Next Step Forward in Guided Reading, Early Intervention in Reading, Early Reading Empowerment, Orton Gillingham based intervention, or others as appropriate.</p> <p>Intervention teachers will participate in ongoing professional development.</p> <p>Intervention training is completed by all teachers providing small group, pull-out support.</p>	<p>volunteers, and Ripon College support students in independent reading and literacy activities.</p>			
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Objective 4: Barlow Park will make progress on closing the achievement gap for all subgroups in English Language Arts and mathematics so all students meet challenging academic standards.

Objective	Activities	Outcome	Indicators	Timeline
<p>Students in historically lower achieving subgroups will participate in the research-based structures of Balanced Literacy including: Interactive Read Aloud, Shared Reading, Interactive Writing, Reading and Writing workshop, Independent reading, independent writing, conferring, small group instruction, and phonics/word study using board- approved materials and guided by formative assessment</p>	<p>Using flexible grouping based on ongoing progress monitoring within the Reading and Writing Workshop, students will have reading support at their instructional level.</p> <p>60 minutes daily reading (in no more than 2 uninterrupted blocks of time) and 30 to 45 minutes daily writing as appropriate to their grade level.</p> <p>RtI time 4 days a week.</p>	<p>Students in the historically lower achieving subgroups will make at least a years' growth or more to begin to close academic gaps.</p>	<p>Local Formal Assessments: Benchmark Assessment System (BAS)</p> <p>Educational Software for Guiding Instruction (ESGI) Grades 4K, K & 1</p> <p>i-Ready (Grade 2)</p> <p>Local Formative Assessments: Running Records, Benchmark Assessment System Common Writing Assessments</p> <p>Progression on Learning Continuums (Literacy)</p>	<p>2019-2024</p>
<p>Students within these subgroups will receive additional support outside</p>	<p>Intervention teachers will strive to include explicit instruction</p>	<p>Students will make progress toward closing the</p>	<p>Schedules for pull out support</p>	<p>2019-2024</p>

of universal reading/writing and math times from teachers that have specialized training (EL, SwD)	on using reading strategies and build in strategies to increase vocabulary, especially in content areas.	achievement gap.		
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