



RIPON AREA SCHOOL DISTRICT

Schoolwide Title 1 Plan:

Journey Charter 2021 - 2026

Objective 1: Journey Charter 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 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 Schoolwide Writing Assessments</p>	2021-2026
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 Building Wide Expectations Responsive Classroom Character Strong 	Data from behavior referrals and attendance records will be collected and reviewed.	<p>Behavior referrals</p> <p>Attendance data</p> <p>Suspension, seclusion and restraint Data</p>	2021-2026
3. Assessment: Student progress will be systematically assessed in	<p>BAS</p> <p>Informal Running Records</p>	Teachers will use data to guide instruction so that students will be able to	<p>BAS spreadsheet</p> <p>Prioritized intervention list</p>	2021-2026

<p>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>(including Next Step Guided Reading Assessment and/or Teacher's College Assessment) i-Ready RtI Data</p>	<p>meet SLO and end of year grade level benchmarks.</p>		
<p>4. Journey Charter School will provide a project-based learning environment that considers the whole child in fostering inquiry and critical thinking skills that will guide our students to flourish as leaders, life-long learners, and problem solvers.</p>	<p>Ideas and activities may include:</p> <ul style="list-style-type: none"> ● Multi-age grouping ● 3 year rotation of topics: intentional acts of kindness, fine arts, health wellness ● Gallery Walks 	<p>Determine primary level reading engagement survey</p>	<p>An example of student rubrics and reflection</p> <p>Records of attendance gallery walk</p> <p>Results of parent survey</p>	<p>2021-2026</p>

Objective 2: Journey Charter will provide professional growth and improvement opportunities for all teachers, principal, and other stakeholders to further a high quality education for all students.				
Objective	Activities	Outcome/Evidence	Indicators	Timeline
<p>Develop family partnership opportunities within the school.</p>	<p>Ideas may include:</p> <ul style="list-style-type: none"> ● Scholastic Book Fairs ● Schoolwide Gallery Walk ● Parent volunteers in the classroom ● Summer Parent Book Club ● SST Meetings ● Family Fun Calendar ● Summer Cookout ● Governance Council ● Mother/Son Laser Tag ● Father/Daughter Dance ● In school events 	<p>Parent survey at the end of each year</p> <p>Provide parent information through the school website and newsletters.</p> <p>Attendance records from family events</p>	<p>Parent survey data (required)</p> <p>Gallery Walk Attendance totals</p> <p>Record of grade level or classroom parent activities</p> <p>Number of parent/other volunteers</p>	<p>2021-2026</p>

	<ul style="list-style-type: none"> • Musical Concerts 			
Increase effective two-way communication practices to reach all families to include those families considered to be members of underserved populations.	<p>Newsletters and other title information is translated for EL families.</p> <p>Teachers and parents are encouraged to communicate frequently.</p> <p>Communication is sent out multiple times in a variety of ways - including paper copies Pdfs posted on website, social media, and Class dojo PDQs</p>	Newsletter to follow up with parent survey data	<p>Communication logs are expected to be kept by teachers</p> <p>Parent survey data</p> <p>Copies of school newsletters</p> <p>Screenshot of website</p>	2021-2026
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.	<p>Coaching with Literacy Coach</p> <p>District PD</p> <p>Bridge intervention - new and ongoing training as appropriate</p>	<p>Teacher self-assessment on Adult learner rubric</p> <p>PDSA cycles for ed camp groups or other PD</p>	<p>BAS data</p> <p>ESGI data</p> <p>iReady data</p> <p>Teacher self-reflection on goal setting</p> <p>screening data from Bridges</p>	2021-2026
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 graduated grade-level coaching and/or individual coaching cycles	All teachers receive coaching in literacy work	<p>Coaching Schedules</p> <p>District PD schedule</p>	2021-2026
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	2021-2026

Objective 3: Journey Charter 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 Regularly review WIN data	Strategic and systematic implementation process	BAS scores ESGI scores iReady scores Professional learning calendar with dates for Data days	2021-2026
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 spreadsheet SST notes/log as appropriate	2021-2026 
Evidence-based interventions will be matched to the needs of students for small group and individual support. Interventions may include Leveled Literacy Intervention, Next Step Forward in Guided Reading, Early Intervention in Reading, Early Reading Empowerment, Orton Gillingham based intervention, or others as appropriate. Intervention teachers will participate in ongoing professional development. Intervention training is completed by all teachers providing small group, pull-out support.	Intervention groups will meet a minimum of 4 days per week Reading tutors and volunteers through the STEP program, parent volunteers, and Ripon College support students in independent reading and literacy activities, partnership with Crossroads.	Targeted students will close the gap in progress toward meeting the benchmark for their grade level.	Reading pull out support prioritized list.	2021-2026

Objective 4: Journey Charter 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 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</p>	<p>2021-2026</p>
<p>Students within these subgroups will receive additional support outside of universal reading/writing and math times from teachers that have specialized training (EL, SwD)</p>	<p>Intervention teachers will strive to include explicit instruction on using reading strategies and build in strategies to increase vocabulary, especially in content areas.</p>	<p>Students will make progress toward closing the achievement gap.</p>	<p>Schedules for pull out support</p>	<p>2021-2026</p> 