



# RIPON AREA SCHOOL DISTRICT

## Schoolwide Title 1 Plan: Murray Park Elementary 2018 - 2023

### Objective 1: Murray 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	Timeline	Indicators
<p>1 All Students will participate in differentiated, culturally responsive, research-based structures of Balanced Literacy including: Reading and Writing workshop, using board- approved materials and guided by formative assessment, as well as Independent reading and writing, conferring and small group instruction.</p>	<p>Using flexible grouping based on ongoing progress monitoring within 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 60 minutes daily writing or as appropriate to their grade level.</p> <p>RtI time 4 days a week.</p>	<p>3% annual gain (2017-18 to 2018-19 year one of the plan) in the “all student” group and in each of the subgroups to include: white not Hispanic, students with disabilities, students identified as economically disadvantaged, and students identified as limited English proficient in meeting the Annual Measurable Objectives on the MPES School Report Card.</p>	<p>2018-2023</p>	<p>State mandated assessments: Forward Exam or WAA</p> <p>Local Formal Assessments: Developmental Reading Assessment (DRA)</p> <p>i-Ready</p> <p>Local Formative Assessments: Running Records, Benchmark Assessment System Common Writing Assessments</p>
<p>2. All Students will participate in classroom activities that support positive mental health.</p>	<p>Activities could include: Responsive Classroom Bullying prevention lessons Student leadership opportunities Second Step Program</p>	<p>Student Surveys</p>	<p>2018-2023</p>	<p>Behavior referrals Attendance data</p>

<p>3. Assessment: Student progress will be systematically assessed in reading and writing. Students will be assessed using district-wide assessments two to three times per year.</p> <p>Struggling Students will be identified and monitored, and participate in targeted instructional activities.</p>	<p>Forward (State Testing) DRA DRA Progress Monitor Informal Running Records STAR or i-Ready</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. Data binders for teachers using this CQI system.</p>	<p>2018-2023</p>	<p>DRA spreadsheet Forward results STAR or iReady</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"> <li>● Building Communities of readers in each classroom</li> <li>● Guest readers</li> <li>● Leaders as Readers</li> <li>● Family Reading Challenge</li> <li>● Book Fairs</li> <li>● Paired Reading among Grade-levels or with Seniors/4PS</li> <li>● Student-led Conferences</li> </ul>	<p>Student surveys (Reading Engagement portion of the DRA) will show evidence of student engagement.</p> <p>Student Reading logs can be used to show reading volume and goals.</p> <p>90 to 100% attendance for Student-led conferences.</p>	<p>2018-2023</p>	<p>Conference attendance records.</p>

**Objective 2: Murray 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	Timeline	Indicators
<p>Develop family partnership opportunities within the school.</p>	<p>Ideas may include:</p> <ul style="list-style-type: none"> <li>● Family Reading Challenge</li> <li>● Book Fairs</li> <li>● Family Night Activities</li> <li>● Parent Leadership Team</li> </ul>	<p>Parent survey at the end of each year Provide parent information through school website and newsletters. A Parent Leadership team is developed.</p>	<p>2018-2023</p>	<p>Parent survey data Family Night Attendance totals</p>
<p>Increase effective two-way</p>	<p>A literacy-based newsletter</p>	<p>Monthly newsletter (Part of it</p>	<p>2018-2023</p>	<p>Communication logs are</p>

communication practices to reach all families to include those families considered to be members of underserved populations.	article is sent home each month. 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	to have a Schoolwide focus, or a specific MP Schoolwide Title note.)		expected to be kept by teachers Parent survey data
Utilization of social media to share information with parents.	Social Media platforms could include: Facebook page (school and classroom), Twitter, District Title 1 webpage	Social Media platforms are updated regularly	2018-2023	Print out of webpage, screenshot of social media District communications as evidenced in our Title 1 Binder documentation
All Title 1 teaching staff will participate in staff development around Universal and targeted teaching in reading and writing.	CESA 6 Literacy Consultant services Coaching with Lit. Coach	Teacher self-assessment on Adult learner rubric	2018-2023	DRA data Forward data Teacher self-reflection on Adult Learner Rubric
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 teaching level	Participation in monthly grade-level coaching and/or individual coaching cycles Literacy focus at Late Start Meeting approximately once a month	All teachers receive coaching in literacy work.	2018-2013	Coaching Schedules Late Start/PD schedules
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.	2018-2013	Paraprofessional meeting schedule/topics

**Objective 3: Murray 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	Timeline	Indicators
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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	2018-2023	DRA scores Forward scores MP state report card
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	2018-2023	DRA spreadsheet MP State report card
Leveled Literacy Intervention is our primary evidence-based intervention for small group pull out support. (LLI) training is completed by all teachers providing small group, pull-out support.	LLI groups will meet a minimum of 4 days per week	Targeted students will close the gap in progress toward meeting benchmark for their grade level	2018-2023	Reading pull out support prioritized list.

**Objective 4: Murray 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	Timeline	Indicators
Students in historically lower achieving subgroups will participate in the research-based structures of Balanced Literacy including: Reading and Writing workshop, using culturally responsive, the board approved materials and guided by formative assessment, as well as Independent reading and writing, conferring and small group instruction.	Using flexible grouping based on ongoing progress monitoring within the Reading and Writing Workshop, students will have reading support at their instructional level.  60 minutes daily reading (in no more than 2 uninterrupted blocks of time) and 60 minutes daily writing or as appropriate to their grade level.  Rtl time 4 days a week.	3% annual gain (2017-18 to the 2018-19 year one of the plan) in the "all student" group and in each of the subgroups to include: white not Hispanic, students with disabilities, students identified as economically disadvantaged, and students identified as limited English proficient in meeting the Annual Measurable Objectives on the MPES School Report Card.	2018-2023	MP state report card Forward
Students within these subgroups will receive additional support outside of universal reading/writing and	Explicit instruction on using reading strategies and build in strategies to increase vocabulary especially in	Students will make progress toward closing the achievement gap.	2018-2023	Schedules for pull out support MP state report card

math times from teachers that have specialized training (EL, SwD, Economically Disadvantaged)	content areas.			
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