



# RIPON AREA SCHOOL DISTRICT

## Schoolwide Title 1 Plan:

Barlow Park Charter 2021 - 2026

### Objective 1: Barlow Park 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
<p>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>	<p>Using flexible competency-based instruction 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>	<p>85% of students will make one year's growth on the competency continuum.</p> <p>By spring of 2021, at least 80% of K&amp;1st grade students will demonstrate one year's growth on the phonological screener as measured by a comparison of results in fall vs. spring. Baseline data will be established in the fall of 2020.</p> <p>:By spring of 2022, at least 80% of K-2nd grade students will be at or above level or the sum/average of the class as a whole will be at or above grade level as measured by the F&amp;P BAS or similar leveled reading assessment.</p> <p>By spring of 2021, at least 80% of 2nd grade students will be at or above grade level or the sum/average of the class</p>	<p>Local Formal Assessments: Benchmark Assessment System (BAS) for all students</p> <p>Competency Continuums Educational Software for Guiding Instruction (ESGI) Grades 4K, K &amp; 1</p> <p>i-Ready (Grade 2)</p> <p>Local Formative Assessments: Running Records, BAS</p>	2021-2026

		as a whole will be at or above grade level as measured by iReady math and reading assessments. Baseline data will be established in the fall of 2020. By the spring of 2022,		
2. All Students will participate in classroom activities that support positive mental health.	Activities could include: Play Workshop Bullying prevention lessons Mindfulness lessons Building Wide Expectations PBIS Social Thinking Curriculum Zones of Regulation Character Strong	Data from behavior referrals and attendance records will be collected and reviewed.  Social Emotional Learning Continuum  By the spring of 2022, at least 80% of K-2nd grade students will demonstrate a full year's growth on the school-developed continuums for SEL,	Behavior referrals Attendance data Suspension, seclusion and restraint Data	2021-2026
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.  Struggling Students will be identified and monitored, and participate in targeted instructional activities.	BAS  Informal Running Records (including Next Step Guided Reading Assessment and/or Teacher's College Assessment) i-Ready Rtl Data	Teachers will use data to guide instruction so that students will be able to meet SLO and end of year grade level benchmarks.	BAS spreadsheet  Prioritized intervention list  ESGI	2021-2026
4. <b>Barlow Park Charter School will provide a play-based learning environment that is a responsive</b>	Ideas and activities may include: <ul style="list-style-type: none"> <li>● Multi-age grouping</li> <li>● Play Workshop</li> <li>● Competency-based</li> </ul>	At least 80% of K-2nd grade students will demonstrate a full year's growth on the	Plus/Delta Student Surveys  Goal Setting Meetings with students	2021-2026

environment which encourages all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens.	instruction in literacy and math	school-developed continuums for SEL, literacy, and math.	Results of parent survey	
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**Objective 2: Barlow Park 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
Develop family partnership opportunities within the school.	Ideas may include: <ul style="list-style-type: none"> <li>● Scholastic Book Fairs</li> <li>● Schoolwide Power of Play Events</li> <li>● Midyear PT Conference</li> <li>● Parent volunteers in the classroom</li> <li>● Summer Parent Book Club</li> <li>● SST Meetings</li> <li>● Family Fun Calendar</li> <li>● Back to School Event</li> <li>● Governance Council</li> <li>● In school events</li> <li>● Musical Concerts</li> </ul>	Parent survey at the end of each year  Provide parent information through the school website and newsletters.  Attendance records from family events	Parent survey data (required)  Power of Play Attendance totals  Record of grade level or classroom parent activities  Number of parent/other volunteers  parent/teacher conference data	2021-2026
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, and Class dojo PDQs	Newsletter to follow up with parent survey data	Communication logs are expected to be kept by teachers Parent survey data  Copies of school newsletters  Screenshot of website	2021-2026
All Title 1 teaching staff (all	Coaching with Literacy Coach	Teacher self-assessment on	BAS data	2021-2026

certified staff) will participate in staff development around Universal and targeted teaching in reading and writing and/or math.	District PD  Bridges intervention - new and ongoing training as appropriate  Site visits to other play-based organizations	yearly goal-setting  PDSA cycles for ed camp groups or other PD	ESGI data iReady data Teacher self-reflection on goal setting 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 graduated grade-level coaching and/or individual coaching cycles	All teachers receive coaching in literacy work	Coaching Schedules District PD schedule	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: Barlow Park 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	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	Intervention groups will meet a minimum of 4 days per week	Targeted students will close the gap in progress toward	Reading pull out support prioritized list.	2021-2026

<p>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.</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>Reading tutors and volunteers through the STEP program, parent volunteers, and Ripon College support students in independent reading and literacy activities, partnership with Crossroads.</p>	<p>meeting the benchmark for their grade level.</p>		
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**Objective 4: Barlow Park 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 competency-based instruction 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 &amp; 1</p> <p>i-Ready (Grade 2)</p> <p>Local Formative Assessments: Running Records, Benchmark Assessment System</p> <p>Competency-based continuums for literacy</p>	<p>2021-2026</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>2021-2026</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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