



# RIPON AREA SCHOOL DISTRICT

Schoolwide Title 1 Plan:

Quest Elementary 2023 - 2028

## Objective 1: Quest 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
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. In addition, students will participate in project-based learning structures that often combine literacy and content material.	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) and up to 60 minutes daily writing or as appropriate to their grade level. *See District Expectations  RtI time 4 days a week or more.	3% annual gain (2023-24 to the 2027-28 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 Quest School Report Card.	2023-2028	State-mandated assessments: Forward Exam or DLM  Local Formal Assessments: Benchmark Assessment System (BAS)  i-Ready  Local Formative Assessments: Running Records, Benchmark Assessment System Common Writing Assessments
2. All Students will participate in classroom activities that support positive mental health and character development.	Activities could include Responsive Classroom Bullying prevention lessons Student leadership opportunities Habits of Mind lessons	Student Surveys	2023-2028	Behavior referrals Attendance data
3. Assessment: Student progress will be systematically assessed in reading and writing. Students	Forward (State Testing) BAS Informal Running Records i-Ready	Teachers will use data to guide instruction so that students can meet SLO and end-of-year grade level benchmarks.	2023-2028	BAS spreadsheet Forward Scores iReady results


will be assessed using district-wide assessments two to three times per year.  Struggling Students will be identified and monitored, and participate in targeted instructional activities.		Data binders for teachers using this CQI system.		
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.	Ideas and activities may include: <ul style="list-style-type: none"> <li>● Building Communities of readers in each classroom</li> <li>● Guest readers</li> <li>● Book Fairs</li> <li>● Paired Reading among Grade-levels</li> <li>● Student-led Conferences</li> </ul>	Accelerated Reader will show evidence of student engagement.  Student Reading logs can be used to show reading volume and goals.  90 to 100% attendance for Student-led conferences.	2023-2028	Conference attendance records.

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

<b>Objective</b>	<b>Activities</b>	<b>Outcome/Evidence</b>	<b>Timeline</b>	<b>Indicators</b>
Develop family partnership opportunities within the school.	Ideas may include: <ul style="list-style-type: none"> <li>● Book Fairs</li> <li>● Showcase Night</li> <li>● Governance Council Meetings</li> </ul>	Parent survey at the end of each year Provide parent information through the school website and newsletters. QGC support	2023-2028	Parent survey data Showcase Nights Attendance totals
Increase effective two-way communication practices to reach all families to include those families considered to be members of underserved populations.	A literacy-based newsletter article is sent home each month. Newsletters and other title information are translated for EL families. Teachers and parents are encouraged to communicate frequently. Communication is sent out	Monthly newsletter (Part of it to have a Schoolwide focus or specific information about Schoolwide Title.)	2023-2028	Communication logs are expected to be kept by teachers Parent survey data


	multiple times in various ways - including paper copies Pdfs posted on the website			
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	2023-2028	Print out of a webpage, a 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 4PS-5 monthly Literacy PD	Teacher input regarding literacy PD	2023-2028	BAS 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 during PD days.	All teachers receive coaching in literacy work.	2023-2028	Coaching Schedules PD schedules
Professional development is provided for paraprofessionals to maintain their highly qualified status.	Paraprofessional professional development to support student achievement.	All paraprofessionals will participate in PD to maintain highly qualified status.	2023-2028	Paraprofessional meeting schedule/topics

**Objective 3: Quest 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
The school has a functioning RTI system addressing academic and behavioral needs.	WIN (RTI) time built into the schedule for interventions in the classroom Review of data monthly	Through a strategic and systematic implementation of the RTI process classroom teachers are responsive to individual student academic needs. .	2023-2028 	BAS scores Forward scores Quest state report card iReady Data Teacher formative data
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	2023-2028	BAS spreadsheet Quest State report card
Small group pull-out support is	Intervention groups will meet	Targeted students will close	2023-2028	Reading pull-out support

guided by researched best practices and student needs. Interventions used can include Leveled Literacy Intervention (LLI), Next Step Forward Guided Reading, OG - IMSE, Sonday, RISE, and RISE Up.	a minimum of 4 days per week	the gap in progress toward meeting the benchmark for their grade level		prioritized list.
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**Objective 4: Quest will make progress on closing the achievement gap for all subgroups in English Language Arts and mathematics so all students meet challenging academic standards.**

<b>Objective</b>	<b>Activities</b>	<b>Outcome</b>	<b>Timeline</b>	<b>Indicators</b>
Students in historically lower achieving subgroups will participate in the research-based structures of Balanced Literacy including Reading and Writing Workshop, using culturally responsive, 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 up to 60 minutes daily writing* or as appropriate to their grade level. *See district expectations  Rtl time 4 days a week.	3% annual gain (2023-24 to the 2027-28 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 Quest School Report Card.	2023-2028  	Quest state report card Forward
Students within these subgroups will receive additional support outside of universal reading/writing and math times from teachers that have specialized training (EL, SwD, Economically Disadvantaged)	Explicit instruction on using reading strategies and build-in strategies to increase vocabulary, especially in content areas.	Students will make progress toward closing the achievement gap.	2023-2028	Schedules for pull-out support Quest state report card