



Title I/LAP Program Evaluation and Plan 2023-24

Program: Title I/LAP

Director: Tiffany Gould

Date Plan Completed: November 2023

Participants: Tiffany Gould, Christine Fledderjohann, Karissa McDowell, Tiffany Quast

District Purpose Statement:

The Ridgefield School District aspires to be the state's premier district, leveraging strong community partnerships to provide each student personalized learning experiences, opportunities, and skills that ensure success and unlimited possibilities.

District Core Values:

QUALITY INSTRUCTION

We ensure research-based instructional practices are implemented in every classroom utilizing access to professional growth and collaboration opportunities to reflect on and improve our practices.

EDUCATIONAL PROGRAMS

We deliver a premier educational program dedicated to developing the whole child. We provide students with personalized academic and extracurricular opportunities while increasing student learning.

LEARNING ENVIRONMENTS

We strive to provide safe, well-maintained facilities with 21st century learning environments in which all students can succeed. We will maximize the availability of its facilities to support community use.

COMMUNITY PARTNERSHIPS

We will create educational partnerships to promote collaboration, improve communication, and provide programs for greater learning opportunities.

Demographic Overview

Title I/LAP Program Enrollment

School	2020-21	2021-22	2022-23	2023-24
South Ridge	61	57	96	73* (does not include ELD)
Union Ridge	95	148	120	108

WSIF

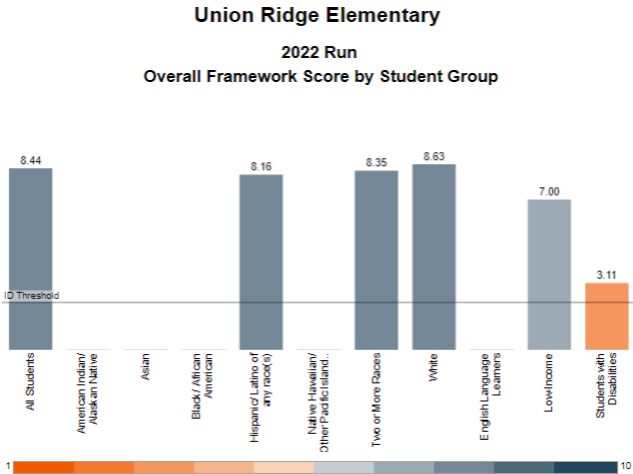
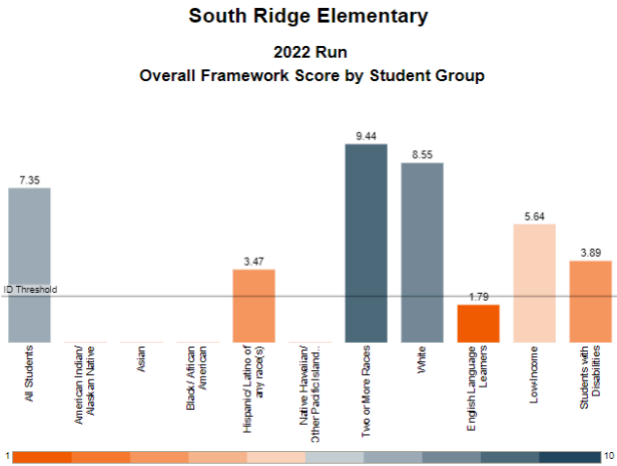
WSIF

Summary Details Support Trend Detailed Trend

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How did each student group perform on the Washington School Improvement Framework?

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South Ridge Support - Tier 1: Targeted 1-2

Union Ridge Supports Foundational

School Improvement: All Measures



School: South Ridge Elementary

School Year(s): 2022/23

Measure by Student Group	All Students	American Indian/ Native Alaskan	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two Or More Races	White	English Learners	Low Income	Students With Disabilities
ELA Proficiency Rate	59.25%				39.53%			63.58%	16.00%	48.23%	36.58%
Math Proficiency Rate	63.05%				45.23%			67.52%	28.00%	50.00%	38.46%
ELA Median SGP	51				59			50	67	55	64
Math Median SGP	54				64			54	66	61	55
Graduation Rate											
EI Progress Rate											
Regular Attendance	70.78%		65.00%		60.17%		70.37%	73.67%	62.90%	57.35%	65.85%
Ninth Grade on Track											
Dual Credit Rate											

School Improvement: All Measures



School: **Union Ridge Elementary**

School Year(s): **2022/23**

Measure by Student Group	All Students	American Indian/ Native Alaskan	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two Or More Races	White	English Learners	Low Income	Students With Disabilities
ELA Proficiency Rate	73.06%				68.96%		64.70%	74.24%		62.16%	27.65%
Math Proficiency Rate	69.00%				68.96%		64.70%	69.69%		52.70%	27.65%
ELA Median SGP	47						37	48		48	47
Math Median SGP	52						36	53		58	68
Graduation Rate											
EI Progress Rate											
Regular Attendance	74.31%				61.90%		80.26%	75.73%	45.00%	66.85%	68.86%
Ninth Grade on Track											
Dual Credit Rate											

District Policies

Federal and/or State Funded Special Instructional Programs Policy 2104
Learning Assistance Program Policy 2108
Response to Intervention Policy 2163

Program Expenditures

All Title I and LAP funds were expended in accordance with fiscal requirements.

District Procedures

Refer to [W 2023-24 Ridgefield School District Title I LAP Handbook.docx](#)

Program Goals

1. Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student. [learn more](#)
2. Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child. [learn more](#)
3. Provide collaboration and communication opportunities with families, staff, and the community resulting in strong partnerships. [learn more](#)
4. Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students. [learn more](#)

Communications

Parent and Family Engagement Plans
Student Learning Plans/Parent-Teacher Conferences
Multilingual Family Communication Plans
Parent/Family Info Night
SRES Website
CEE Survey

Academic Achievement


[+](#) Copy of SRES Winter WIN 2022-23 Intervention Mapping

[+](#) Copy of URES Winter WIN 2022-23 Intervention Mapping

[Title LAP Program Evaluation i-Ready Phonics Data](#)

[Title LAP Program Evaluation i-Ready Phonemic Awareness Data](#)

[Title LAP Program Evaluation i-Ready Reading Overall](#)

 St Int Plan Goals Data 2022-23.xlsx

Analysis/Overall Take Aways:

Fall 2023 - 1st Grade Fall Pseudoword data indicated a real need for targeted phonemic awareness instruction in the core instructional block and in intervention groups in 1st grade

SRES - 8/11 met their Beginning Decoding Survey goals in the 22-23 SY.

SRES - 52% of incoming 1st graders passed a pseudoword decoding survey fluency assessment. This prompted discussion about the curriculum and teaching that was being used in Kindergarten.


[SRES of this year's fourth graders](#) (23/24), only 27 were well-below in phonics in the fall compared to 47 in the fall of 3rd grade


Next Steps

All of this data is reviewed at MTSS Core Review meetings at 3 times a year, We will continue to share our data analysis with grade level teams at their MTSS Core Review meetings.

Continuum of Services

Refer to

 2023-2024 PreK-12 MTSS Staff HUB - draft

 RSD Academic Tiers - Reading

GOALS

Goal #1: Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student.	
Strategy #1	Staff will analyze multiple assessment measures to inform instructional decision- making, track student progress, and ensure every student meets or exceeds expected growth and staff will provide additional instructional support to any student falling below growth expectations.

ACTIVITIES TO ENSURE MASTERY				
Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
MTSS Framework - grade level teams meet 3 times per year to complete the Core Review process and plan WIN intervention groups -revised and updated meeting protocols	on-going	Int. Sp, Bldg Admin, Director of Federal Programs	Data analysis processes and data cycles 2023-2024 PreK-12 MTS... RSD Academic Tiers - Re...	Each school will have an established system to help struggling learners. (MTSS framework for academics and behaviors) Able to identify areas that need additional support (PD/resources)
WIN: Tier 2 & 3 supports through intervention - use Intervention Mapping Tool to analyze effectiveness of interventions used during WIN cycles	Fall 23-Spring 24	Int Sp & RSD Data Analyst	Intervention Planning Tool google sheets - URES & SRES by grade level	Increased attainment of stretch goals Pre/Post assessments indicate growth Use results to improve implementation of intervention (fidelity)
K-6 Assessment Guide - review and revise based on Science of Reading	Spring 23 - Spring 24	ELA Cadre subcommit tee (Fledderjoh ann, Gould, Goad)	i-ready diagnostics & literacy tasks, RGR, LLI, easycbm	Consistent administration of assessments across all grade levels Assessment data aligns with Science of Reading Survey staff for suggestions and improvements

PD and support classroom teachers in administering and analyzing reading data	Fall 2023-Spring 2024	PD TOSA's, Int Sp	RSD Assessment Guide and i-ready literacy tasks guides	Consistent administration of assessments across all grade levels Survey staff for suggestions and improvements
Provide professional development focused on creating Universal Design for Learning lessons/units that address the needs of all learners	Spring 2023 - on-going	PD TOSAs	Inclusionary Practices Learning Cohort	Teacher participation in professional development opportunities Teachers report implementing strategies to increase personalized learning opportunities. Walk through evidence of look-fors increases through the school year.
Intervention materials and implementation aligned to Science of Reading	on-going	PD TOSAs, Int Sp	RGR, Heggerty, Handwriting w/o Tears, LLI	Collecting assessment data that aligns with Science of Reading

Goal #3 Provide collaboration and communication opportunities with families, staff, and the community resulting in strong partnerships.	
Strategy #1	Communicate with staff and stakeholders in a timely manner utilizing a variety of tools that promote two-way communication.

ACTIVITIES TO ENSURE MASTERY				
Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
Monthly MTSS/UDL Leadership Team meetings	on-going	Gould		consistent implementation of MTSS framework
Progress reports for families	2024-25	Intervention Specialists	Parentsquare	CEE Parent survey outcomes improve
Progress Monitoring data sheets shared with staff	2024-25	Intervention Specialists	Easycbm, i-ready,	

Updated MTSS flowchart, hub & Academic Tiers	Nov 2023	Smith, Gould		Staff report better understanding of MTSS processes and protocols
Student Intervention Plans - teachers share draft at conferences, make necessary revisions, signed copies uploaded to laserfiche SIPs updated annually	October - November	Intervention Specialists, Kataira Smith	Homeroom, laserfiche	Survey results show Improved communication with families about academic progress
WIN Parent Letter	October	Stephanie Goad, Kataira Smith	Homeroom, parentsquare	Survey results show improved communication with families about academic plans and progress

Goal #4 Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.	
Strategy #1	Analyze academic and discipline data for disparate gaps. Develop strategies to narrow identified gaps

ACTIVITIES TO ENSURE MASTERY				
Activity	Timeframe for Implementation	Lead(s)	Resources	Measure of Success
MTSS Tier meetings - ½ day release per grade level (K-4) Core Review and Intervention Planning meeting	on-going	Intervention Specialists	<div> <div></div> RSD Academic Tiers - Re... </div> <div> <div></div> 2023-2024 PreK-12 MTS... </div>	<ul style="list-style-type: none"> Annual expansion of Tier II and Tier III academic intervention strategies.

Title LAP Program Evaluations	October	Gould	Homeroom data, surveys	
Track attendance at school and attending intervention & degree of engagement	on-going		Master Tier II/III Intervention Tool (see attendance/participation tab)	Improve overall attendance & degree of engagement when present in groups
Consistent routines for staff to transition to Intervention Groups	on-going	Intervention Specialists		Increased instructional time will improve outcomes for students in WIN groups

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