

This is a Targeted Assistance Protocols example.

Items in this example are:

- The summary of the School Improvement Plan (SIP) or Needs Assessment where identified areas of improvement are listed.
- Intervention practices and strategies.
- Coordination of resources with regular education and transition supports (i.e., PreK to Kinder, Elementary to Middle, etc.)
- Parent and Family Engagement strategies.

For item 2: Current Rank Order List, please contact your Title IA program supervisor to get an example copy.

Written summary of the targeted assistance program protocols at South Ridge Elementary

Over the last 5 years we have been focused on using our MTSS framework. South Ridge administrators participate in monthly MTSS implementation meetings at the district level. All of our protocols for our Title I/LAP services are embedded in our MTSS framework.

1. The [School Improvement Plan \(SIP\)](#) or Needs Assessment where identified areas of improvement are listed.

Our MTSS framework was used with fidelity throughout the year. Tier 1 meetings were used to discuss data related to core instruction and identify areas of emphasis for core. Tier 2 meetings were used to examine progress monitoring data for students and identify next steps. These meetings included both academic, behavior and social-emotional data. Counselors, admin, and School Psych meet weekly to discuss students who have behavior and SEL interventions and monitor progress.

South Ridge uses the RSD MTSS Framework as outlined in the [MTSS Staff Hub](#) document. The academic tiers are outlined below. Refer to Tier 2 and 3 Decision Points section for specific details about exit and entrance criteria.

<p>Academic Tier 1 - Reading All students Universal Design for Learning</p>	<p>Quality instruction begins with an understanding of the standards. Ask, "How do we have all students working towards the same <i>firm goals</i> and prioritize engagement? How can we design inclusive assessments that are constructive, relevant and aligned to firm goals? What choices will students have to demonstrate understanding?"</p>	
Essential Features (Tiered Fidelity)	Data Cycle of Inquiry	Resources
<ul style="list-style-type: none"> • ALL students receive a minimum of 90 minutes of grade level reading instruction including small group instruction differentiated by skill need (knowing that students on or above benchmark may not need small groups every day). • High quality core materials based in the science of reading are used for whole groups AND skill based small group instruction. • Grade level instructional plans include common agreements about instruction (procedures and routines) and academic language development are created, trained & used at all grade levels during the reading block & throughout the day. 	<p>Grade Level Team - Core Review Team Meeting - Team Initiated Inquiry SGG 6.1 Teacher develops a student growth goal for students in one grade level or class</p> <ul style="list-style-type: none"> • Identify barrier • Identify growth goal to address an essential standard and determine instructional strategies to promote access and engagement • Implement solution with fidelity • Progress monitor and make adjustments as needed <p>Using reading data, grade-level core review teams develop and document a plan to improve reading outcomes using strategies aligned with the science of reading.</p>	<ul style="list-style-type: none"> • Core Review Team Facilitation Guide <ul style="list-style-type: none"> ◦ Core Review Team Meeting Agenda • K-6 Curriculum Map(s) • Assessment Calendars <ul style="list-style-type: none"> ◦ URES ◦ SRES ◦ SRIS ◦ WRA • K-6 Assessment Guide <ul style="list-style-type: none"> ◦ HR Upload Google Sheets <ul style="list-style-type: none"> ■ SRES ■ URES ■ SRIS ■ WRA
Procedures	Strategies	<ul style="list-style-type: none"> • UDL strategies <ul style="list-style-type: none"> ◦ UDL Identifying Barriers
<ul style="list-style-type: none"> • Administer i-Ready Benchmark Diagnostic (screener) 3x/year to 	<ul style="list-style-type: none"> • Small group, differentiated instruction (Feedback, Assessments) 	

<p>identify the strength of the core and students in need of interventions</p> <ul style="list-style-type: none"> • Monitor progress using grade level assessments for demonstration of learning • Review data in PLCs • Use data to inform in-class differentiated instruction to reduce environmental barriers 	<ul style="list-style-type: none"> • Guided practice (Teacher Clarity, Meta-cognition) • 5:1 ratio of acknowledgment (Feedback) • Opportunities to respond (Classroom Discussion) • Strategies are aligned with the science of reading • Structure of physical space <ul style="list-style-type: none"> ◦ culturally responsive ◦ safety and connection ◦ trauma informed 	<ul style="list-style-type: none"> ◦ SIOP strategies - to come ◦ TBIP Quick Reference Guide ◦ Translation Services • MTSS Steps for Support Flowchart
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Decision Point

Grade Level Team - WIN Intervention Placement Meeting

SG 3.2 Grade level team and classroom teacher provide evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

- Reflection includes analysis of why students did or did not make progress, and next step for each group.
- Teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.

If responding (making expected growth): Continue quality Tier 1 core instruction including effective differentiation.

If not responding: Move to Tier 2 small group support (this may be in-class or pull-out during WIN time) and continue differentiated support in core instruction.

<p>Academic Tier 2 - Reading Some Students Targeted group interventions</p>	<p>Students in need of additional quality instruction are identified when multiple data points indicate a student is at risk and requires support in addition to receiving core instruction. Ask, "Which barriers can we eliminate through design? What scaffolds and supports are needed?"</p>	
Essential Features (Tiered Fidelity)	Data Cycle of Inquiry	Resources
<ul style="list-style-type: none"> • ALL interventions are evidence-based and aligned with the science of reading. Staff who teach interventions receive initial training & follow-up refreshers and support • Intervention placement based on screening and additional diagnostic data for all students. (WIN Intervention Placement Meeting) • Interventions are provided outside core instruction blocks at all grade levels, for the appropriate time. Interventions are aligned with core instruction (e.g., use of common terms or instructional routines) • Parents/guardians are notified of intervention plans for their child (ParentSquare letter) 	<p>Grade Level Team WIN Intervention Placement Meetings Initiated Inquiry SG 3.1 Grade-Level Teams work to support students who are not yet reaching full learning potential</p> <ul style="list-style-type: none"> • Identify barriers • Identify growth goal to address an essential standard and create a plan for IN CLASS Tier 2 supports to access core • Implement solution with fidelity • Progress monitor and make adjustments as needed • Share progress with student and their family 	<ul style="list-style-type: none"> • WIN Intervention Placement Meeting Facilitation Guide <ul style="list-style-type: none"> ◦ WIN Intervention Placement Meeting Agenda ◦ WIN Intervention Planning Meeting Data Protocol ◦ WIN Tracking Sheets <ul style="list-style-type: none"> ■ SRES ■ URES ■ SRIS ■ VRMS • K-6 Curriculum Map(s)

<ul style="list-style-type: none"> Valid & reliable progress monitoring measure are used 		<ul style="list-style-type: none"> 5-6 SRIS Academic Intervention Resources
Procedures	Strategies	<ul style="list-style-type: none"> K-6 Assessment Guide <ul style="list-style-type: none"> HR Upload Google Sheets <ul style="list-style-type: none"> SRES URES SRIS WRA UDL strategies Multilingual Learners <ul style="list-style-type: none"> SIOP strategies - to come TBIP Quick Reference Guide Translation Services MTSS Steps for Support Flowchart
Grade Level Team - WIN Intervention Placement Meeting <ul style="list-style-type: none"> Diagnostic Assessment Data - Refer to Assessment Guide for grade specific information Evaluate rate of individual student improvement compared to peer group (Intervention Mapping Tool) Multiple data sources, including progress monitoring data, in-program assessments, and student perception data are used to evaluate intervention effectiveness 	<ul style="list-style-type: none"> Reteach specific skill (Teacher Clarity, Assessment) Small Groups (Feedback, Classroom Discussion, Meta-cognition) Evidence-based intervention based on science of reading 	

Decision Point

SG 3.2 Grade level team and classroom teacher provide evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

- Reflection includes analysis of why students did or did not make progress, and next step for each group.
- Teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.

If responding (making expected growth): [Fade](#) supports

If not responding after data review: Evaluate effectiveness of Tier 2 and revise or move to [Tier 3](#)

MTSS Steps for Support Flowchart - coming soon

Academic Tier 3 - Reading Few Students Intensive individualized interventions	Students in need of intensive, explicit instruction. Ask, "Why didn't students respond to Tier 2 interventions? What are the specific barriers? What instruction will match the identified need?"	
Essential Features (Tiered Fidelity)	Data Cycle of Inquiry	Resources
Grade Level Team - WIN Intervention Placement Meeting <ul style="list-style-type: none"> Intervention is individualized & intensified (e.g., more explicit & systematic, more practice) during WIN time AND during core instruction throughout the day 	Grade Level Team WIN Intervention Placement Meetings Team Initiated Inquiry SG 8.1 Teacher collaborates with other grade, school, or district team members to develop the student growth goal. <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> WIN Intervention Placement Meeting Facilitation Guide <ul style="list-style-type: none"> WIN Intervention Placement Meeting Agenda WIN Intervention Planning Meeting Data

<ul style="list-style-type: none"> Diagnostic data are all collected when designing Tier 3 interventions. ALL students receiving Tier 3 interventions have a Student Intervention Plan All students recommended to the Building MTSS Team have a completed Student of Concern form. 	<ul style="list-style-type: none"> Identify barriers Identify growth goal to address an essential standard and create a plan for IN CLASS Tier 3 supports to access core Implement solution with fidelity Progress monitor and make adjustments as needed Wraparound (do they need other supports, i.e. social-emotional? Attendance?) 	<ul style="list-style-type: none"> Protocol <ul style="list-style-type: none"> WIN Tracking Sheets <ul style="list-style-type: none"> ■ SRES ■ SRIS ■ URES ■ VRMS K-6 Assessment Guide <ul style="list-style-type: none"> HR Upload Google Sheets <ul style="list-style-type: none"> ■ SRES ■ URES ■ SRIS ■ WRA Student Learning/Intervention Plan (SLP/SIP) Contact <ul style="list-style-type: none"> Title I/LAP - Building Intervention Specialist Multilingual - District and/or building Multilingual Specialist HiCAP - District HCP TOSA MTSS Steps for Support Flowchart Student Support Services <ul style="list-style-type: none"> Title I/LAP Quick Reference Guide (K-4) (Overview) ML Quick Reference Guide Highly Capable Program Overview Special Education Handbook <ul style="list-style-type: none"> IEP Compliance Support Tools: <ul style="list-style-type: none"> ■ SDI for ELA ■ ELA Goal and LRE Examples
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Decision Point

SG 3.2 Grade level team and classroom teacher provide evidence of student progress on the stated learning goal, which includes both formative and summative assessments.

- Reflection includes analysis of why students did or did not make progress, and the next step for the student.
- Teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.

If responding (making expected growth): Consider exiting student from Tier 3 and providing support through a Tier 2 intervention OR provide an additional round of Tier 1 supports (6-8 additional data points).

2. The Intervention Planning Tool includes the [current rank order list](#) of identified students.

The Rank Order Data (TitleLAP) tab shows the list of students that were identified for services as part of the MTSS Intervention Planning Meeting. These meetings include classroom teachers, Title/LAP/ML specialists, administration, special education staff, PD TOSAs, counselors and school psychologists.

3. Intervention practices and strategies

The Intervention Planning Tool - [POD A/B WIN Groups](#) tabs list all groups including Title I/LAP Groups and includes the following:

- Entrance Criteria - what data was used to determine student need
- Instructional Tier
- Targeted Intervention materials
- Progress Monitoring Tools
- Instructor Name

Title/LAP Reading Intervention services are provided during "WIN (What I Need) Time." This block of time is designated 4 times per week to all students getting a supplemental amount of time in whatever it is they need. This ensures that children who are served in the Title/LAP program are not missing out on core, grade-level learning in their classroom. One or more of the following resources are used to provide support to students as either a "push-in"(inside a classroom) or "pull-out"(in the Language & Literacy Lab) or the learning lab of building B) support:

- Really Great Reading Countdown, Blast or HD Word phonics-based instruction
- Imagine Language & Literacy
- Heggerty Phonemic Awareness
- Leveled Literacy Instruction
- i-Ready Tools for Instruction

4. Coordination of resources with regular education and transition supports (i.e., PreK to Kinder, Elementary to Middle, etc.).

The [Intervention Planning Meeting Agenda](#) outlines all the steps that are taken to coordinate with regular education and other support services (Multilingual, SEL, Special Education) while planning interventions provided by Title I/LAP/ML, counselors, and classroom teachers.

5. Parent and Family Engagement strategies

Excerpt from SIP page 13

South Ridge Elementary is committed to the goal of providing quality education for every child in the Ridgfield School District. To this end, we want to establish partnerships with parents and with the community. Everyone gains if South Ridge Elementary and home work together to promote high achievement by our children. Neither home nor South Ridge Elementary can do the job alone. Parents play an extremely important role as their children’s first teachers. Support for their children and for the school is critical to children’s success at every step along the way.

South Ridge Elementary recognizes that some students may need the extra assistance available through Title I/LAP to reach the state's high academic standards. South Ridge Elementary intends to include parents in all aspects of the school's Title I/LAP program. The goal is a school-home partnership that will help all students to succeed.

Refer to our [Parent Family Engagement Plan](#) for more details.

6. Professional development opportunities.

Excerpt from SIP page 12

How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

PLC - focus on student learning and common assessments gives teams the ability to more quickly identify students who are being successful and making growth and who needs additional supports

UDL - using inclusionary practices during core instruction helps all students to reach learning goals, and will be particularly important for those who are receiving targeted assistance

Math Workshop - using a workshop model for math allows for all students to process, share their thinking, and for the teacher to have time to confer with students and work one on one

Really Great Reading - both teachers and paras are trained in how to implement the various grade level curriculums that focus on phonics instruction - this is particularly important as it has a positive impact on learning for students who are less able to access grade level materials

Data analysis training & Homeroom data training - All professional development is directly related to the MTSS process. As certified teachers increase their ability to interpret assessment data and provide targeted Tier 2 interventions in the classroom, students receiving targeted assistance services will benefit from targeted learning opportunities.

Intervention and Practices and Strategies

Professional development opportunities



RIDGEFIELD
SCHOOL DISTRICT
unlimited possibilities

School Improvement Plan (SIP)
2023-2024

Building Data	
Building: South Ridge Elementary	Grade Span: K-4 School Type: Elementary
Principal: Jill Neyenhouse	Building Enrollment: 745 (as of 9/12/23).
District: Ridgefield School District #122	F/R Percentage: 28%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 12.5%
Plan Date: 9/12/2023	English Learner Percentage: 8.0%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Choose an item. OSPI Report Card Support tier I: Targeted 1-2	

[OSPI Report Card](#)

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.

School Leadership Team Members Parent-Community Partners Please list by (Name, Title/Role)	
Ana Hochhalter Kindergarten	Sara Pauly
Margo Manke Grade 1	Kristi Romito
Kelle Hughes Grade 2	Christa Stewart
Jen Stinson Grade 3	Jamie Pierce
Beth Kahn Grade 4	Erin Trujillo
Heather Fukuchi Art	April Juretzka
Tiffany Quast Title/LAP/ELL	Dayle Armstrong

Anne Lamping Counselor
Anna Moskal Counselor
Tawny Malone Assistant Principal
Jill Neyenhouse Principal
Kristen Potter Grade 2
Ivory Wood Grade 1

Building Budget: \$78,608

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Volunteer Opportunities: We have numerous parents who volunteer as much and as often as teachers would like. We expect volunteers to be fully vaccinated and to provide proof of their vaccinations in order to volunteer. We also use the Watch DOGS program as well to encourage volunteers to hang out with our students on the playground. We partner with PAL (Police Activities League) to provide mentors for students.

Culture of Equity Description/Statement
(RSD Policy 1910)

The Ridgefield School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, or religion. We value the diversity of our community and recognize the importance of celebrating this diversity within the learning environment.

The principle of equity goes beyond formal equality, where all persons are treated the same. Instead, equity fosters an inclusive and barrier-free environment in which everyone will fully benefit. The district will apply this principle of equity to all policies, programs, operations, practices, and resource allocations. All students will have access and opportunity to a high-quality education.

The Ridgefield School District is committed to the following foundational beliefs:

1. Each student can learn with adequate support at the highest levels when all staff provide equitable access and opportunity for learning and hold each student to high expectations;
2. Everyone in the district will act to eliminate disparities to prepare all students for college and careers and;

3. An inclusive and welcoming environment plays a critical role in supporting a child's educational goals. Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

To realize our beliefs, the Ridgefield School District will:

1. Narrow the gaps between the lowest and highest performing students;
2. Eliminate disproportionality among student groups represented across academic programs; and
3. Ensure that each student receives the appropriate supports and opportunities to achieve their full potential. Page | 3

Collaboration:

Collaboration, done effectively, can dramatically improve our pedagogy, school climate, and student learning. In order to allow the time necessary for ongoing collaboration so that we can thoroughly improve without artificial deadlines and focus on quality, we are committed to weekly collaboration time.

The main goal of collaboration is to work together to share ideas, improve teaching practice, and strengthen our schools. This time may include the creation of common assessments, sharing student data, planning units, reflecting on past practices, working across grade bands, and other clearly stated goals that improve team and school performance.

PLAN/NEEDS ASSESSMENT (SY 2021-2022 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)
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The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals, and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

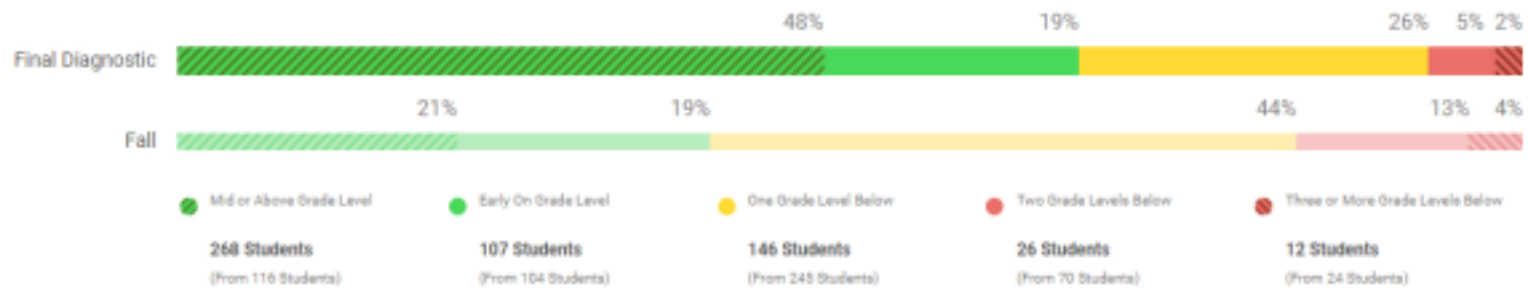
If you are a Title I, Part A Targeted Assistance Program, please complete the questions below in [blue](#). If you are not a Title I, Part A school, please delete these questions.

Student Populations

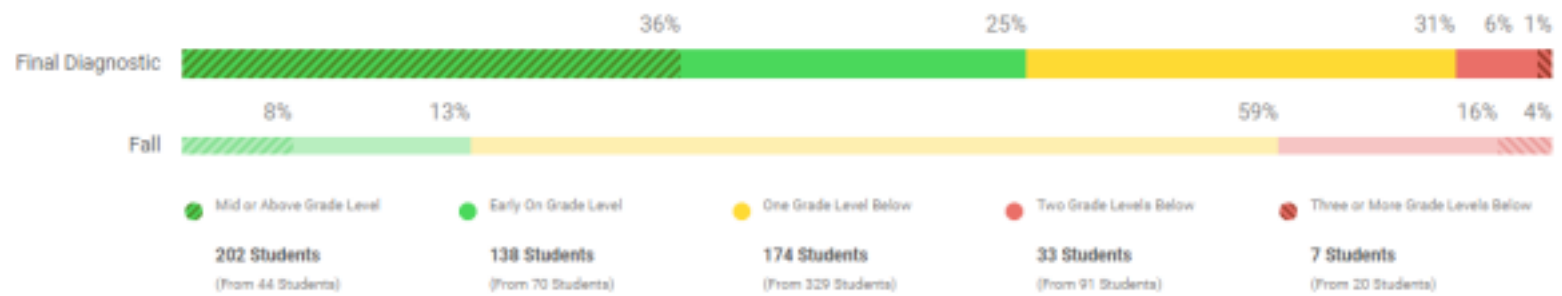
1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

We continue to need to provide better supports in our Tier 1 instruction for our multi-lingual English learners and our students who receive specially designed instruction. These two sub groups regularly do not meet grade level standards. Interventions provide targeted support for students but without strong Tier 1 Core instruction, the interventions do not do enough to close learning gaps. Our SWIS data has identified a significant discrepancy between the number of major referrals written for boys and the number written for girls. This has led the building leadership team to identify a need to focus more strategically on the Tier 1 SEL instruction. The PBIS/Equity team will examine the referral data from SWIS monthly and identify areas of concern and focus. The overwhelming majority of referrals happened in the classroom and on the playground, and the overwhelming majority of referrals were written for kindergarten students who we believe were profoundly impacted by the pandemic and the closure of preschools and daycare centers. This year the PBIS/Equity team will study and learn about gender differences in the learning environment and strategies to implement to support greater success for students.

Reading Fall 22 to Spring 23 iReady Diagnostic results



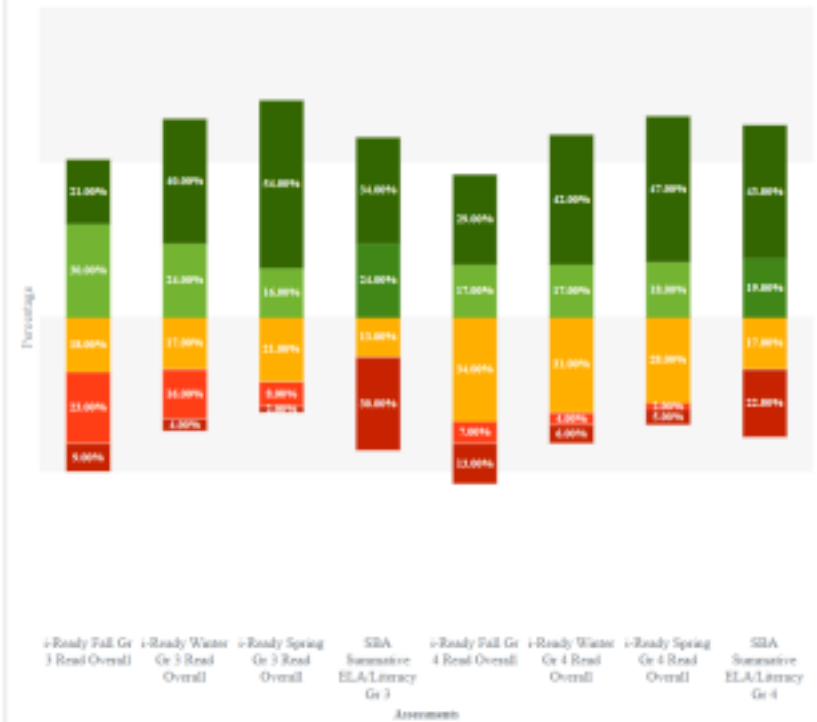
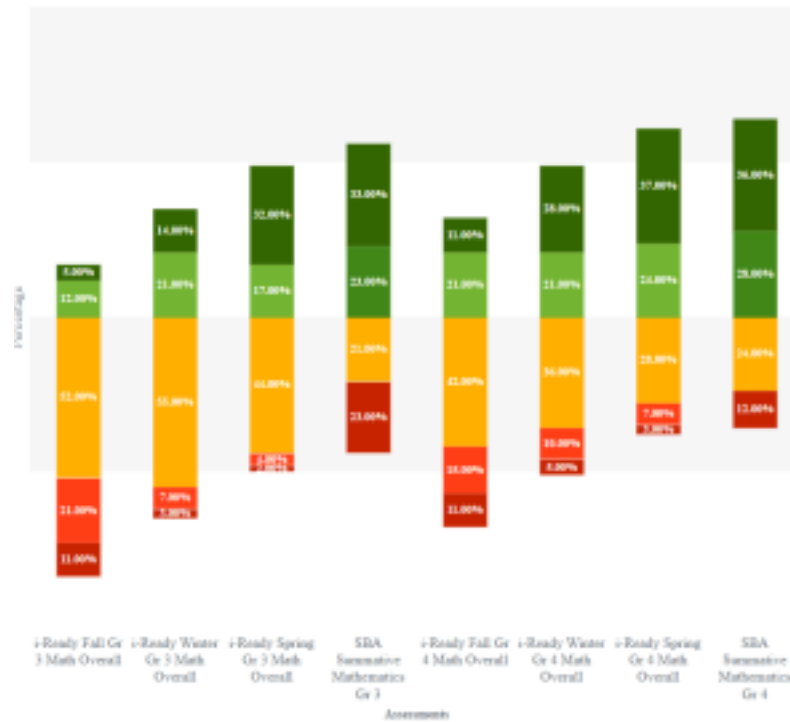
Math Fall 22 to Spring 23 iReady Diagnostic results



SBA scores

4th Grade Spring SBA and Fall i-ready ELA & Math Current & Prior Year

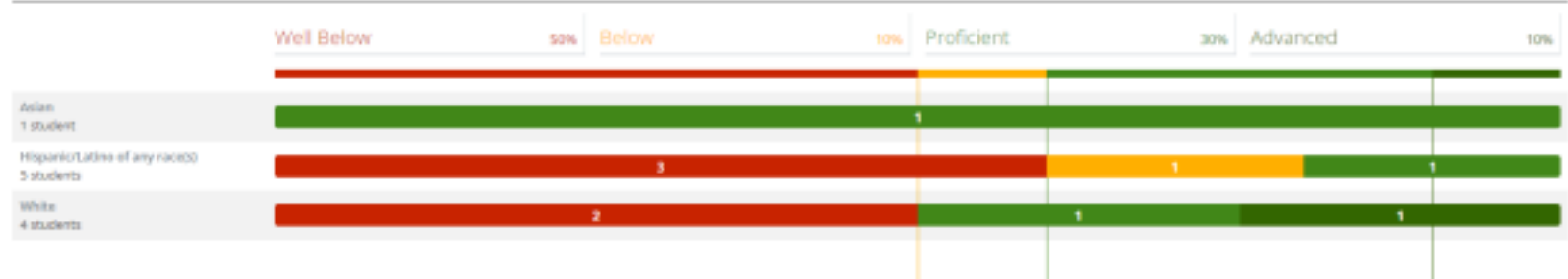
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SBA Subgroups

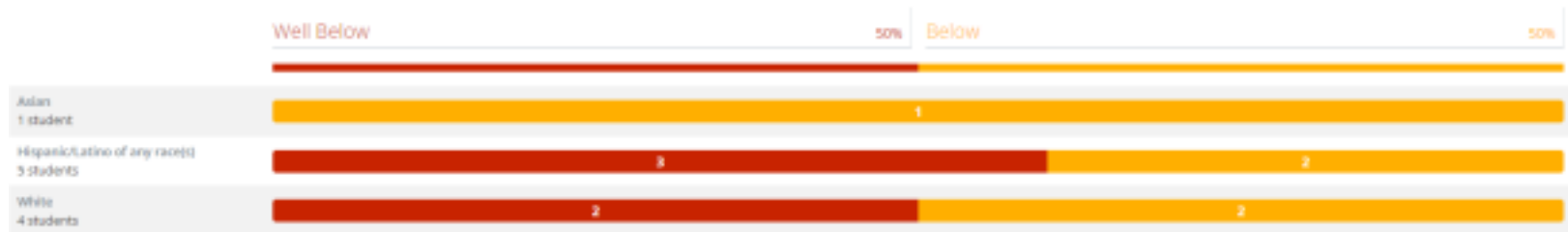
Multi-Lingual English Learners - Math

Subgroup Comparison on Assessment: SBA Summative Mathematics Gr 3 for Student Group: 4th Grade Bilingual Education at South Ridge Elementary (23/24) by



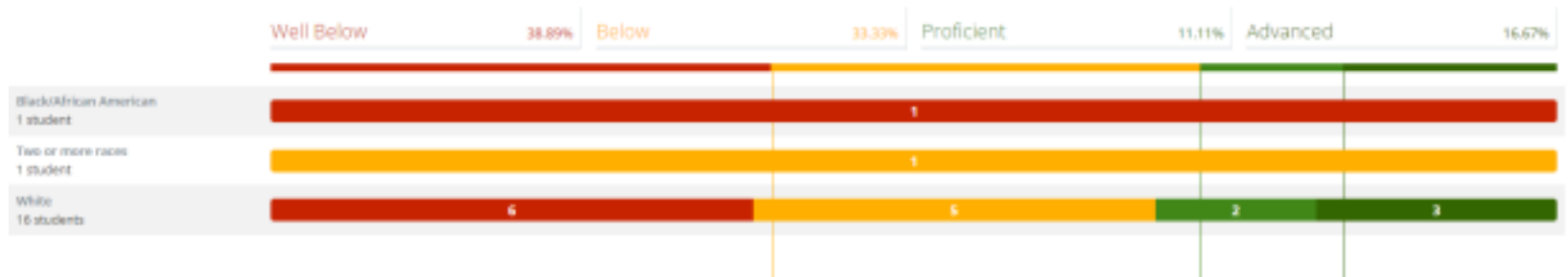
Multi-Lingual English Learners - ELA

Subgroup Comparison ▾ on Assessment: SBA Summative ELA/Literacy Gr 3 ▾ for Student Group: 4th Grade Bilingual Education at South Ridge Elementary (23/24) ▾ by ▾



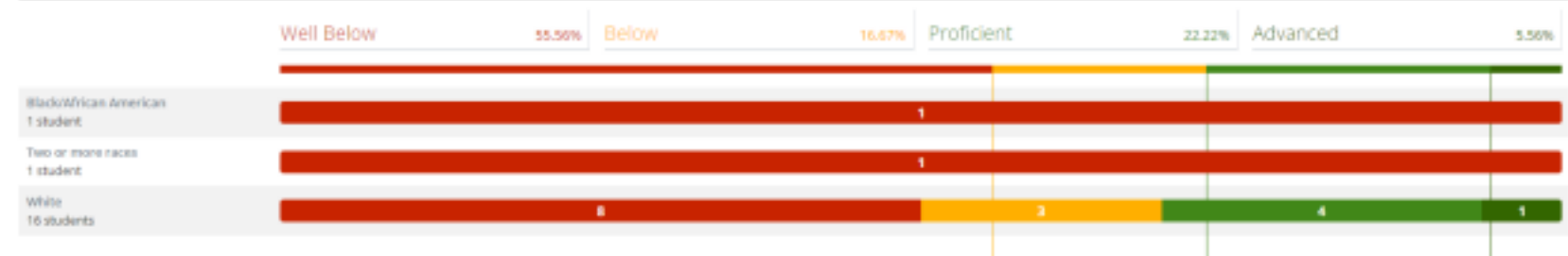
Special Education - Math

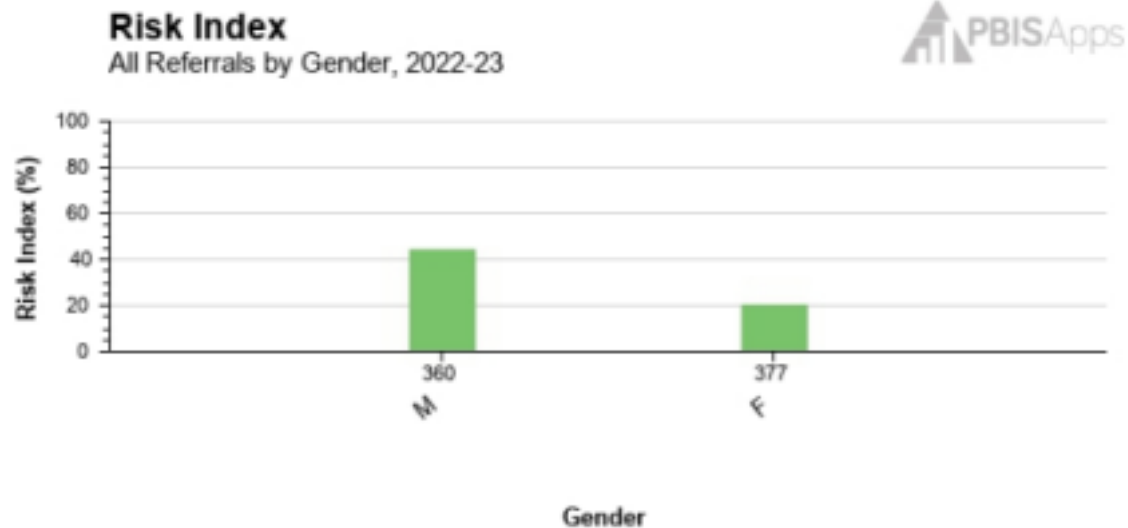
Subgroup Comparison ▾ on Assessment: SBA Summative Mathematics Gr 3 ▾ for Student Group: 4th Grade Special Education at South Ridge Elementary (23/24) ▾ by ▾



Special Education - ELA

Subgroup Comparison ▾ on Assessment: SBA Summative ELA/Literacy Gr 3 ▾ for Student Group: 4th Grade Special Education at South Ridge Elementary (23/24) ▾ by ▾





2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Overall students continue to be successful at South Ridge. Our areas of strength are in our core instruction for students in our academic areas. We provide a rich learning experience for students. We need to continue to work on our strategic interventions for students and on our differentiation strategies provided during core instruction. Strengthening our intervention block and our differentiation during core instruction provides all of our students with greater access to the tools they need to be successful. This allows our highly capable students to grow and thrive and challenge themselves, and provides our students below level an opportunity to close their skills gaps.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess? A typical student at South Ridge has supportive and involved parents who are interested in seeing their child be successful at school. They are ready to learn every day and are excited to come to school. There is positive communication between the teacher and parents.

- b. What challenges do they face? We continue to see the impacts of the pandemic on our learners. Students struggle with social emotional regulation and are demonstrating gaps in their learning that persist from our remote learning experiences in 2020 and 2021. The current classes in grade 2&3 demonstrates difficulty regulating emotions, and have a higher number of students identified for SpEd services than other grade levels. As a grade, the students received 230 major referrals as second graders. The current second grade class received 240 major referrals. Our Spring iReady Diagnostic shows about 30% of our students are still at least a year behind in both reading and math, which reaffirms the need to target specific skill gaps during our intervention block for both reading and math.
- c. What are some important relationships in their life? Important relationships for students at South Ridge are the relationships with their parents and with caring adults in our building. For a typical student that means their teacher and possibly a counselor or another staff member.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students

- a. Please describe how you select students for the program based on multiple criteria e.g., Student Data, Teacher Referral, Previous Placement, etc.

Multiple objective criteria are used for identification of students in need of additional support and intervention through Title I/LAP.

Screener - Academic Achievement/Performance Screener

Kindergarten

Entry

WAKids (Washington Kindergarten Inventory of Developing Skills) –

Heggerty Phonological Awareness Kindergarten Baseline Assessment

Objective 15: Demonstrates phonological awareness, phonics skills, and word recognition.

Heggerty Alphabet Knowledge

Objective 16: Demonstrates knowledge of the alphabet.

Heggerty Concepts of Print

Trimester 1

iReady Reading Diagnostic Assessment

Kindergarten Really Great Reading Foundational Skills Survey

Trimesters 2 & 3

- iReady Reading Diagnostic Assessment
- Dyslexia Screener (i-Ready)
- Kindergarten Really Great Reading Foundational Skills Survey
- Phoneme Segmentation Survey

1st Grade

- i-Ready Reading Diagnostic Assessment
- Dyslexia Screener (i-Ready)
- First Grade Really Great Reading Foundational Skills Survey

2nd - 4th Grades

- i-Ready Reading Diagnostic Assessment
- 2nd Grade i-Ready Oral Reading Fluency
- Really Great Reading Beginning and/or Advanced Diagnostic Decoding Survey

- b. Describe the process used to create the rank-order list of students identified to receive services e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

The rank order is based upon data that is reviewed and analyzed at MTSS Tier Meetings. At those meetings each grade level team analyzes the assessment data and determines how to rank order all students within the grade level.

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

In an effort to strengthen the academic program at South Ridge, data team meetings happen throughout the year to study how learners are responding to both core and supplemental instruction, how instructional strategies and routines are supporting learners, and the level of engagement amongst learners. This will happen in Tier I meetings, which take place three times per year and look at Core Instruction; and Tier II Meetings, which take place every 8-10 weeks, in which we examine Tier II intervention/supplemental instruction and how learners are responding.

The goal of the Tier I Meetings is to look at district screening data (i-Ready Diagnostic/Really Great Reading/Fountas & Pinnell) to determine the health of the core--the goal being to have 80% or more of students at benchmark. For those not at benchmark, the

team will analyze data (including Fountas & Pinnell and Really Great Reading data) to further identify who needs a Tier II intervention, and to plan for delivering/monitoring that intervention.

The goal of the Tier II Meetings is to review progress monitoring data to identify who is responding to the intervention and what changes (if any) need to be made to best meet the needs of the learners receiving the intervention to move more students to benchmark.

Educators

1. Describe the degree to which the purpose statement and the equity statement are reflected in the actual building culture and day-to-day activities of your school?

This is something as a school we try to reflect daily. We have established our core value statements that identify our beliefs about the power of supporting all of our students as they reach their highest level of success. Our small group instruction time during building wide WIN allows us to provide each student with the support they need to soar. Teachers use their PLC and Tier meetings to identify students and the support they need based on data collected. We have begun to see our disparity gaps narrow because we are identifying the supports students require to be successful learners.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)? Professional Learning continues to be focused on the UDL Guideline of Engagement: Checkpoint 7.1 Optimizing individual choice and autonomy, and Checkpoint 8.3 Fostering collaboration and community. Increasing voice and choice in the math classroom forces students to find out what works best for them and gives opportunities to share their learning in ways that are meaningful (Math Practice Standard 1: make sense of problems and persevere in solving them). Learning will be anchored in microstudy of Instructional Routines. Research has shown that expert teachers have a large repertoire of routines at their disposal. They can choose among a number of approaches for teaching a given topic, or responding to a situation that arises in their classes. We have 4 teachers participating in our UDL Learning Cohort to further study routines within a learning lab construct, and will have instructional rounds happening this year which will provide professional learning as well as establish observable evidence of student growth in our defined objectives for teachers and admin. Our data and feedback from teachers also indicates a need for stronger Tier 1 SEL instruction, so a 30 min morning meeting block is identified in the schedule and part of the professional learning in August was focused on building skills and strategies to use during that time. Our goal is to have common language and structures for self regulation, morning meetings, and optimistic closure as part of every classroom routine.

- a. UDL Learning Cohort data:

- i. Fall
- ii. Winter
- iii. Spring
- iv. End of year feedback

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics

for identifying them as successful? In January 2023, South Ridge began using a Math Instructional Coach one day per week. The Math coach worked with teachers on teacher identified areas of need. She offered co-teaching, modeling lessons, lesson planning support, 68% of SR teachers worked with the math coach at some point from January to the end of May. In a survey at the end of the year, 72% of staff identified that they planned to continue to work with the math coach in the coming year (this year). All of the teachers who participated in match coaching identified they felt it had a positive impact on their teaching practice. Kristen also began to facilitate math learning labs for teachers outside of the UDL Learning Cohort structure.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

PLC – focus on student learning and common assessments gives teams the ability to more quickly identify students who are being successful and making growth and who needs additional supports

UDL – using inclusionary practices during core instruction helps all students to reach learning goals, and will be particularly important for those who are receiving targeted assistance

Math Workshop – using a workshop model for math allows for all students to process, share their thinking, and for the teacher to have time to confer with students and work one on one

Really Great Reading – both teachers and paras are trained in how to implement the various grade level curriculums that focus on phonics instruction – this is particularly important as it has a positive impact on learning for students who are less able to access grade level materials

Data analysis training

Homeroom data training

Additional training will be provided based on data analysis and feedback from staff during the Tier 1 and/or Tier 2 meetings. Page | 12

- b. How will the professional development activities benefit the students receiving targeted assistance services?

All professional development is directly related to the MTSS process. As certificated teachers increase their ability to interpret

assessment data and provide targeted Tier 2 interventions in the classroom, students receiving targeted assistance services will benefit from targeted learning opportunities.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of support and how other areas will be strengthened.

MTSS system was used with fidelity throughout the year. Tier 1 meetings were used to discuss data related to core instruction and identify areas of emphasis for core. Tier 2 meetings were used to examine progress monitoring data for students and identify next steps. These meetings included both academic, behavior and social-emotional data. Counselors, admin, and School Psych meet weekly to discuss students who have behavior and SEL interventions and monitor progress.

2. How did your school identify these areas of strengths and improvement?

We used iReady data, our progress monitoring data, and SWIS data to identify our areas of strength and areas of improvement.

3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

Ridgefield Family Resource Center

Family Solutions

South Ridge Elementary PTA

4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Our PTA partnership is very strong as is our partnership with Ridgefield Family Resource Center (RFRC). We will continue to build and further strengthen our mental health partners as this is a great area of need for our families.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four – Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

Title I/LAP services are integrated throughout our MTSS framework. Title I/LAP specialists coordinate with classroom teachers to provide support for identified students. They participate in PLC meetings and are members of the MTSS Implementation Team. (Refer to Handbook for roles/responsibilities.)

- b. How have you aligned your targeted supports to ensure students falling into WSIF-identified student groups are receiving the required services to ensure growth and proficiency?

Our English Language Learners continue to be the only sub-group below the threshold. We provide ELD support in small groups with an EL endorsed certificated teacher. We have increased the hours for the paraeducators who also provide small group instruction under the supervision of the EL endorsed certificated teacher. We have increased our number of grade level teachers who have an ELL endorsement as well.

- c. How do you support transitions between grade spans?

Title I/LAP supports the Little Spudders program.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that piques their interest?

All services are delivered during the intervention block scheduled for each grade level. This time is set aside to ensure all students are receiving core instruction at other times during the day. All students fully participate in specialist classes (PE, Art, Music, Library)

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

- a. How does your parent and family engagement strategy align with your targeted assistance practices and strategies?

South Ridge Elementary is committed to the goal of providing quality education for every child in the Ridgefield School District. To this end, we want to establish partnerships with parents and with the community. Everyone gains if South Ridge Elementary and home work together to promote high achievement by our children. Neither home nor South Ridge Elementary can do the job alone. Parents play an extremely important role as their children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

South Ridge Elementary recognizes that some students may need the extra assistance available through Title I/LAP to reach the state's high academic standards. South Ridge Elementary intends to include parents in all aspects of the school's Title I/LAP program. The goal is a school-home partnership that will help all students to succeed.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working? We will conduct

several surveys throughout the school year. We will monitor attendance and participation at each event/activity.

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SIP Goal #1: Achieve high outcomes through quality instruction, personalized learning, and continuous improvement resulting in success for every student.			
SY 2022-2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES <i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
Strategy #1	Align resources for classroom support, professional development, and implementation of best practices that are proven to increase success for all students.		
ACTIVITIES TO ENSURE MASTERY			
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
Activity	Timeframe for Implementation	Lead(s) Resources	Measure of Success
1)Collective Inquiry through systems for Professional Learning PD continued focus: Math workshop with embedded UDL strategies specific to Engagement Building vision/plan	Fall 23- Spring 24	Tawny Malone Jill Neyenhouse Deb Ortner Leadership Team OSPI menu of best practices and strategies. UDL guidelines: Engagement Checkpoints 7.1, 8.3 Curriculum Mapping and Unit Design Walk through data collection Staff Feedback Math TFI Student survey for walk through data collection Teacher measures for collective efficacy Building admin walk through plan/schedule Data analysis at MTSS (Team Awesome) meetings of rounds data for implications for PL	All students will make at least a year's growth in a year's time

2) WIN: Tier 2 & 3 supports through intervention	Fall 23- Spring 24	MTSS team Data analysis processes and data cycles Tier process Tier data iReady Diagnostic	Each School will have an established system to help struggling learners
3) PLC cycles of data driven inquiry	Fall 23- Spring 24	BLT Teacher Leaders PLC year long maps, frameworks Growth in student learning as measured by progress monitoring PLC Maps and Agendas	Multiple programs will be available for personalized learning opportunities

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SIP Goal #2: Provide safe, inclusive, and supportive environments that nurture the well-being of the whole child.			
SY 2022-2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES			
Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.			
Strategy #1	Implement Positive Behavioral Interventions and Supports in all schools		
ACTIVITIES TO ENSURE MASTERY			
Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.			
Activity	Timeframe for Implementation	Lead(s) Resources	Measure of Success
1)PBIS/Equity Committee	Fall 2023- Spring 2024	Anna Moskal Anne Lamping PBIS TFI Clear continuum of consequences Research on gender differences in the learning environment and implementation of strategies Comparison of structured and unstructured environments	Reduction in the disciplinary disparity between student sub-groups at the end of the year.

2)SEL Tier 1 Expectations	Fall 2023- Spring 2024	Admin Anna Moskal Anne Lamping	Second Step CASEL 3 Signature Practices PBIS TFI	Reduction in suspensions and/or expulsions
3)Implement Comprehensive Counseling Plan	Fall 2023- Spring 2024	Kataira Smith Anna Moskal Anne Lamping Connection Center Mentor	MTSS Tiered Support • Serving our students across the tiers utilizing our human resources (connection center mentor, counselors, school psych)	Reduction in suspensions and/or expulsions in the district Reduction in the disciplinary disparity between student sub-groups at the end of the year

SIP Goal #3: Provide collaboration and communication opportunities with families, staff, and the community resulting in strong partnerships.			
SY 2022-2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES <i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
Strategy #1	Provide opportunities for parent and patron involvement at all schools		
ACTIVITIES TO ENSURE MASTERY			
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
Activity	Timeframe for Implementation	Lead(s) Resources	Measure of Success

1)School Newsletter	Fall 2023- Spring 2024	Tawny Malone Smore Teacher newsletter common expectations Analytics through Smore	Monthly communication across a variety of electronic and printed media
2)Translation of communication	Fall 2023- Spring 2024	Admin Parent Square App Teacher look fors: communication analytics	Monthly communication across a variety of electronic and printed media
3)System for communication	Fall 2023- Spring 2024	Admin Process for teachers: link school newsletters in teacher communication. Process for disciplinary communication and follow up. Unified Communication Parent Square Analytics from Parent Square	Monthly communication across a variety of electronic and printed media

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SIP Goal #4: Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.			
SY 2022-2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES <i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
Strategy #1	Increase awareness of and develop programs that support the unique needs of targeted identified sub group populations		
ACTIVITIES TO ENSURE MASTERY			
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
Activity	Timeframe for Implementation	Lead(s) Resources	Measure of Success

1)Strengthen SPED program	Fall 2023- Spring 2024	Admin Michael Baskette Jamie Heim Laura Gutierrez Consistent Process Team plans Curriculum for all core areas Student growth data through iReady diagnostics and SBA	States annual equity gap report will show a narrowing of disparity
2)Progress monitoring	Fall 2023- Spring 2024	MTSS team Consistent tool Communication process for staff, and families Student growth data over time: progress monitoring	Annual increase in the number of students accessing individualized learning pathways.
3)Tier meeting facilitation: First Trimester: ½ day release Remaining Trimesters: BLT facilitation.	Fall 2023- Spring 2024	MTSS team Tier strategies for supporting instructional decisions: Academic Behavior MTSS Handbook	States annual equity gap report will show a narrowing of disparity Annual expansion of Tier II and Tier III academic intervention strategies

Using the [Homeroom Disproportionality Reports](#) provided by the District, please identify the areas of opportunity observed and the related action plan to address those opportunities. *This is shared above beginning on page 4.*

Coordination of resources with regular education and transition supports (i.e., PreK to Kinder, Elementary to Middle, etc.)

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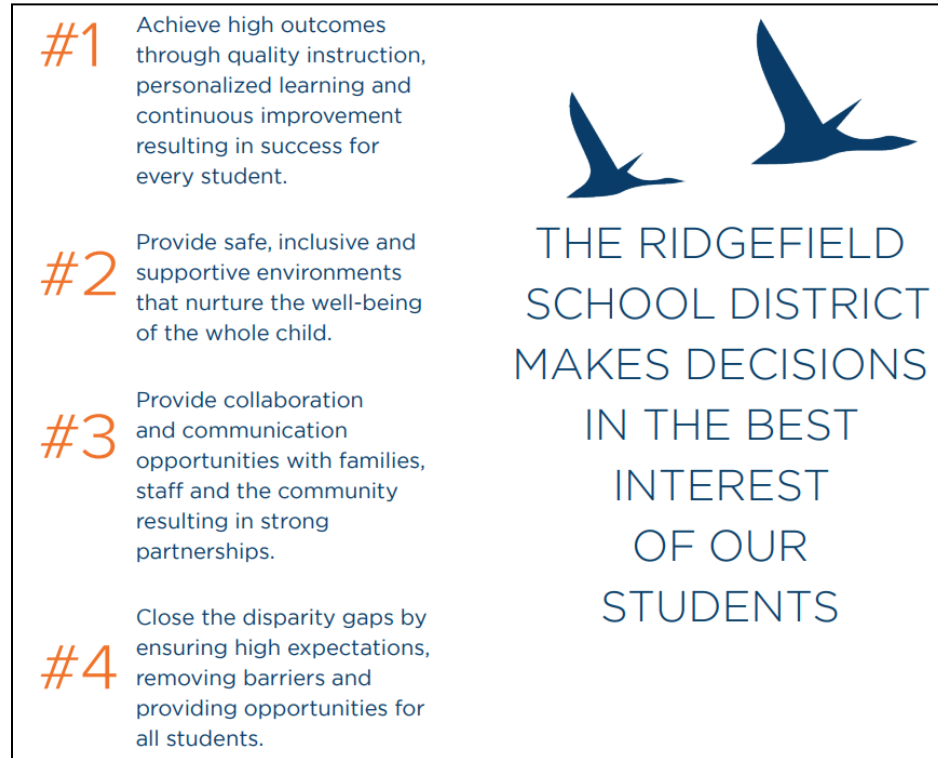
Ridgefield School District Multi-Tiered Systems of Support



PreK-12
Staff Resource Guide
2023-24

MULTI-TIERED SYSTEMS OF SUPPORT

The Office of Superintendent of Public Instruction (2019) defines Multi-Tiered Systems of Support (MTSS) as a “service delivery framework focused on prevention and problem solving for all students. An integrated MTSS connects all of the academic and non-academic interventions, supports, and services available in schools and communities to support instruction and eliminate barriers to learning and teaching. Within a MTSS framework, multiple levels of instruction, assessment, and intervention are designed to meet the academic and non-academic needs of ALL students.”



#1 Achieve high outcomes through quality instruction, personalized learning and continuous improvement resulting in success for every student.

#2 Provide safe, inclusive and supportive environments that nurture the well-being of the whole child.

#3 Provide collaboration and communication opportunities with families, staff and the community resulting in strong partnerships.

#4 Close the disparity gaps by ensuring high expectations, removing barriers and providing opportunities for all students.

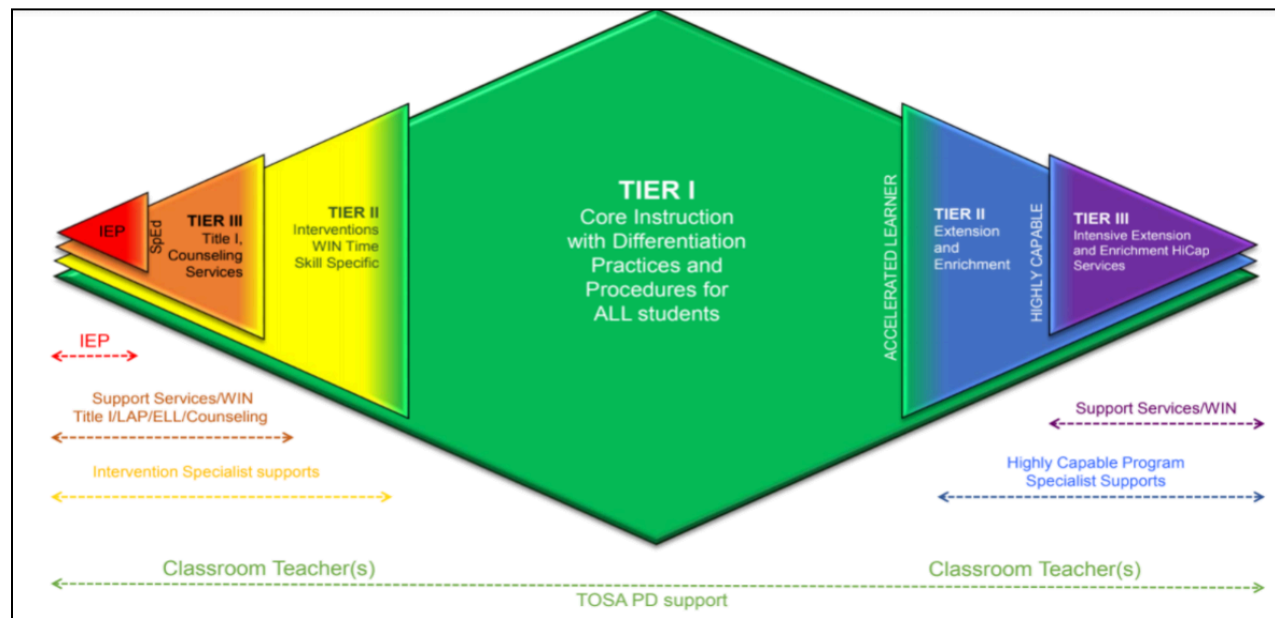
THE RIDGEFIELD
SCHOOL DISTRICT
MAKES DECISIONS
IN THE BEST
INTEREST
OF OUR
STUDENTS

An MTSS is a framework that supports educators in changing the way they work and approach problem-solving. It's not about labeling or “changing” students, but rather shifting resources and leveraging system-level efficiencies to meet students where they are and help them move forward in their learning. Here's an OSPI [link](#) for more information.

To adhere to the MTSS framework, Ridgefield School District has developed tiered systems of support for academics (Response to Instruction and Intervention) and social emotional behavioral (Positive Behavioral Interventions and

Supports - PBIS - and Social Emotional Learning - SEL). MTSS is a fully integrated system of supports that are proactive, responsive, fluid, and dynamic. This guide serves as a resource for district and building level staff in the development and refinement of MTSS and support in working towards our unified goals. For our guardian notification letter, [click here](#).

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Support Services/WIN may be provided by a program specialist/paraeducator (Title I/LAP/ML) or classroom teacher (with specialist support in planning and instructional strategies).

Specialist Support is provided to classroom teachers for planning and instructional strategies to meet the needs of identified students in the general education classroom and/or WIN.

Tier 1 refers to the general education instruction all students are receiving from the classroom teacher. Tier 1 includes the use of a “core” curriculum that is evidence based. Tier 1 should be effective for most students and focuses on grade level skills that are taught with fidelity using instructional strategies that are regarded as best practices. At Tier 1, universal screening occurs at least three times per year (Fall, Winter, Spring) to see which students are at grade level and are making progress with just core instruction and to identify students who may need Tier 2 support. For literacy and mathematics, the universal screening tool is the i-Ready Diagnostic.

Tier 2 interventions typically start after grade level and the core team reviews universal Fall, Winter, and Spring screening data in reading, mathematics, behavior, social-emotional, and attendance. The Tier 2 instruction is provided in addition to core instruction during What I Need (WIN) time, by the classroom teacher, para, counselor, and/or specialist.

Tier 3 support is typically delivered by a specialist or para-educator and usually occurs when a student has not made adequate progress in a Tier 2 intervention. A Tier 3 intervention is provided in addition to core academic and social-emotional instruction, as well as continued Tier 2 interventions, when possible. Any student receiving a Tier 3 intervention must have a Student Learning/Intervention Plan completed in the Homeroom software application.

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Staff RSD Tier Support Documents

Click on the links below to access overview of tier features, support, resources, site processes, and more!

[Positive Behavioral Interventions and Supports \(PBIS\) with Social Emotional Learning \(SEL\) Tiers](#)

[Behavior/SEL Flowchart for MTSS- K-8th Grade](#)

[Evaluation Process](#)

Each site's PBIS and MTSS teams complete the PBIS Tiered Fidelity Inventory (TFI) in the Fall and Spring.

The purpose of the PBIS Tiered Fidelity Inventory (TFI) is to:

- provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (PBIS).
- To celebrate and analyze site strengths
- To create a plan to address your areas of need for your School Improvement Plan

[Academic - Reading Tiers](#) & *Math Tiers (coming soon)*

[Academic Flowchart for MTSS - K-6th Grade](#)

[Evaluation Process](#)

Each site's leadership team completes the MTSS-R and MTSS-M rubrics in the Fall and Spring. The rubrics provide a description of the basic features of MTSS in Reading and Math. The purpose of the rubrics are:

- to provide a valid, reliable, and efficient measure of the extent to which your school MTSS system meets the current and ongoing needs of your students;
 - to celebrate and analyze your strengths; and
 - to create a plan to address your areas of need for your School Improvement Plan.
-

Glossaries

Acronyms

BCBA	Board Certified Behavior Analyst
BIP	Behavior Intervention Plan
BLT	Building Leadership Team
BSP	Behavior Support Plan
C&C	Check & Connect
CICO	Check-In/Check-Out
HCP	Highly Capable Program
LAP	Learning Assistance Program
LRE	Least Restrictive Environment
ML	Multilingual
MTSS	Multi-Tiered Systems of Support
OT	Occupational Therapist
PBIS	Positive Behavioral Intervention & Supports
PT	Physical Therapist
RTI	Response to Intervention
SDI	Specially Designed Instruction
SEL	Social Emotional Learning
SIP	Student Intervention Plan
SLP	Student Learning Plan
SLP	Speech Language Pathologist
SOC	Student of Concern
SWIS	School Wide Information System
UDL	Universal Design for Learning
WIN	What I Need

Terms

Building Level MTSS Team: The goal of the team is to analyze on-going student data, in order to provide academic, attendance, social-emotional, and/or behavioral interventions to meet the needs of the student.

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Core: Tier 1 instruction and support that is provided to all students. Core is defined in terms of time, materials, and instructional strategies. For example, in the area of literacy, this typically consists of 90 minutes of uninterrupted instruction using a research-based core program and effective instructional strategies.

Core Review Meetings: Grade level teams meet to determine effectiveness of the core program and make necessary adjustments to core instruction at the grade level.

Cultural Competence: The ability to effectively interact and communicate with individuals from diverse cultural backgrounds, considering their unique perspectives and needs.

Data Analysis: The process of examining various forms of data, such as academic, behavioral, and attendance data, to identify patterns, trends, and areas for improvement.

Differentiation: The practice of modifying instruction and learning experiences to accommodate the diverse needs, abilities, and learning styles of students.

Evidence-Based Practices: Teaching and intervention methods that have been shown to be effective based on research and evidence.

Fidelity of Implementation: Ensuring that interventions and strategies are carried out as intended and with high quality to achieve the desired outcomes.

Homeroom App: A data warehouse that is a centralized repository for storing and analyzing various types of student data, allowing educators to make informed decisions based on comprehensive information.

Inclusion: The practice of integrating students with diverse abilities and needs into general education classrooms and providing appropriate support.

Intervention Review: Looking at data, at the end of an intervention cycle, to review the effectiveness of the intervention.

Intervention Specialist: Title I/LAP TOSA who specializes in designing and delivering targeted interventions to students based on their individual needs.

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McKinney-Vento (MV): The McKinney-Vento Act provides rights and services to children and youth experiencing homelessness, which includes those who are: sharing the housing of others due to loss of housing, economic hardship, or a similar reason; staying in motels, trailer parks, or camp grounds due to the lack of an adequate alternative; staying in shelters or transitional housing; or sleeping in cars, parks, abandoned buildings, substandard housing, or similar settings.

Multilingual Learner (ML): Students who are learning English as a second language and may require additional language support within the MTSS framework.

ParentSquare: This unified communications platform is designed to keep parents and guardians informed and encourage greater engagement and connection with the district and the student's school.

Positive Behavior Interventions and Supports (PBIS): A component of MTSS that focuses on promoting positive behaviors and preventing challenging behaviors through a systematic framework.

Response to Intervention (RTI): An approach within MTSS that emphasizes providing targeted interventions and monitoring progress to address the learning needs of students.

Science of Reading:

Social-Emotional Learning (SEL): The development of students' social and emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Student Intervention Plan (SIP): A customized plan created in the Homeroom app outlining the specific goals, interventions, and resources that will be provided for a student receiving Tier 3 instruction. Required for Tier 3; recommended for Tier 2.

Student Learning Plan: A customized plan for students identified as highly capable that is created in the Homeroom app outlining the specific goals and tasks.

SWIS:

Tiered Instruction: The practice of tailoring instruction to meet the diverse needs of students by providing different levels of support based on their performance and progress. Often occurring during the What I Need block.

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Title I/LAP: Title I and Learning Assistance Program (LAP) provide supplemental instruction and services to students who are not yet meeting academic standards in basic skills areas as identified by statewide, school, or district assessments or other performance measurement tools.

Universal Design for Learning (UDL): An instructional framework that aims to accommodate diverse learners by providing multiple means of representation, engagement, and expression.

What I Need (WIN): To provide all students with intervention and/or enrichment, we have school-wide WIN (What I Need) built into the day, 4 days a week. A student's WIN group is determined by classroom performance and assessments in the areas of academics and social-emotional learning. WIN groups are analyzed 3 times a year, with on-going progress monitoring, during school-wide Grade Level Team WIN Intervention Placement Meeting.

WIN Intervention Placement Meeting: A collaborative group that meets to discuss and plan WIN interventions.

Parent and Family Engagement strategies

SOUTH RIDGE ELEMENTARY
Title I/Learning Assistance Program (LAP)
Title III/Transitional Bilingual Instructional Program (TBIP)
Parent and Family Engagement Plan 2023-24

South Ridge Elementary is committed to the goal of providing quality education for every child in the Ridgefield School District. To this end, we want to establish partnerships with parents and with the community. Everyone gains if South Ridge Elementary and home work together to promote high achievement by our children. Neither home nor South Ridge Elementary can do the job alone. Parents play an extremely important role as their children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

South Ridge Elementary recognizes that some students may need the extra assistance available through the Title I/LAP to reach the state's high academic standards. South Ridge Elementary intends to include parents in all aspects of the school's Title I/LAP program. The goal is a school-home partnership that will help all students to succeed.

We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. If you have any questions, please call/email our Title I/LAP Intervention Specialists, Tiffany Quast, at (360) 619-1500 or tiffany.quast@ridgefieldsd.org or Karissa McDowell, (360) 619-1500 or karissa.mcdowell@ridgefieldsd.org.

Purpose Statement

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.

Goal 1: Provide parents with the opportunity to have input and suggestions for revision of the school Parent and Family Engagement Plan through a variety of ways.

Strategies

- Email and/or mail surveys
- Website link to survey
- Annual informational meetings
- Parent-Teacher conferences
- Title I/LAP Open House/Family Resource Fair
- Parent Advisory Committee
- Provide activities at a variety of times
- Provide childcare

Goal 2: Provide outreach for parents with children with limited English proficiency (LEP), parents with children with disabilities, and parents of migratory children so they can be involved in their child's education.

Strategies

- Follow the district LEP Plan to assess possible LEP students.
- Communicate with parents regarding this process and other pertinent school information in accordance with each family's Parent Communication Plan.

Goal 3: Provide an opportunity for parents and school staff to jointly develop a School–Parent Compact/Student Intervention Plan that is to be implemented annually and includes: the school's responsibility to provide high–quality curriculum and instruction in a supportive and effective learning environment; the way in which each parent will be responsible for supporting their child's learning; and strategies that will address the importance of ongoing communication between teachers and parents.

Strategies

- Review the Student Intervention Plan annually for revisions during the annual parent meeting.
- Review the Student Intervention Plan with parents during parent-teacher conference week, Title I/LAP Open House, annual informational meetings, and/or Family Resource Fair.

Goal 4: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in accordance with each family's Parent Communication Plan.

Strategies

- Include a copy of OSPI's [Parents' Right to Know](#) and [What is Title I Brochure](#) with their child's entry letter and with the invitation to attend the annual informational meetings.
- Notify parents of professional qualifications of their child's teachers/para educators through Ridgefield School District's Annual Student, Parent, Guardian, and Staff Notifications.

Goal 5: Provide opportunities to build the school's and parents' capacity for strong parental and family engagement.

Strategies

- Conduct an annual meeting of parents of participating Title I/LAP students to
 - explain the goals and purposes of the Title I/LAP program;
 - describe and explain
 - Washington state's Common Core State Standards and the proficiency levels students are expected to meet.

- State and district assessments - including forms of academic assessments used to measure student progress
- Effective ways to monitor a child's progress and work with educators to improve the achievement of their children. Including materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate.
- o Invite parents to participate on the Parent Advisory Committee to evaluate and identify barriers to successful parental and family engagement; and
- o Provide an opportunity to participate in the development, operation and evaluation of the program.
- Utilize a variety of communication techniques to enhance parent participation. To include:
 - o Email and/or mail/send home surveys and informational materials
 - o Website link to survey and informational materials
 - o Annual informational meetings
 - o Parent Teacher Conferences

Goal 6: Provide opportunities for parent involvement in the process of the school review and school improvement plan.

Strategies:

- Provide opportunities to review the school improvement plan. The SIP will be made available to parents at parent meetings, Title I parent nights, open house events, and on the Title I school's website.
- Encourage parents to participate in the annual parent survey requesting parental input on school improvement efforts.

This South Ridge Elementary Parental and Family Engagement Plan has been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parental and Family Engagement Plan was developed/revised by South Ridge Elementary and will be in effect for the period of 2023-24 school year. The school will distribute the Parent and Family Engagement Plan to all parents of participating Title I children and make it available to the community on or before the end of the first trimester.

South Ridge
Title I/LAP Intervention Specialist
Title III/TBIP Specialist