

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Ridgefield School District

Please enter the name of the point of contact for this survey: Chris Griffith

Please enter point of contact email address: chris.griffith@ridgefieldsd.org
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: Pre-K - 12

Part II: Attestations and Public Posting

1. Ridgefield School District (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved:

2. Ridgefield School District (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: District developed survey

Please provide a link to the equity analysis tool used: Adult: <https://5il.co/rw8k>
Student: <https://5il.co/rw8j>

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website:

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan:

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

Acceleration Academy

Additional Instructional Time Before or After School

- Additional School Days
- Balanced Calendar
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extended Day Partnerships (CBOs)
- Extracurricular Activities
- High-quality Tutoring
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- Multi-tiered System of Supports
- Narrowing Standards
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- Student Voice and Perception
- Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- Other

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

| Academic Diagnostic Assessments | |
|----------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Accelerated Reader (AR) |
| <input type="checkbox"/> | AIMSweb |
| <input type="checkbox"/> | Amplify Insight (CCSS) |
| <input type="checkbox"/> | Assessment and Learning in Knowledge Spaced (ALEKS) |
| <input type="checkbox"/> | CPAA (NWEA) |
| <input type="checkbox"/> | Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | Discovery Education Predictive Assessment |

| Academic Diagnostic Assessments | |
|----------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> | DRA (Developmental Reading Assessment) |
| <input type="checkbox"/> | DRP (Degrees of Reading Power) |
| <input checked="" type="checkbox"/> | EasyCBM |
| <input type="checkbox"/> | FAST (Formative Assessment System for Teachers) |
| <input type="checkbox"/> | Fountas & Pinnell |
| <input type="checkbox"/> | Gates Macginitie |
| <input type="checkbox"/> | GMADE |
| <input type="checkbox"/> | GOLD (WaKids) |
| <input type="checkbox"/> | GRADE |
| <input checked="" type="checkbox"/> | iReady |
| <input type="checkbox"/> | IRLA |
| <input type="checkbox"/> | iStation |
| <input type="checkbox"/> | ITBS (Iowa Test of Basic Skills) |
| <input type="checkbox"/> | IXL |
| <input type="checkbox"/> | KARK (Kindergarten Assessment Resource Kit) |
| <input type="checkbox"/> | Lexia |
| <input type="checkbox"/> | MAP Math |
| <input type="checkbox"/> | MAP Reading |
| <input type="checkbox"/> | Mastery Connect |
| <input type="checkbox"/> | McLeod Assessment of Reading Comprehension |
| <input type="checkbox"/> | OSPI Screeners for Literacy Skills Associated with Dyslexia |
| <input type="checkbox"/> | PALS |
| <input type="checkbox"/> | Read 180 (assessment tools) |
| <input type="checkbox"/> | Read Well |
| <input checked="" type="checkbox"/> | Really Great Reading - Diagnostic Decoding Surveys |
| <input type="checkbox"/> | Running Records |
| <input type="checkbox"/> | Sight Words |
| <input type="checkbox"/> | Smarter Balanced ELA Interim Assessments |
| <input type="checkbox"/> | Smarter Balanced ELA Summative Assessments |
| <input type="checkbox"/> | Smarter Balanced Math Interim Assessments |
| <input type="checkbox"/> | Smarter Balanced Math Summative Assessments |
| <input type="checkbox"/> | SMI (Scholastic Math Inventory SAM/MI) |
| <input type="checkbox"/> | SPI (Scholastic Phonics Inventory SAM/PI) |
| <input type="checkbox"/> | SpringBoard Assessments |
| <input type="checkbox"/> | SRI (Scholastic Reading Inventory SAM/RI) |
| <input type="checkbox"/> | STAR Early Literacy |
| <input type="checkbox"/> | STAR Math |
| <input type="checkbox"/> | STAR Reading |
| <input type="checkbox"/> | Success for All (SFA) |
| <input type="checkbox"/> | SuccessNet |
| <input type="checkbox"/> | Teacher Made Assessment/District Made Assessment/Classroom Based Assessment |
| <input type="checkbox"/> | Teacher Recommendation |
| <input type="checkbox"/> | Universal Screener list of tools |

| Academic Diagnostic Assessments | |
|----------------------------------------|-----------------------------|
| <input type="checkbox"/> | Universal Screener Guide |
| <input checked="" type="checkbox"/> | WA-KIDS |
| <input type="checkbox"/> | WIDA MODEL for Kindergarten |
| <input type="checkbox"/> | WIDA MODEL (Grades 1-12) |
| <input type="checkbox"/> | Other |

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

| Well-Being Diagnostic Assessments | |
|------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | ACE |
| <input type="checkbox"/> | Amplify Insight (CCSS) |
| <input type="checkbox"/> | CEE |
| <input type="checkbox"/> | Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) |
| <input type="checkbox"/> | Other - Write In (Required) |
| <input type="checkbox"/> | Panorama Education School Climate Survey |
| <input checked="" type="checkbox"/> | Student COVID Impact Surveys |
| <input checked="" type="checkbox"/> | SWIS |
| <input checked="" type="checkbox"/> | Teacher Made Assessment/District Made Assessment/Classroom Based Assessment |
| <input checked="" type="checkbox"/> | Teacher Recommendation |
| <input type="checkbox"/> | Universal Screener list of tools |
| <input type="checkbox"/> | Universal Screener Guide |
| <input type="checkbox"/> | WA-KIDS |
| <input type="checkbox"/> | Well-being resources |

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| Academic Diagnostic Assessments | Grade(s) |
|------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <input type="checkbox"/> Accelerated Reader (AR) | |
| <input type="checkbox"/> AIMSweb | |
| <input type="checkbox"/> Amplify Insight (CCSS) | |
| <input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS) | |
| <input type="checkbox"/> CPAA (NWEA) | |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | |
| <input type="checkbox"/> DIBELS | |
| <input type="checkbox"/> Discovery Education Predictive Assessment | |

| Academic Diagnostic Assessments | Grade(s) |
|------------------------------------------------------------------------------------------------------|-----------------|
| <input type="checkbox"/> DRA (Developmental Reading Assessment) | |
| <input type="checkbox"/> DRP (Degrees of Reading Power) | |
| <input checked="" type="checkbox"/> EasyCBM | K-12 |
| <input type="checkbox"/> FAST (Formative Assessment System for Teachers) | |
| <input type="checkbox"/> Fountas & Pinnell | |
| <input type="checkbox"/> Gates Macginitie | |
| <input type="checkbox"/> GMADE | |
| <input type="checkbox"/> GOLD (WaKids) | |
| <input type="checkbox"/> GRADE | |
| <input checked="" type="checkbox"/> iReady | K-10 |
| <input type="checkbox"/> IRLA | |
| <input type="checkbox"/> iStation | |
| <input type="checkbox"/> ITBS (Iowa Test of Basic Skills) | |
| <input type="checkbox"/> IXL | |
| <input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit) | |
| <input type="checkbox"/> Lexia | |
| <input type="checkbox"/> MAP Math | |
| <input type="checkbox"/> MAP Reading | |
| <input type="checkbox"/> Mastery Connect | |
| <input type="checkbox"/> McLeod Assessment of Reading Comprehension | |
| <input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia | |
| <input type="checkbox"/> PALS | |
| <input type="checkbox"/> Read 180 (assessment tools) | |
| <input type="checkbox"/> Read Well | |
| <input checked="" type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys | K-2 |
| <input type="checkbox"/> Running Records | |
| <input type="checkbox"/> Sight Words | |
| <input type="checkbox"/> Smarter Balanced ELA Interim Assessments | |
| <input type="checkbox"/> Smarter Balanced ELA Summative Assessments | |
| <input type="checkbox"/> Smarter Balanced Math Interim Assessments | |
| <input type="checkbox"/> Smarter Balanced Math Summative Assessments | |
| <input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI) | |
| <input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI) | |
| <input type="checkbox"/> SpringBoard Assessments | |
| <input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI) | |
| <input type="checkbox"/> STAR Early Literacy | |
| <input type="checkbox"/> STAR Math | |
| <input type="checkbox"/> STAR Reading | |
| <input type="checkbox"/> Success for All (SFA) | |
| <input type="checkbox"/> SuccessNet | |
| <input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | |
| <input type="checkbox"/> Teacher Recommendation | |
| <input type="checkbox"/> Universal Screener list of tools | |

| Academic Diagnostic Assessments | Grade(s) |
|------------------------------------------------------|-----------------|
| <input type="checkbox"/> Universal Screener Guide | |
| <input checked="" type="checkbox"/> WA-KIDS | K |
| <input type="checkbox"/> WIDA MODEL for Kindergarten | |
| <input type="checkbox"/> WIDA MODEL (Grades 1-12) | |
| <input type="checkbox"/> Other | |

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

| Well-Being Diagnostic Assessments | Grade(s) |
|------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <input type="checkbox"/> ACE | |
| <input type="checkbox"/> Amplify Insight (CCSS) | |
| <input type="checkbox"/> CEE | |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | |
| <input type="checkbox"/> Other - Write In (Required) | |
| <input type="checkbox"/> Panorama Education School Climate Survey | |
| <input checked="" type="checkbox"/> Student COVID Impact Surveys | 6-12 |
| <input checked="" type="checkbox"/> SWIS | K-8 |
| <input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | Pre-K - 12 |
| <input checked="" type="checkbox"/> Teacher Recommendation | Pre-K - 12 |
| <input type="checkbox"/> Universal Screener list of tools | |
| <input type="checkbox"/> Universal Screener Guide | |
| <input type="checkbox"/> WA-KIDS | |
| <input type="checkbox"/> Well-being resources | |

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

| Academic Diagnostic Assessments | Grade(s) | Once per School Year | Multiple Times per School Year |
|------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> Accelerated Reader (AR) | | | |
| <input type="checkbox"/> AIMSweb | | | |
| <input type="checkbox"/> Amplify Insight (CCSS) | | | |
| <input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS) | | | |
| <input type="checkbox"/> CPAA (NWEA) | | | |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | | | |

| Academic Diagnostic Assessments | Grade(s) | Once per School Year | Multiple Times per School Year |
|----------------------------------------------------------------------------------------|-----------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> DIBELS | | | |
| <input type="checkbox"/> Discovery Education Predictive Assessment | | | |
| <input type="checkbox"/> DRA (Developmental Reading Assessment) | | | |
| <input type="checkbox"/> DRP (Degrees of Reading Power) | | | |
| <input checked="" type="checkbox"/> EasyCBM | K-12 | | X |
| <input type="checkbox"/> FAST (Formative Assessment System for Teachers) | | | |
| <input type="checkbox"/> Fountas & Pinnell | | | |
| <input type="checkbox"/> Gates Macginitie | | | |
| <input type="checkbox"/> GMADE | | | |
| <input type="checkbox"/> GOLD (WaKids) | | | |
| <input type="checkbox"/> GRADE | | | |
| <input checked="" type="checkbox"/> iReady | K 1-10 | X | X |
| <input type="checkbox"/> IRLA | | | |
| <input type="checkbox"/> iStation | | | |
| <input type="checkbox"/> ITBS (Iowa Test of Basic Skills) | | | |
| <input type="checkbox"/> IXL | | | |
| <input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit) | | | |
| <input type="checkbox"/> Lexia | | | |
| <input type="checkbox"/> MAP Math | | | |
| <input type="checkbox"/> MAP Reading | | | |
| <input type="checkbox"/> Mastery Connect | | | |
| <input type="checkbox"/> McLeod Assessment of Reading Comprehension | | | |
| <input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia | | | |
| <input type="checkbox"/> PALS | | | |
| <input type="checkbox"/> Read 180 (assessment tools) | | | |
| <input type="checkbox"/> Read Well | | | |
| <input checked="" type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys | K-2 | | X |
| <input type="checkbox"/> Running Records | | | |
| <input type="checkbox"/> Sight Words | | | |
| <input type="checkbox"/> Smarter Balanced ELA Interim Assessments | | | |
| <input type="checkbox"/> Smarter Balanced ELA Summative Assessments | | | |
| <input type="checkbox"/> Smarter Balanced Math Interim Assessments | | | |
| <input type="checkbox"/> Smarter Balanced Math Summative Assessments | | | |
| <input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI) | | | |
| <input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI) | | | |
| <input type="checkbox"/> SpringBoard Assessments | | | |
| <input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI) | | | |
| <input type="checkbox"/> STAR Early Literacy | | | |
| <input type="checkbox"/> STAR Math | | | |
| <input type="checkbox"/> STAR Reading | | | |

| Academic Diagnostic Assessments | Grade(s) | Once per School Year | Multiple Times per School Year |
|------------------------------------------------------------------------------------------------------|-----------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> Success for All (SFA) | | | |
| <input type="checkbox"/> SuccessNet | | | |
| <input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | | | |
| <input type="checkbox"/> Teacher Recommendation | | | |
| <input type="checkbox"/> Universal Screener list of tools | | | |
| <input type="checkbox"/> Universal Screener Guide | | | |
| <input checked="" type="checkbox"/> WA-KIDS | K | X | |
| <input type="checkbox"/> WIDA MODEL for Kindergarten | | | |
| <input type="checkbox"/> WIDA MODEL (Grades 1-12) | | | |
| <input type="checkbox"/> Other | | | |

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

| Well-Being Diagnostic Assessments | Grade(s) | Once per School Year | Multiple Times per School Year |
|------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> ACE | | | |
| <input type="checkbox"/> Amplify Insight (CCSS) | | | |
| <input type="checkbox"/> CEE | | | |
| <input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks) | | | |
| <input type="checkbox"/> Other - Write In (Required) | | | |
| <input type="checkbox"/> Panorama Education School Climate Survey | | | |
| <input checked="" type="checkbox"/> Student COVID Impact Surveys | 6-12 | X | |
| <input checked="" type="checkbox"/> SWIS | K-8 | | X |
| <input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment | Pre-K - 12 | | X |
| <input checked="" type="checkbox"/> Teacher Recommendation | Pre-K - 12 | | X |
| <input type="checkbox"/> Universal Screener list of tools | | | |
| <input type="checkbox"/> Universal Screener Guide | | | |
| <input type="checkbox"/> WA-KIDS | | | |
| <input type="checkbox"/> Well-being resources | | | |

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?

(Student, Family, and Community Organizations)

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

| Strategies | |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> | Acceleration Academy |
| <input type="checkbox"/> | Additional Instructional Time Before or After School |
| <input type="checkbox"/> | Additional School Days |
| <input type="checkbox"/> | Balanced Calendar |
| <input checked="" type="checkbox"/> | Summer School |
| <input checked="" type="checkbox"/> | Building Relationships |

| Strategies | |
|-------------------------------------|-------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Common Assessments |
| <input type="checkbox"/> | Early Learning (K-4 literacy) |
| <input type="checkbox"/> | Equitable Grading Practices |
| <input type="checkbox"/> | Extended Day Partnerships (CBOs) |
| <input type="checkbox"/> | Extracurricular Activities |
| <input type="checkbox"/> | High-quality Tutoring |
| <input checked="" type="checkbox"/> | Inclusionary Practices |
| <input type="checkbox"/> | Mastery Learning/Project-Based learning |
| <input checked="" type="checkbox"/> | Multi-tiered System of Supports |
| <input type="checkbox"/> | Narrowing Standards |
| <input checked="" type="checkbox"/> | Professional Learning |
| <input checked="" type="checkbox"/> | SEL and Mental Health Supports |
| <input type="checkbox"/> | Strategic Staffing (teacher advocates, advisory, looping) |
| <input type="checkbox"/> | Student Voice and Perception |
| <input checked="" type="checkbox"/> | Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) |

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

| Strategies | Student Group(s) |
|------------------------------------------------------------------------------------|-------------------------|
| <input type="checkbox"/> Acceleration Academy | |
| <input type="checkbox"/> Additional Instructional Time Before or After School | |
| <input type="checkbox"/> Additional School Days | |
| <input type="checkbox"/> Balanced Calendar | |
| <input checked="" type="checkbox"/> Summer School | Targeted sub-groups |
| <input checked="" type="checkbox"/> Building Relationships | All students |
| <input type="checkbox"/> Common Assessments | |
| <input type="checkbox"/> Early Learning (K-4 literacy) | |
| <input type="checkbox"/> Equitable Grading Practices | |
| <input type="checkbox"/> Extended Day Partnerships (CBOs) | |
| <input type="checkbox"/> Extracurricular Activities | |
| <input type="checkbox"/> High-quality Tutoring | |
| <input checked="" type="checkbox"/> Inclusionary Practices | All students |
| <input type="checkbox"/> Mastery Learning/Project-Based learning | |
| <input checked="" type="checkbox"/> Multi-tiered System of Supports | All students |
| <input type="checkbox"/> Narrowing Standards | |
| <input checked="" type="checkbox"/> Professional Learning | Targeted sub-groups |
| <input checked="" type="checkbox"/> SEL and Mental Health Supports | All students |
| <input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping) | |
| <input type="checkbox"/> Student Voice and Perception | |

| Strategies | Student Group(s) |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) | All students MS-HS; students with disabilities |

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

| Strategies | Student Group(s) | Grade(s) |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------|
| <input type="checkbox"/> Acceleration Academy | | |
| <input type="checkbox"/> Additional Instructional Time Before or After School | | |
| <input type="checkbox"/> Additional School Days | | |
| <input type="checkbox"/> Balanced Calendar | | |
| <input checked="" type="checkbox"/> Summer School | Targeted sub-groups | K-8 |
| <input checked="" type="checkbox"/> Building Relationships | All, emphasis on targeted sub-groups | Pre-K - 12 |
| <input type="checkbox"/> Common Assessments | | |
| <input type="checkbox"/> Early Learning (K-4 literacy) | | |
| <input type="checkbox"/> Equitable Grading Practices | | |
| <input type="checkbox"/> Extended Day Partnerships (CBOs) | | |
| <input type="checkbox"/> Extracurricular Activities | | |
| <input type="checkbox"/> High-quality Tutoring | | |
| <input checked="" type="checkbox"/> Inclusionary Practices | All, emphasis on targeted sub-groups | Pre-K - 12 |
| <input type="checkbox"/> Mastery Learning/Project-Based learning | | |
| <input checked="" type="checkbox"/> Multi-tiered System of Supports | All, emphasis on targeted sub-groups | Pre-K - 12 |
| <input type="checkbox"/> Narrowing Standards | | |
| <input checked="" type="checkbox"/> Professional Learning | Targeted sub-groups | Pre-K - 12 |
| <input checked="" type="checkbox"/> SEL and Mental Health Supports | All, emphasis on targeted sub-groups | Pre-K - 12 |
| <input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping) | | |
| <input type="checkbox"/> Student Voice and Perception | | |
| <input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond) | All Students with disabilities | 9 and all new RHS students Ages 18-21 |

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the

strategies/interventions implemented to address gaps in student learning and well-being.

For example:

“Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps.”

The Ridgefield School District formed an Equity & Engagement Committee in 2018 after we surveyed our parents, staff and community members. The committee met multiple times in the Spring following the survey to discuss Equity & Engagement, as well as analyze the survey results. Based on the committees work, they shared a list of recommendations for implementation with the District including: staff professional development, a book study, and additional teacher resources.

The District has since administered the survey annually to measure change. The annual results are brought back to the original committee for analysis. The committee not only looks at the annual data, but looks for trends to help inform additional recommendations for implementation to the District.

In 2019 the committee recommended the survey be expanded to include student voice. The District implemented that recommendation beginning with the 2020 survey.

Results and selected implementation strategies are shared with the school board on an annual basis.

Part VIII: Supports for Strategies/Interventions

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

1) MTSS

2) Professional learning related to equity & engagement

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.

1) Inclusionary Practices - member of state IPP grant, cohort I