



Ridgeline Montessori School Improvement Plan

Submitted to District 4J as an Annual Review Document

September 2018

Ridgeline Montessori's Mission

We provide an academically rigorous public Montessori education. Students balance their freedom to explore and think for themselves with their responsibility to work and learn within a community.

Ridgeline Montessori's Vision

Empowering creative learners to build community and thoughtfully shape the world through public Montessori education.

Prepared by Ridgeline's Principal

Ridgeline Montessori's Core Values

A proven pedagogy: educating the whole child—mind, body and spirit—according to the time-tested methods of Maria Montessori.

Engaged minds: harnessing innate curiosity to challenge students to reach their full academic potential.

Honorable character: choosing kindness, honesty, and responsibility.

Visionary leadership: cultivating and guiding with resourcefulness, perseverance, and creativity.

Dedicated stewardship: honoring and responsibly caring for each other and the resources entrusted to us.

Joyful community: trusting in the basic goodness of people.

An inclusive spirit: welcoming all who choose a public Montessori education.

The School Improvement Planning Process

The annual School Improvement Plan (SIP) is an essential, living document for Ridgeline. This document serves as a tool for the Ridgeline staff and community to use in establishing, reviewing and evaluating our annual and ongoing goals and in sharing these goals and our growth with our sponsoring district.

Ridgeline Curriculum Overview

Ridgeline's learning program is based on the Montessori Approach to education. It includes Academic and Cultural Studies curricula, Practical Life and "Grace and Courtesy" skills development, Peace Education, and a variety of special classes. As a public school, our curriculum is also aligned with the Common Core State Standards.

In keeping with the Montessori Method, most skills and concepts are introduced using manipulative materials, enabling children to learn using a variety of learning styles. Learning is individualized and student-centered. Cooperative learning and peer-tutoring are common. Although the teacher introduces initial lessons for particular topics, students work independently until they demonstrate proficiency.

Our curriculum at all levels combines highly structured and sequenced academics with rich, story-based and integrated Cultural Studies.

Montessori academic work at elementary levels includes language arts (reading skills development, grammar, writing, spelling, research skills, and oral presentations) and math (sets, patterns, numeration, operations with regrouping, calculations, problem solving and applications, fact memorization, geometry—including area and volume—fractions, decimals, and pre-algebra concepts). Ridgeline’s Montessori curriculum is re-evaluated and modified as needed to meet Oregon’s grade-level standards.

Academic work at the middle-school levels continues and expands upon the work done in the elementary levels. The language arts curriculum adds a wide range of fiction and non-fiction texts corresponding with themes of Cultural Studies; and creative, technical, and critical writing. The math curriculum expands to include algebra and advanced geometry.

Specific areas of study at all levels within Cultural Studies include geography, anthropology, geology, history, biology, zoology, botany, chemistry, astronomy, and other science and social-science categories.

A third element of our program are the Montessori Practical Life and “Grace and Courtesy” lessons, in which students practice skills in self-care and care of the environment, organization and time-management, respect for self and others, social skills development, and effective peacekeeping strategies.

Montessori is indeed “education for life.”

2018-19 School Improvement Goals

- A. Academic Goal(s): Mathematics
- B. Program Level Goal(s)
- C. Attendance Goal

A. 2018-19 Math Goal

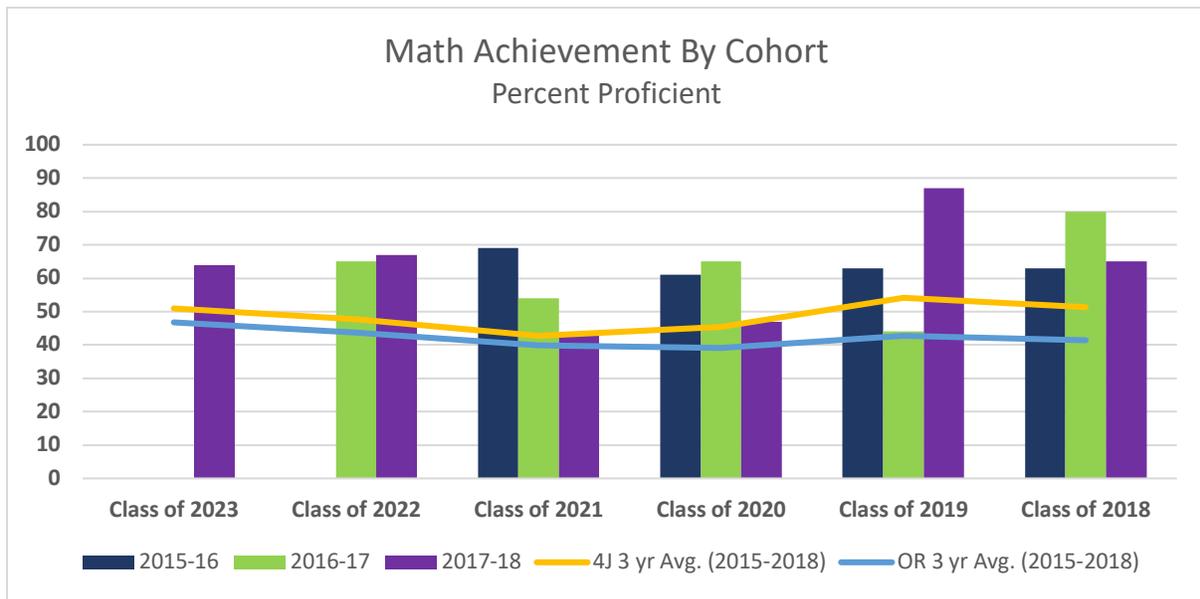
2018-19 Goal for Math Achievement in 4th-7th Grade

Teachers in Ridgeline’s upper elementary will work towards meaningful instructional improvements in mathematics, collaboratively and individually. Multiple measures will be used to assess the effectiveness of Ridgeline’s upper elementary instructional improvement plan(s), including student engagement, student growth percentiles on the Smarter Balanced Assessment, movement of students out of risk categories on easyCBM math, and the evidence of high-quality Montessori and conventional math instruction in our three upper elementary classrooms during observations. As our 2017-18 6th grade class showed relative weakness, we are extending the goal to them in 2018-19 as 7th graders, ensuring that this group receives needed support to keep growing towards the goal of college and career readiness.

Summary of 2017-18 Math Achievement in Grade 3-8 Cohorts

2017-18 Academic Performance Goals in Math

- a. Classes of 2022 and 2023 (4th and 3rd grade): 60-70% of students in the class of 2022 (intact cohort) will meet or exceed state standards in math as demonstrated on the SBAC, building on their lower elementary success. Similarly, 60-70% of Ridgeline 3rd year students, the class of 2023, will start out meeting or exceeding the standards.
- b. Classes of 2021-2018 (5th-8th grade): For the remainder of the ***in-tact*** cohorts (students who tested in 2016-17), the goal percentage of students meeting or exceeding math standards is listed below. (In 2017-18, we experienced a high turnover in our upper elementary program—with 26 new students at that level, so we thought it was necessary to look at in-tact cohorts when setting goals for percentages of students within a cohort who meet or exceed.)
- c. All Classes: Students in grades 4-8 will make above average (>50%) growth within **whole** cohorts as measured by median growth percentiles.



Progress on 2017-18 Performance Goals in Math

Figure 1: Goals by Cohort

Cohort	Grade for 2017-18 SBAC Test	2016-17 Actual % of Tested Students Meeting SBAC Math Standards	2017-18 % Goal for (Intact Cohort) Meeting or Exceeding SBAC Math Standards	2017-18 Actual % of (Intact Cohort) Meeting or Exceeding SBAC Math Standards
Class of 2023	3	Untested	60-70	64
Class of 2022	4	65	60-70	66.6
Class of 2021	5	54	55-65	43
Class of 2020	6	65	55-65%*	47
Class of 2019	7	47	50-60	87
Class of 2018	8	80	75-85	65

A note on the use of “in-tact” cohorts in our 2017-18 plan

With the exception of the seventh grade cohort, who is anomalous due to the tragedies of 2016-17, each whole grade group is close enough to represent the in-tact cohort. When comparing in-tact cohort scores to SBAC scores for each entire tested grade group however, we found only a 1-3% difference in scores. Therefore, looking at in-tact cohort did not bring us closer to understanding achievement from year to year as students move through our school. Furthermore, if we continue examining the in-tact cohort, the group is likely to become too small to be statistically significant, starting as soon as this current year. We adjusted our 2018-19 goals accordingly.

For 2017-18, in-tact cohort sizes ranged from 15 students to 23 students at each grade; each child represented 4-6% of her entire cohort.

Reflection on Goals

5th and 6th graders did not meet their SIP goal for math in 2017-18. The 5th grade class missed the bottom end of their goal by a full 3 students. Two more 6th grade students would have needed to meet the state requirements in math in order to reach the target established in 2017-18 goals of 55-65% meeting or exceeding state standards in math. Upper elementary had challenges this year and the group saw uneven achievement. Instructional support was provided as appropriate. A new upper elementary teacher has joined the team. We will continue to provide professional development, coaching, and time for collegial learning for this team. Awareness of the difficulties at this level instructed our SIP goals for 2018-19.

3rd grade and 4th grade cohorts succeeded in reaching the ambitious goal we set for 2017-18 of 60-70% of both grades to meet or exceed math standards. This is true whether we look at in-tact cohorts or at the achievement of the grades as a whole.

7th graders exceeded the high end of the goal we set for them (50-60% will meet or exceed) by over 25%. 87% of the students in this in-tact cohort met or exceeded state standards. The intact cohort itself was the smallest in Ridgeline’s testing grades (15 students total), in-part because of last year’s many tragedy-related opt-outs. The class of 2019 is obviously anomalous in the data. Looking at the 7th grade class as a whole, however, the group still exceeded even the high end of the goal we set, with 72% of the entire class meeting or exceeding state standards. This is a true success story.

7th grade was a particularly interesting group to watch. Our lead math teacher switched that group to the CPM curriculum this year. The group encountered the curriculum for the first time, and it was a huge adjustment for the students and for instructional staff. We were concerned that it would be difficult to judge the efficacy of the curriculum in any way by examining state testing results because so few students in that group tested during the previous year. We worried that it would be hard to evaluate the results of the change to the curriculum, especially if students tested poorly, because we would have no recent scores against which to compare. However, the success of the entire cohort, and the jump in scores of the in-tact cohort, was cause for real celebration. It was no accident that almost 90% of our in-tact cohort met or exceeded state standards. It is worth mentioning that only 47% of that cohort met state standards in upper elementary the year before.

The 8th grade cohort was a different story. That group showed high proficiency on state tests in 2016-17, with 80% meeting or exceeding. In 2017-18, they experimented with the CPM curriculum but primarily used the Martin Gay series with which they were familiar from the prior year. Given the previous year's success in engagement, growth, and achievement, our lead teacher was reluctant to switch tracks. Implementing CPM at two levels also proved unwieldy, as there are real challenges in "superimposing" this model on a Montessori program. The inconsistency of implementation of the new curriculum at the 8th grade level, coupled with student resistance and adjustment had an impact on instruction. In addition, uncertainty with a new curriculum led to multiple shifts in methods and reconfigurations of groupings over the course of the year. We believe that these factors easily explain the dip in test scores from an 80% (!) proficiency rate for that in-tact cohort. Our lead teacher attended further CPM training over the summer, and is prepared to fully implement CPM across both grades. We do not feel that any other supports are necessary to have a successful year for both the 7th and 8th grade cohorts. *Even with the complications of the past year's shift, 65% of the in-tact cohort and 68% of students in Ridgeline's class of 2018 managed to meet or exceed math standards.*

Whole-School Participation: Participation was much higher in 2017-18 than it was in 2016-17, and was very close to the state's goals for participation. This past year, only 1 student opted out in each class from grades 3-8, with the exception of 6th grade, which saw 100% participation. The year before, our 6th grade class, by comparison, saw only 47% participation, and 3rd grade saw only 77% participation. I attribute 2017-18's markedly improved participation to positive communication strategies between the school and parents and instructional staff. Overall participation was close to 97%.

COHORT CHANGES

Figure 2: Size of Intact Cohort and Percentile Weight of Each Student

Grades	Number of Students in Intact Cohort	Individual Percentages: Each child represents ___% of total in-tact cohort
3 rd grade	n/a	3.4%
4 th grade	18	5.5%
5 th grade	23	4%
6 th grade	17	5.8%
7 th grade	15	6%
8 th grade	20	5%

As stated earlier, this year we set a goal based on in-tact cohorts, with an eye towards examining in-tact cohorts over a span of three years. However, in some classes, each child's weight was as high as 6%, leaving us with a statistical problem that can only be expected to get worse as the statistical samples get smaller. Furthermore, the difference between the achievement of the in-tact cohort and the whole class was not remarkable enough to warrant limiting the sample sizes. We are striving for more effective ways to collect and examine data for our school.

Strategy, Method, or Action What we will do Educational Program Shifts To Support Goal	Leadership Individuals who will provide leadership for this strategy	Evaluation Methods OR Evidence of Success The evidence we will gather to demonstrate progress and achievement of this strategy
<p>Continue implementation of CPM curriculum for 7th and 8th grade.</p> <p>Use educator effectiveness goals to impact math instruction in upper el with a focus on fractions.</p> <p>Purchase level-specific Montessori math materials and follow-on activities</p> <p>Recruit a coach from a Montessori teacher education program for work with our new teacher at that level</p> <p>Continue intensive coaching for selected teacher(s)</p> <p>Increase time for levels collaboration</p> <p>Use program level goal to impact a culture of learning and growth in upper elementary classrooms</p> <p>Use attendance goal to increase upper elementary attendance, especially for this year's 6th graders (last year's 5th graders). Regular attendance will positively impact academic achievement, especially in math.</p> <p>Train new classroom assistant in instructional strategies to support a culture of learning</p> <p>Explore the use of formative assessment with upper elementary teachers</p>	<p>Lead Teacher/Principal/ED Principal/Upper El Team</p> <p>Level Team, Coach, Principal</p> <p>New Lead Teacher</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Special Projects Coordinator, Principal</p> <p>Principal, Lead Teacher, Assistants</p> <p>Principal, Coach, Consultant</p>	<p>Full implementation of CPM in classroom from September 2018 to June 2019</p> <p>Student learning evidenced in growth measured by SLG's, movement of students out of ecbm risk categories, classroom assessments and portfolios</p> <p>Complete sets of all new materials on shelves in UE</p> <p>Teacher's successful completion of teacher education program</p> <p>Regular meeting notes, log of meetings, POA progress notes</p> <p>Fidelity to new year-long Staff Friday schedule</p> <p>Multiple measures, student surveys, walkthrough and DERS data; progress on program level goal</p> <p>Progress on attendance goal at UE level and 7th grade</p> <p>Schedule of observations, walkthrough notes, schedule of meetings to debrief and learn new strategies, possible RBT attendance—assistant module</p> <p>Record of training during levels meeting, consultant/coach work</p>

<u>Strategy, Method, or Action</u> What we will do Educational Program Shifts To Support Goal	<u>Leadership</u> Individuals who will provide leadership for this strategy	<u>Evaluation Methods OR Evidence of Success</u> The evidence we will gather to demonstrate progress and achievement of this strategy
<p>Increase fidelity of implementation of Ridgeline’s tier III instructional improvement plan. Update the plan by deciding which aspects to change, revise or maintain throughout 2018-19. Gather baseline data on new upper elementary students’ math skills and deliver prompt and targeted interventions where needed.</p> <p>Upper elementary teachers will receive professional development on formative assessment and Montessori professional development.</p>	<p>Principal, Instructional Assistant, Special Projects Coordinator</p> <p>Principal, Consultant, Coach</p>	<p>Revised instructional plan, baseline data, movement of students in and out of risk categories, inventory</p> <p>Participation in workshops, coaching opportunities</p>

B. 2018-19 Program Level Goal

Ridgeline will strengthen school climate by focusing on communication as the key to trust, safety and belonging. As a Montessori school, a component of this goal is the development of a school-wide Grace and Courtesy program to define, teach and practice the behaviors that will further the goal of trust, safety and belonging. We will use multiple measures to assess our efforts including school survey(s), Developmental Environmental Rating Scales indicators, behavioral data, participation in community education and community-building events, and staff participation in professional development activities. The program level goal is interwoven with our goals of attendance; children attend when they, and their families, feel known, seen, appreciated and encouraged to grow. A school wide approach to Grace and Courtesy will also positively shift school climate and increase positive engagement, facilitating academic growth.

Background information: In 2017-18, Ridgeline set a program level goal to work strategically to increase student and teacher engagement through:

- a) School-wide professional and community development in growth mindset and beliefs, and
- b) The implementation of regular instructional walkthroughs and instructional rounds.

Through rich and collaborative learning activities, we discovered that we share a collective desire to promote a growth mindset, that the process energizes us, and that the real challenge involves working consciously to increase safety for individuals, for classroom communities, for families in their encounters with the school, and within the myriad professional and personal relationships that develop in such a close community. Trust provides the solid ground on which our teachers can be creative, experiment, and shine. It creates the surety in families that their kids, though they may struggle, will be supported and appreciated for the people they are, and that their child's needs are at the heart of the school's decision-making processes. Kids who are known to their classmates and the adults around them and who feel valued on campus are able to take the risks needed for growth in all areas of their lives. Kids have to show up for this to happen. Everyone needs to be present.

Administration discussed these ideas and summarized the vision as follows:

Each member of the Ridgeline community, adult and child, should feel:

1. Known
2. Seen
3. Appreciated
4. Encouraged to Grow

Administration shared these ideas with all stakeholders during the Site Council Summer Retreat and found that the topic of Trust led to collective excitement and a whirlwind of ideas that included cultural events, school rituals, book clubs/study groups, examination of inclusive practices, equity work, conversation coaching/workshops, outreach, and student surveys. The topic of Trust also connected to feedback we heard through our site council parent survey.

DERS will be an excellent tool for gathering information about adult and student behaviors as they relate to being known, seen, appreciated, and encouraged to grow. Surveys, interviews, and other qualitative data will also support us in our work towards this new program level goal. Finally, professional development, parent education, and work in the classrooms on grace and courtesy will bolster cultural fluency and social-emotional development.

Ridgeline received training in the use of the Developmental Environmental Rating Scales (DERS) in 2017-18. The DERS is a classroom observation tool that measures environmental and behavioral qualities proven to support executive functions, linguistic and cultural fluency and social-emotional development. The results of each hour long DERS assessment yields scores in five broad domains of human development. In support of our 2018-19 program level goal, special attention will be given to adult and student behaviors measured in the Social Fluency and Emotional Flexibility category.

In the National Center for Montessori in the Public Sector's DERS technical guide, the writers explain, "Because communication is, foremost, a social activity, language and social development, which are both grounded in culture, are key partners. Likewise, Emotional Flexibility indicators correlate with emotional regulation and social competence. Social and emotional development flourishes in environments that allow for spontaneous interaction among peers as well as between children and adults. The mimetic nature of social development makes mixed age grouping and intentional adult modeling central to the process of both social and linguistic fluency—indeed these processes are indivisible... Environments that nurture emotional flexibility are safe places, balancing warmth, connection and clear boundaries." The guide goes on to map inputs and outputs. Social emotional goals include safety, warmth, and trust between children and adults.

This program level goal affects all stakeholders and requires effort from each stakeholder group.

<u>Strategy, Method, or Action</u> What we will do To Support Goal	<u>Leadership</u> Individuals who will provide leadership for this strategy	<u>Evaluation Methods OR Evidence of Success</u> The evidence we will gather to demonstrate progress and achievement of this strategy
<p>DERS Observations and feedback with a focus on Social Fluency and Emotional Flexibility</p> <p>Grace and Courtesy guidelines by building and school-wide for adults, children, families</p> <p>Teaching and practice of behaviors and attitudes that support Grace and Courtesy</p> <p>Revise Friday calendars to emphasize time with levels, assistants, classroom teams</p> <p>Read <i>Invisible Classroom</i> and practice skills embedded in text</p> <p>Practice new communication protocols and develop skills in direct, authentic communication</p> <p>Parent education emphasizing trust, connection, understanding of the school's mission, vision and values and our context in public charter education</p> <p>Use social media as a tool for exploring belonging, connection, safety, and brain science as it supports these goals in education</p> <p>Clarify the special education referral process</p> <p>Explore collaboration with other public charter schools</p> <p>Establish connections with local media</p>	<p>Principal</p> <p>Administration and Staff</p> <p>Instructional Staff</p> <p>Administration, Special Projects Coordinator</p> <p>Principal, Staff</p> <p>Administration, Board, Site Council, RCO</p> <p>Principal with support from other school leaders, RCO and board</p> <p>Special Projects Coordinator, Principal</p> <p>Principal, 4J supports</p> <p>Principal</p> <p>Administration and Board</p>	<p>DERS Data Collection for the year</p> <p>Staff participation in activities to establish school-wide Grace and Courtesy Guidelines, beginning implementation of school-wide structure of support</p> <p>Sharing during levels meetings and all-staff meetings, improvements in culture and climate, SWIS data, DERS data</p> <p>Staff attendance at Staff Fridays, fidelity to the year-long schedule</p> <p>Discussion of text and activities on Staff Fridays, evidence of positive culture and climate in classrooms and common areas (DERS, SWIS, survey)</p> <p>Participation in Staff Fridays, survey, interview, qualitative data about conflict resolution</p> <p>Parent attendance at events, survey, interview</p> <p>Log of regular social media posts</p> <p>Record of training, successful use of new referral process (and 504 referral process), successful implementation of classroom accommodations</p> <p>Connection with at least one local reporter, Ridgeline authorship of at least one story package shared with local media</p>

Strategy, Method, or Action What we will do To Support Goal	Leadership Individuals who will provide leadership for this strategy	Evaluation Methods OR Evidence of Success The evidence we will gather to demonstrate progress and achievement of this strategy
<p>Site council will represent all stakeholder groups in energetically working to define and execute specific actions that will support this goal</p> <p>Survey students, parents and staff to learn more about trust and safety</p> <p>Outreach to new students</p> <p>Maintain the calendar for weekly instructional walkthroughs; focus on conditions that support and foster social fluency and emotional flexibility</p> <p>Collaborative Problem Solving training and connections for families.</p>	<p>Site Council</p> <p>Site Council, Special Projects Coordinator, Principal School Counselor, Instructional Staff, Principal Principal</p> <p>Executive Director, Principal</p>	<p>Defined action steps for different stakeholder groups, discussion of progress at site council meetings</p> <p>Survey results are collected and analyzed; results lead to goal discussions for 2019-2020</p> <p>Learning activities, regular counselor meetings, discussion at student support meetings</p> <p>Walkthrough notes</p> <p>Training complete for administration in September; implementation of tools and ongoing referral for selected families.</p>

C. 2018-19 Attendance Goal

2018-19 Attendance Goals: By implementing a positive and proactive attendance plan with fidelity, Ridgeline seeks to increase good attendance by 2%. We seek to move at least five students from moderate attendance to good attendance. We also plan to look at the correlation between gender and attendance this year, and attempt to bring male identified and female identified students within 5% of each other across the three risk categories, hopefully shifting more of our male students into lower risk categories.

2017-18 Goal: 90% or more of students enrolled in Ridgeline from September 2017-June 2018 will be regular attenders, attending 90% or more of all school days. (90% at 90%).

Progress on our 2017-18 Goal: Our chronic absenteeism rate in 2017-18 was 15%. This is an increase of 1.4% over the previous year. We did not meet our goal of cutting chronic absenteeism down to 10% or lower. However, we began implementation of our attendance plan, and approached the work with a growth mindset. Our 2018-19 attendance plan reflects all that we learned about systematically addressing absenteeism over the course of 2017-18. We have reasonable confidence that our plan will shift positive attendance at Ridgeline, especially with the addition to our staff of a new Special Projects Coordinator who believes in improving attendance as a way to change the world.

To date, we have accomplished the following:

- Letters have been sent to every returning student regarding their specific pattern of attendance and goals and expectations for this year
- Educational materials have been sent in back-to-school packets
- Teachers were supplied with the year-end attendance summaries for 2017-18, which included their classroom's details
- Teachers received attendance materials at age-appropriate levels to distribute during meetings with any new families
- New families attended a Ridgeline 101 which included an inspirational presentation about attendance

We will continue by implementing Ridgeline's newly updated attendance plan.

2017-18 School-Wide Attendance Report

Overall School-wide attendance

Chronic	41	16%
Good	133	51%
Moderate	85	33%

Attendance by Grades

Row Labels	Chronic	Percent	Moderate	Percent	Good	Percent	Total
KG	6	20%	8	27%	16	53%	30
1	1	3%	15	52%	13	45%	29
2	10	33%	4	13%	16	53%	30
3	3	10%	11	37%	16	53%	30
4	4	12%	11	33%	18	55%	33
5	8	26%	9	29%	14	45%	31
6	4	16%	10	40%	11	44%	25
7	5	18%	7	25%	16	57%	28
8	0	0%	10	43%	13	57%	23
Total	41	16%	85	33%	133	51%	259

Attendance by Teacher

Teacher	Grade	Category	Number	Percent
Diana	Kinder	Chronic	6	20.0%
Eric	Lower EL	Chronic	4	13.3%
Emily	Lower EL	Chronic	4	13.3%
Cheri	Lower EL	Chronic	6	20.7%
Mary	Upper EL	Chronic	8	25.8%
Clint	Upper EL	Chronic	3	10.34%
Sharon	Upper EL	Chronic	5	17.24%
Jon	MS	Chronic	2	8.00%
Carrie	MS	Chronic	3	11.54%
Total		Chronic	41	15.83%

Attendance By Gender

Category	Male	Percent	Female	Percent
Chronic	25	61.0%	16	39.0%
Good	68	51.1%	65	48.9%
Moderate	42	49.4%	43	50.6%

Ridgeline Montessori Attendance Plan 2018-19

By implementing a positive and proactive attendance plan with fidelity, Ridgeline seeks to increase good attendance by 2%. We seek to move at least five students from moderate attendance to good attendance. We also plan to look at the correlation between gender and attendance this year, and attempt to bring male identified and female identified students within 5% of each other across the three risk categories, hopefully shifting more of our male students into lower risk categories.

- Good attendance is defined as missing no more than 5% of all school days.
- Moderate attendance is defined as missing between 6-10% of all school days.
- Chronic absence is defined as missing 10% or more of all school days.

The chart **on subsequent pages** shows strategies that we will employ in 2018-19 to enact a positive shift in attendance at Ridgeline.

Strategies for Support

To address attendance, Ridgeline will employ a tiered system of intervention.

1. **Tier I** strategies are preventative and centered in creating a positive school environment, communicating with parents and students, using data, recognizing good and improving attendance, providing personal outreach, and identifying and removing barriers. These strategies are available to all students.
2. **Tier II** strategies intervene early to support students who need more support.
3. **Tier III** strategies offer intensive supports to students who are chronically absent and need more support to attend regularly.

LEVELS OF STUDENT NEEDS

This chart assumes that students can be divided into tiers reflecting the level of anticipated need for supports:

Tier 1 = students whose good attendance could be maintained and cultivated as long as the universal, prevention-oriented supports are in place.

Tier 2 = students who have a past history of moderate absence or face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports.

Tier 3 = students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor: most commonly mental health issues and family instability. Planned absences when school is in session are also having a strong negative impact on our overall student attendance.

	TIER 1	TIER 2	TIER 3
A. Monitor Data	<ul style="list-style-type: none"> » Have office staff report attendance to Student Support team and individual classrooms to identify trends for all students and identify how many and which students fall into the different tiers of needed support » Establish individualized plans for reducing absence and late arrivals based on Student Support team process <p>Identify common barriers to attendance and on-time arrival</p> <p>Break out attendance by gender at student support meetings.</p>	<ul style="list-style-type: none"> » Have office staff review attendance every week and share with classrooms, to identify students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance » Have counselor and/or principal chat with students and families to try to account for continued absences. <p>Identify which students with persistent chronic absence/lates need an appropriate tier 3 response</p>	<ul style="list-style-type: none"> » Continue to update list of tier III students. » Share tier III information with classroom teachers so they can work to connect with students/families who are missing 20% or more of school days <p>Have office staff alert admin/counseling team when tier III students are absent so principal or counselor can follow up on absences for each student identified for tier III intervention</p>
B. Engage students and parents	<p>Create a school climate that encourages students to come to school everyday</p> <ul style="list-style-type: none"> » Work to ensure that every individual in our community feels KNOWN, SEEN, APPRECIATED and ENCOURAGED to GROW » Provide an engaging Montessori curriculum that draws students to school » Keep school clean and clear of health hazards 	<p>Provide information and attention that underscores concern for children</p> <ul style="list-style-type: none"> » Call or send letter to alert family to attendance concerns and explore what help may be needed » Suggest a home visit and/or conference to address barriers to attendance » Use the Student Attendance Success Plan to help develop family strategies to support improved attendance 	<p>Assess student and family needs and intensify outreach</p> <p>Utilize lessons learned from working with families and students in tier three to inform tier one and two prevention and intervention efforts.</p> <p>Help troubleshoot transportation issues for families travelling a distance to attend</p>

	TIER 1	TIER 2	TIER 3
B. Engage students and parents (Continued)	<ul style="list-style-type: none"> » Cultivate an atmosphere where students feel respected and safe » Provide enrichment activities for students, such as field trips, going-outs, and assemblies <p>Communicate at strategic times of the year that extended family trips negatively influence student academic achievement, regardless of our culture's beliefs about the educational benefits of travel.</p> <p>Create a welcoming culture of attendance</p> <ul style="list-style-type: none"> » Greet students and families at the door in the morning » Reinforce positive, welcoming experience in the front office » Create visuals (bulletin boards, banners, posters) and/or presence on social media to reflect attendance messaging and modify during the year to sustain impact » Explain expectations for attendance, and how absences can add up, in back-to-school materials and at events » Tell parents how to report an absence 	<ul style="list-style-type: none"> » Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community resources that may be helpful in addressing barriers identified » Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families <p>Identify and provide for family needs e.g. food pantry, clothing assistance</p> <p>Maintain contact with family to ensure they are receiving needed support.</p> <p>Identify academic needs of the student and develop a plan to connect student with instructional assistant support.</p> <ul style="list-style-type: none"> » Determine if the student has make-up work that is needed to keep up with classroom activities » Discuss gender as a possible factor in poor attendance (discipline, engagement, etc) 	

	TIER 1	TIER 2	TIER 3
	<ul style="list-style-type: none"> » Ensure that Ridgeline continues to have opportunities for parental engagement and involvement including organized parent groups, learning at home, and volunteer opportunities <p>Provide activities that engage students and families</p> <ul style="list-style-type: none"> » Call when students miss school or arrive late repeatedly to express concern » Welcome students back and identify any academic support needed. 		
C. Recognize Good & Improved Attendance	<ul style="list-style-type: none"> » Create friendly awareness of attendance by classroom, celebrating groups that show up. » Celebrate individual progress through periodic recognition using verbal and/or written acknowledgement » Share images on facebook highlighting all the good stuff that is happening for kids who are attending that day! 	<p>Establish specific individual goals and provide recognition as they are met.</p> <ul style="list-style-type: none"> » Work with students and families to set attendance goals and time frames » Award Improved Attendance Certificates » Discuss attendance with children—help them monitor their own efforts (instructional staff) » Recognize good and improved attendance (admin and office staff) <p>Develop strategies with students based on age, interest and other factors</p>	<p>Incorporate appropriate positive reinforcements into plans for supporting the student’s improved attendance—pizza party, etc.</p>
		<ul style="list-style-type: none"> » Discuss attendance at conferences 	

	TIER 1	TIER 2	TIER 3
D. Provide Personalized Early Outreach	<ul style="list-style-type: none"> » Place calls home each day that a student is absent » Include attendance on report cards and in conferences » Integrate information about chronic absence into parent programs and communications throughout the year » Host a transition meeting with incoming families to help them learn about their child’s new school, get to know their teachers, and to set expectations about attendance including clearly communicating how absences can add up and impede learning, along with helping families to understand all of the learning that happens in the early grades. Kinders meet individually with kinder teacher and connect during summer playdates. New Families of upper el and MS students meet with the principal. New families attend Ridgeline 101. 	<p>Assess student and family needs</p> <ul style="list-style-type: none"> » Post transportation needs in enews. <p>Work with students and families to develop strategies for improved attendance: See My Attendance Success Plan</p>	<ul style="list-style-type: none"> » Ensure continued positive and regular contact with the family » Check in on agreements at appropriate intervals » Follow through on commitments of support to the family <p>Encourage teachers to check in directly with their student who is absent, not just with the parent. (“We missed you yesterday.” Or “You’ve been absent a lot. What’s up?”)</p>
E. Remove barriers to attendance	<p>Invite parents and community members to help address the barriers that keep</p>	<ul style="list-style-type: none"> » Identify barriers to attendance, such as health, transportation or housing; use 	<ul style="list-style-type: none"> » Connect students with chronic physical and mental health issues to medical providers

	TIER 1	TIER 2	TIER 3
	<p>children from attending school. Strategies could include:</p> <ul style="list-style-type: none"> » Stock a food pantry to address hunger. » Use Safe Routes to School Program, volunteer crossing guards, park and stride. » Reach out for connections to health services through our sponsoring district » Keep clothing closet stocked with warm clothes, boots, shoes and muddy puddle offerings » Use positive behavioral support and restorative discipline practices <ul style="list-style-type: none"> Work with staff to create greater safety and connection with students and families, especially new kiddos <p>Examine data to see if any group is being disciplined disproportionately</p>	<p>volunteer network to help connect families with resources</p> <ul style="list-style-type: none"> » Develop a quick resource guide for mental health supports. » Reach out to public agencies and community partners and resources as needed to address barriers to attendance (especially mental health) » Have the school counselor provide families with information on community resources that can help overcome barriers 	

Adapted from AttendanceWorks.org Principal Toolkit