

# IPP Demo Site Ruby Bridges:

**A school's story of how MTSS and Inclusion  
brought a vision of belonging to life**

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UNIVERSITY *of* WASHINGTON

HARING CENTER  
FOR INCLUSIVE EDUCATION



# WHO WE ARE

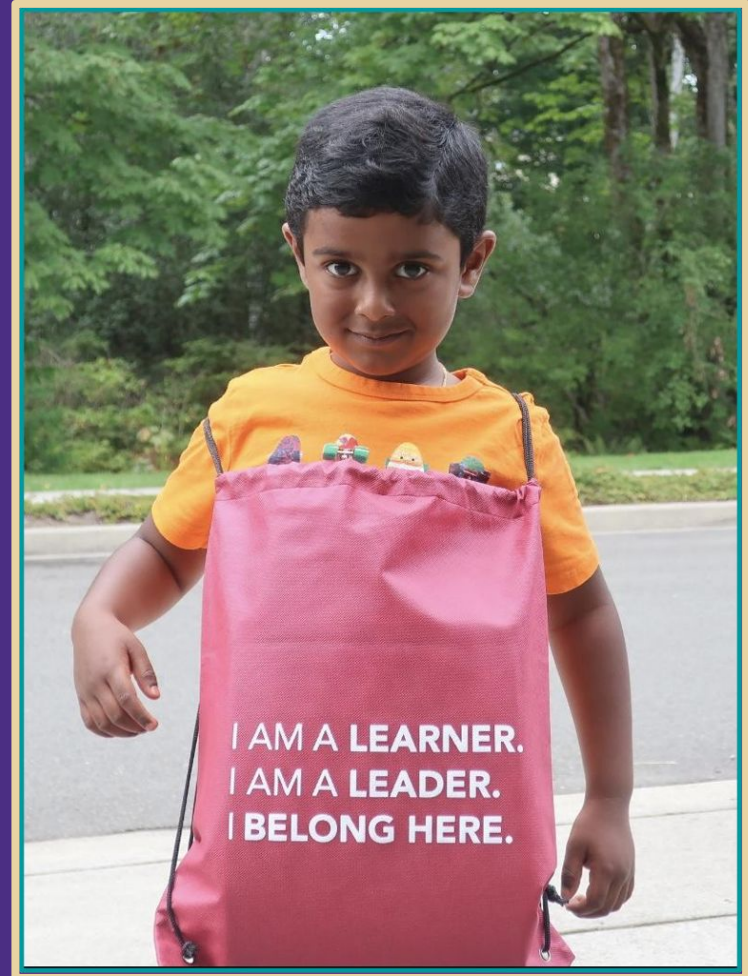
Cassie Martin



Cathi Davis



# YOU ARE A LEARNER. YOU ARE A LEADER. YOU BELONG HERE.



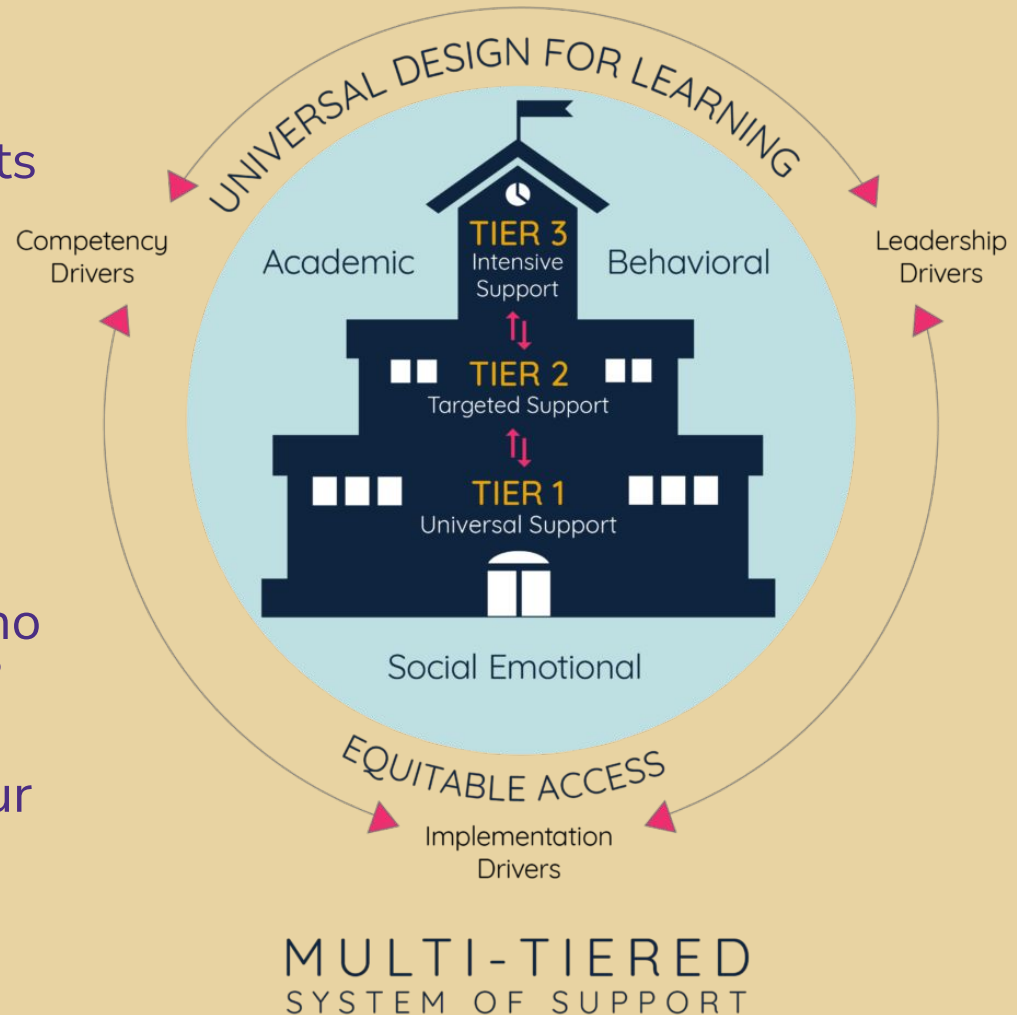
# ABOUT RUBY BRIDGES ELEMENTARY

- “We thought of you when we made this space”
- Thoughtful partnership with all stakeholders in the learning community
- “*GETTING RID OF THE BOXES ALTOGETHER*”--No labels and no segregated spaces--Everybody is IN
- Presume competence and prioritize dignity for each student
- General education context and content is for all students
- Core master schedule, flexible service delivery and collaborative planning/teaching



# BEYOND AN “INITIATIVE”

- What do we want in place for all our students?
- What are the needs of all our students?
- How do we make sure students get what they need at the universal level?
- What is the current reality in terms of Tier 1 structures and supports?
- What strengths exist in our building?
- What are our beliefs about who benefits from core instruction?
- Are our school-wide expectations inclusive of all our learners? Are they inclusive of our educators as well?



# We are Ruby Bridges Elementary!

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## Ruby Bridges Elementary is...

A Community of Belonging

An Inclusive Practices  
Learning Community and  
Demonstration Site for the  
State of Washington

A Primary Years Program  
Model School (*in process*)

# Belonging and MTSS

<https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction>



**Belonging is easy to affirm but much harder to define.**

- What does it really look like for students with disabilities to **experience belonging** within inclusive schools?
- What are the **experiences and relationships** that will assure them that they have a cherished place **within their learning community**?
- **How would you know** whether your students have found a place of belonging in your school?

TIES Center: Dimensions of Belonging

Schools that are committed to the concept of belonging **must have a strong understanding of the practices and postures** that contribute to this goal. “

McCart & Miller - keep in mind that “equity in education demands each and every student in a community be invited, welcomed, and given a sense of belonging in a system of teaching and learning that is fluid, responsive, dynamic, and that uses all available resources matched to each student’s needs.”

- from Leading for Equity based MTSS.

“**Belonging**, or being fully human, means *more* than having access. Belonging entails being respected at a basic level that includes the right to both co-create and make demands on society.”



“Belonging Through a Culture of Dignity,”  
by Floyd Cobb and John Krownapple

A focus on belonging is a prerequisite for achievement and self-actualization.

Figure 3.1 Stairs to Fulfilling Potential

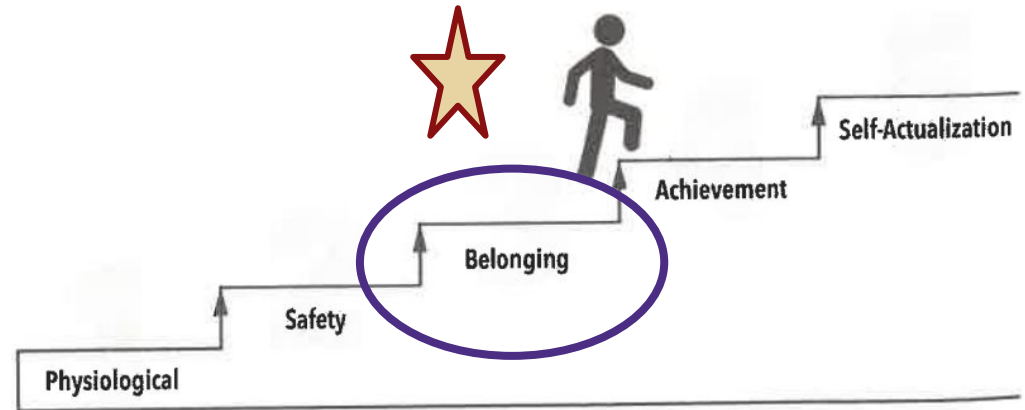


Figure 3.2 An Indignant Hierarchy of Needs

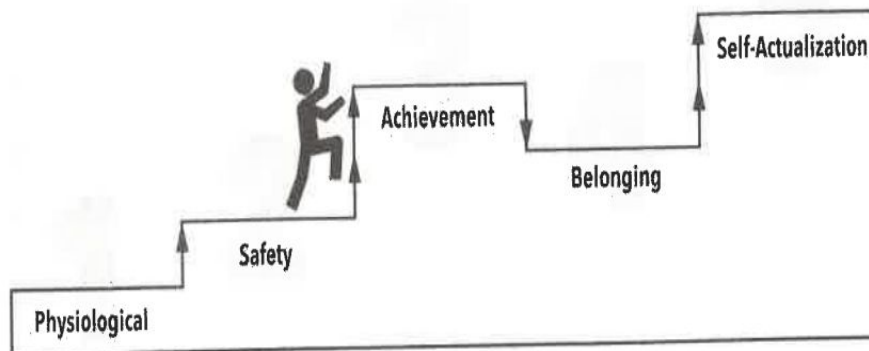
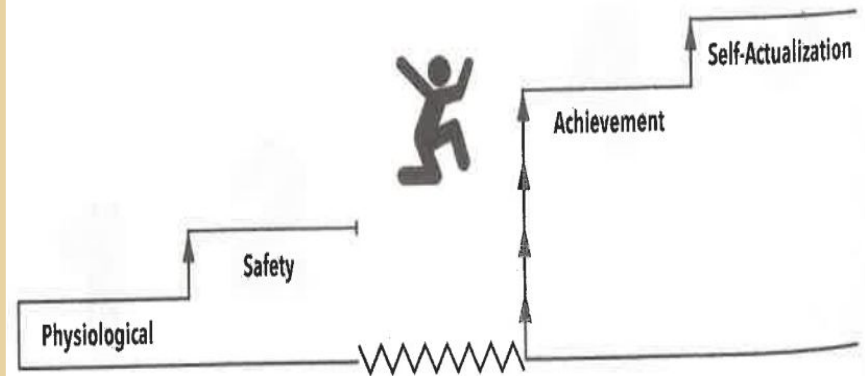


Figure 3.3 Belonging Gap

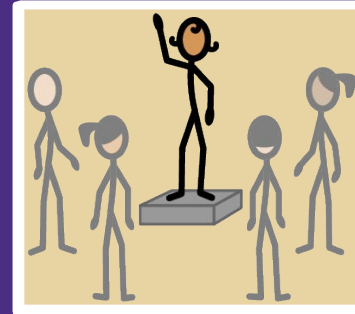


# OUR VISION AT RUBY BRIDGES ELEMENTARY

- YOU ARE A LEARNER.



- YOU ARE A LEADER.



- YOU BELONG HERE.



# Access to Tier 1

Tier 1 is the Core instruction guaranteed and delivered to all students. It provides multiple opportunities for students to take in information.

It includes:

- Ongoing formative assessment
- Recognition of diverse learners
- Group Work
- Problem solving
- Choice
- Multiple representations

<b>Tier 1</b> (80% of school population)
<b>Definition:</b> <u>Core instruction</u> (literacy, math, language learning, SEL) provided in the general education classroom using scientifically-based materials. Classroom teachers provide small group or whole group instruction.
<b>Core Instruction</b> To address areas of concern, the classroom teacher provides: <ul style="list-style-type: none"><li>● Differentiated instruction</li><li>● Small group remediation (<b>success groups</b>)</li><li>● UDL strategies</li></ul> Student progress is monitored using universal screening tools (see above)
<b>Assessment &amp; Data Collection</b> Universal screening tools: <ul style="list-style-type: none"><li>● i-Ready diagnostic (3x per year)</li><li>● Initial IRLA Baseline</li><li>● Power Goals (2-3 week cycles all year)</li><li>● DESSA (SEL screener) (3x per year)</li></ul>
<b>Next Steps</b> Grade level teams and MTSS teams analyze core instruction.  Is core instruction effective for <b>AT LEAST 80%</b> of the class?  <b>If YES</b> → Move to Tier 2 strategies <b>If NO</b> → Strengthen and revise Tier 1 core instruction



“Children who learn  
together, learn to  
live together.”



**S**tay to the  
**RIGHT** side

**W**alk or roll  
safely

**I**nside voices  
or whispers

**M**ake others  
feel welcome



Accessible, inclusive  
school-wide expectations for  
moving about the building

## Problem Solving Sheet

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_

(Print your name)



WHO was  
involved?



WHEN did  
it happen?



WHERE  
did it  
happen?



Playground



Lunchroom



Classroom



Hall



Specialist



Bus

OTHER \_\_\_\_\_



WHAT happened?

(Use back of page if you need more space)



PRINCIPLED



CARING



BALANCED



REFLECTIVE



COMMUNICATOR



OPEN-MINDED



RISK-TAKER



INQUIRER



THINKER



KNOWLEDGEABLE



How was I a leader to try to solve the problem?



I want help to  
solve this problem



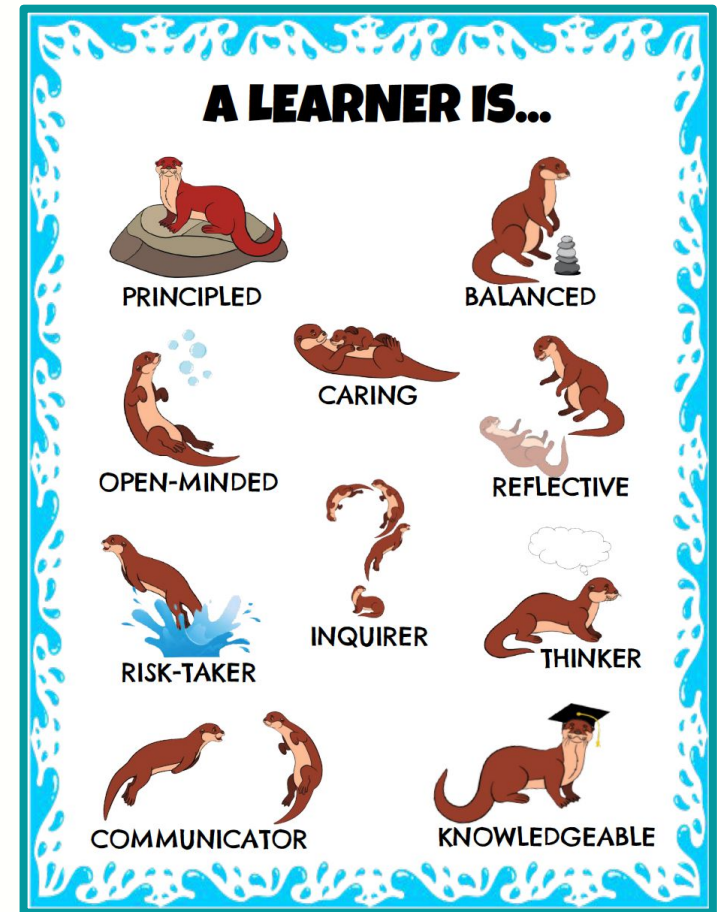
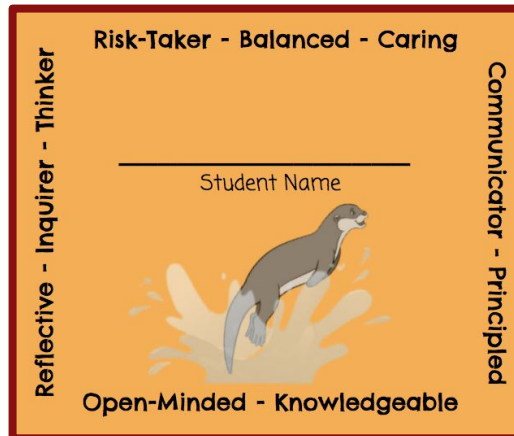
I wanted to let you know  
about this problem

Reframed student support for  
problem solving to align with PYP  
and be strengths-focused

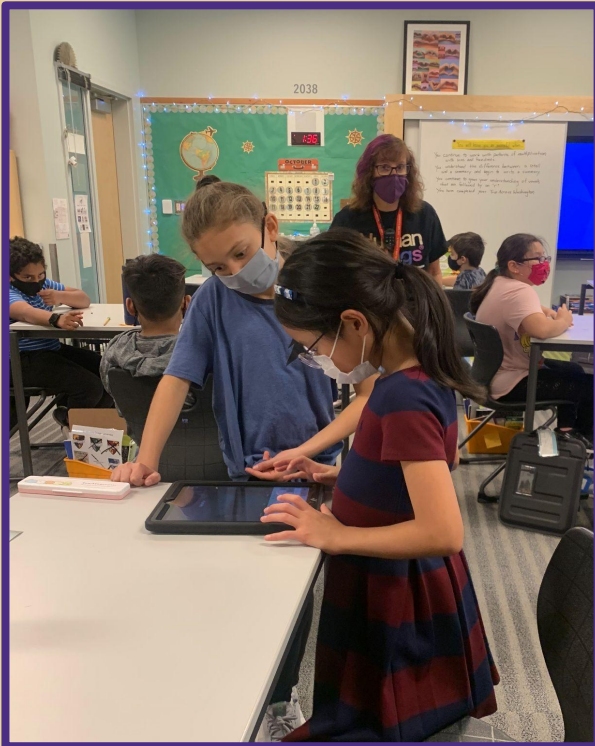
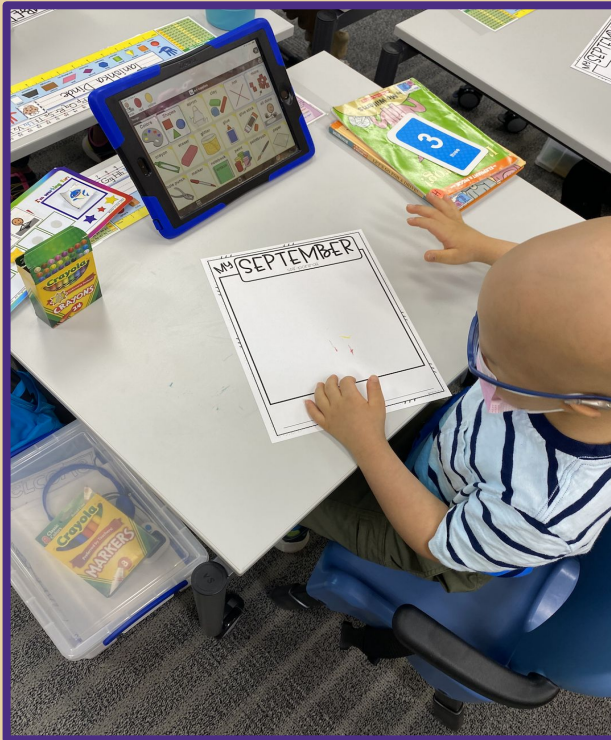
# Primary Years Program

## School-wide implementation

- PYP Learner Attributes focused PBIS program
  - Strengths-based, inclusive
  - Whole staff commitment
  - Recognition and learning of diverse learner traits
- Embedded inquiry-based learning and learner attributes into SEL learning lessons
- Moved Program of Inquiry development to 22-23 school year

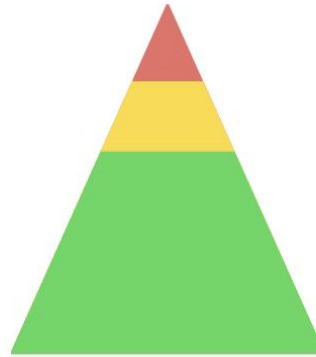
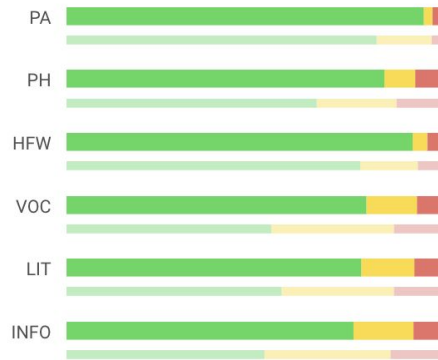


# Inclusion is better for everyone

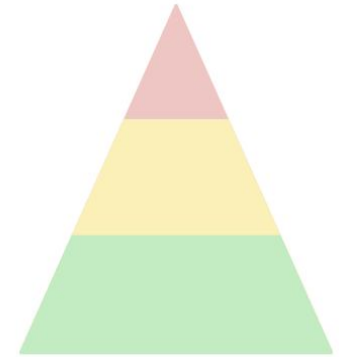
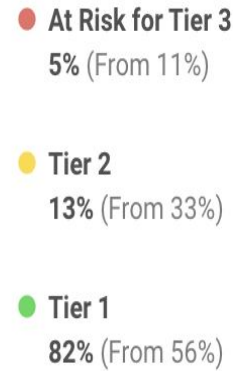


# Reading Results: Fall to Spring

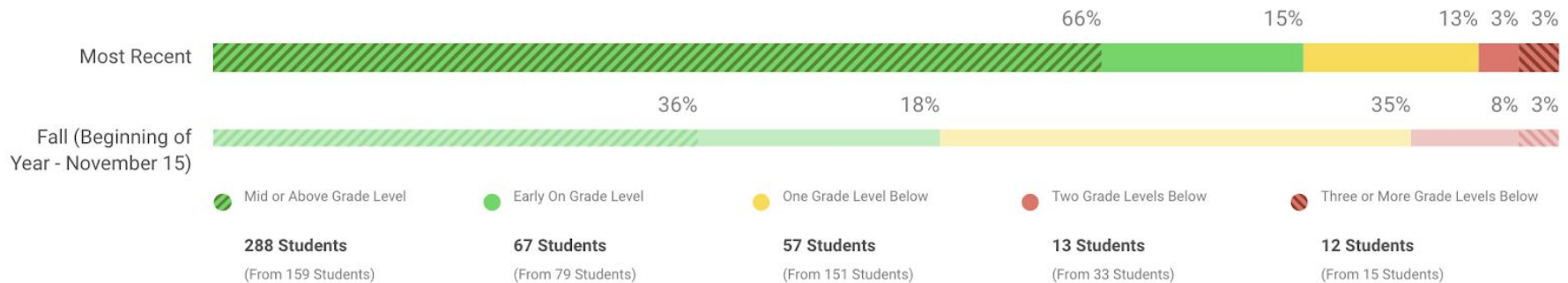
Placement By Domain



Spring

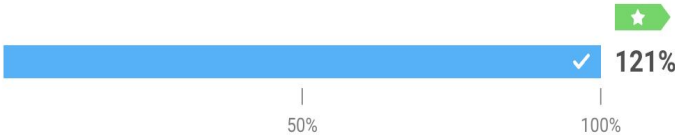


Fall



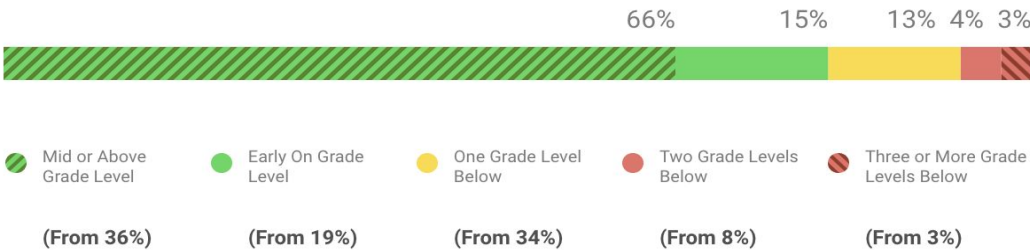
# Reading Results: Progress to Annual Typical Growth

## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution



English Learner

Overall Grade-Level Placement



Yes - English Learner

Most Recent



45%

23%

18%

8%

5%

Fall (Beginning of Year - November 15)



15%

10%

47%

21%

8%

No - English Learner

Most Recent



70%

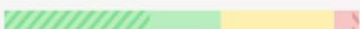
14%

12%

2%

2%

Fall (Beginning of Year - November 15)



41%

20%

32%

5%

2%

# Reading Results: Grade Level Placement Demographics

Race		Overall Grade-Level Placement									
American Indian or Alaska Native	Most Recent	<div><div></div><div></div></div>	50%	0%	50%	0%	0%				
	Fall (Beginning of Year - November 15)	<div><div></div><div></div></div>	0%	0%	100%	0%	0%				
Asian	Most Recent	<div><div></div><div></div><div></div><div></div><div></div></div>	77%	16%	5%	1%	1%				
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	47%	19%	31%	2%	1%				
Black or African American	Most Recent	<div><div></div><div></div><div></div><div></div><div></div></div>	80%	7%	13%	0%	0%				
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	20%	33%	40%	0%	7%				
Native Hawaiian or Other Pacific Islander	Most Recent	<div><div></div><div></div></div>	100%	0%	0%	0%	0%				
	Fall (Beginning of Year - November 15)	<div><div></div><div></div></div>	0%	100%	0%	0%	0%				
Two or More Races	Most Recent	<div><div></div><div></div><div></div><div></div><div></div></div>	82%	9%	3%	0%	6%				
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	50%	21%	18%	6%	6%				
White	Most Recent	<div><div></div><div></div><div></div><div></div><div></div></div>	49%	17%	23%	6%	4%				
	Fall (Beginning of Year - November 15)	<div><div></div><div></div><div></div><div></div><div></div></div>	24%	16%	41%	15%	5%				

# Learning and Leading in Inclusive Practices



**“There are no neutral actions.”**

-Shared by Principal Davis throughout our Inclusive Practices visits

“**Inclusion** is engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging; it affirms the talents, beliefs, backgrounds, and ways of living of its members.”



“Belonging Through a Culture of Dignity,”

by Floyd Cobb and John Krownapple

# Contact Information

IPP Demonstration Sites: [ippdemosites.org](http://ippdemosites.org)

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Cassie Martin, OSPI Special Education:  
[cassie.martin@k12.wa.us](mailto:cassie.martin@k12.wa.us)

[Inclusion is a Right Not a Privilege](#): UW Magazine  
Article about IPP Demo Sites and Ruby Bridges.

[OSPI MTSS webpage](#); [Inclusionary Practices  
Project webpage](#)

