Cathi Davis, Principal (Ruby Bridges Elementary)
Brett Wille, Principal (Monroe HS)
October 14, 2025

Today's Agenda

- Welcome and Introductions
- Who's in the Room? Why?
- Sharing Our Why/Q&A
  - Brett
  - Cathi
- Learning Forward Together
  - Problems of Practice
  - Goals and Outcomes
- Closing

Group Connection

Think and share in the chat...

- Share two words that come to your mind when thinking about inclusionary practices.
- Share something that brought you in the room today.
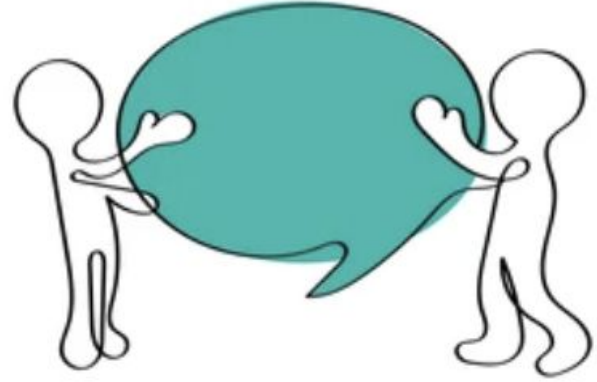
Where are you in the journey?

Think and share in the chat ...

Pre ... We are thinking about it

Initial ... We are taking our first steps

Implementing ... We are on the journey

Sustaining ... We can help others now

Zooming in on our why and our story...

Brett Wille, Principal
Monroe High School

High School **PLUS** For Every Student at MHS

Some Key Questions

- What is your current reality?

- What are the brutal facts?

- Are we ok with the outcomes we are currently achieving?

- Is this what we would want for our own kids?

Compelling Data

Proficiency

	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	7.00	6.00	8.00	8.00	7.25	6.41
Targeted Subgroups	5.25	4.00	6.00	7.00	5.56	

Growth

	Reading		Math		Average	Growth Average
All Students	5.00		4.00		4.50	4.38
Targeted Subgroups	5.00		3.50		4.25	

2014 INDEX RATING	5.19

Proficiency

	ELA	Math	Science	Average	Proficiency Average
All Students	7.00	7.00	8.00	7.33	6.58
Targeted Subgroups	5.50	5.00	7.00	5.83	

Growth

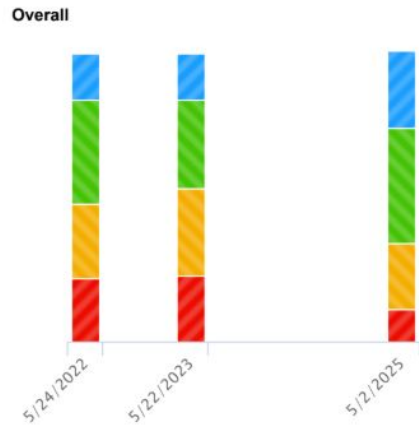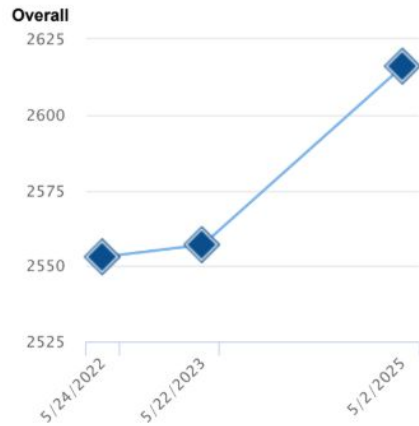|	ELA	Math	Average	Growth Average
All Students	8.00	8.00	8.00	7.88
Targeted Subgroups	8.25	7.25	7.75	

2016 INDEX RATING	7.36

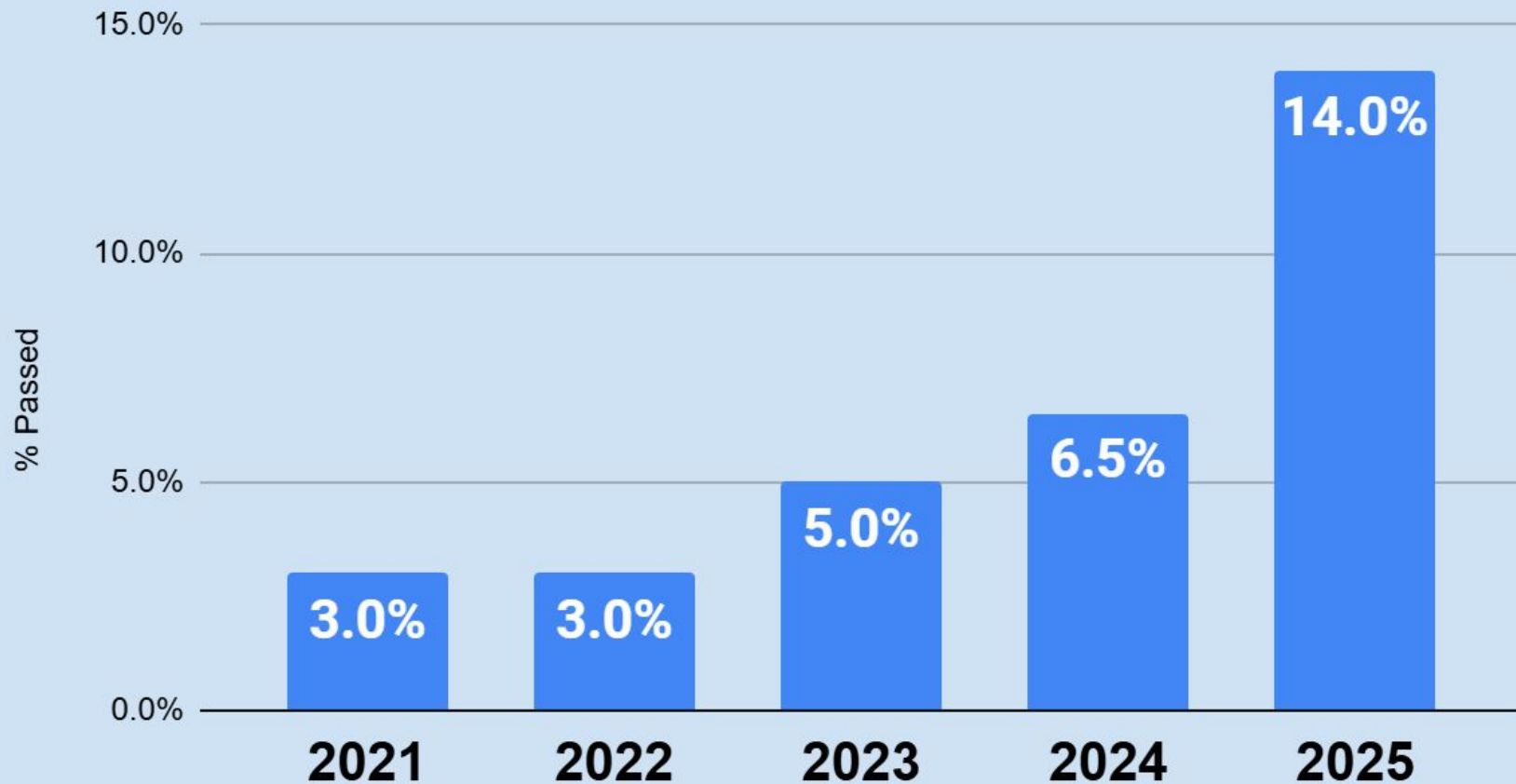**2019 Math Growth - Students with Disabilities**
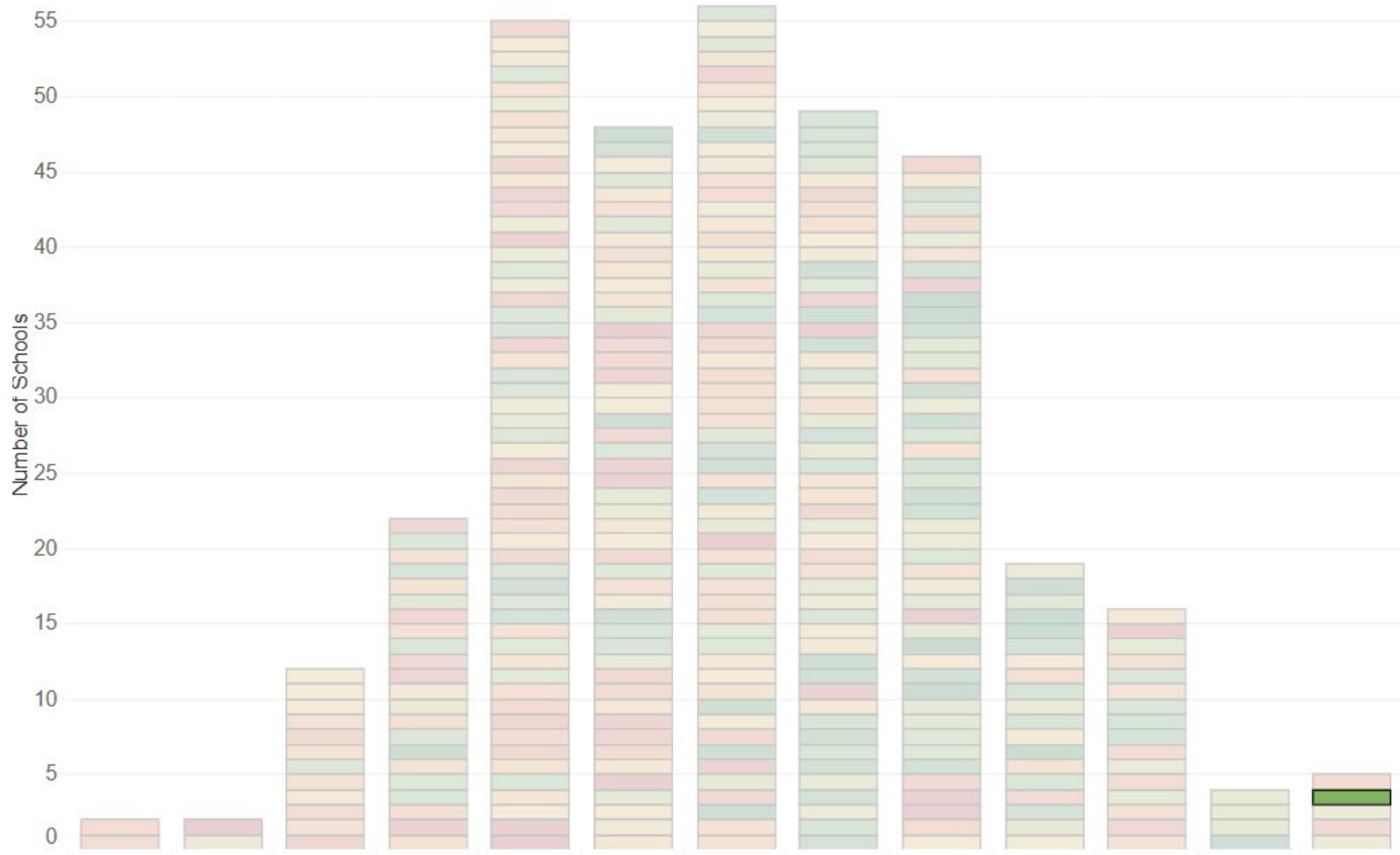
Longitudinal report of Score and Performance on Grade 10 ELA Summative: Monroe High School, 2021-2024
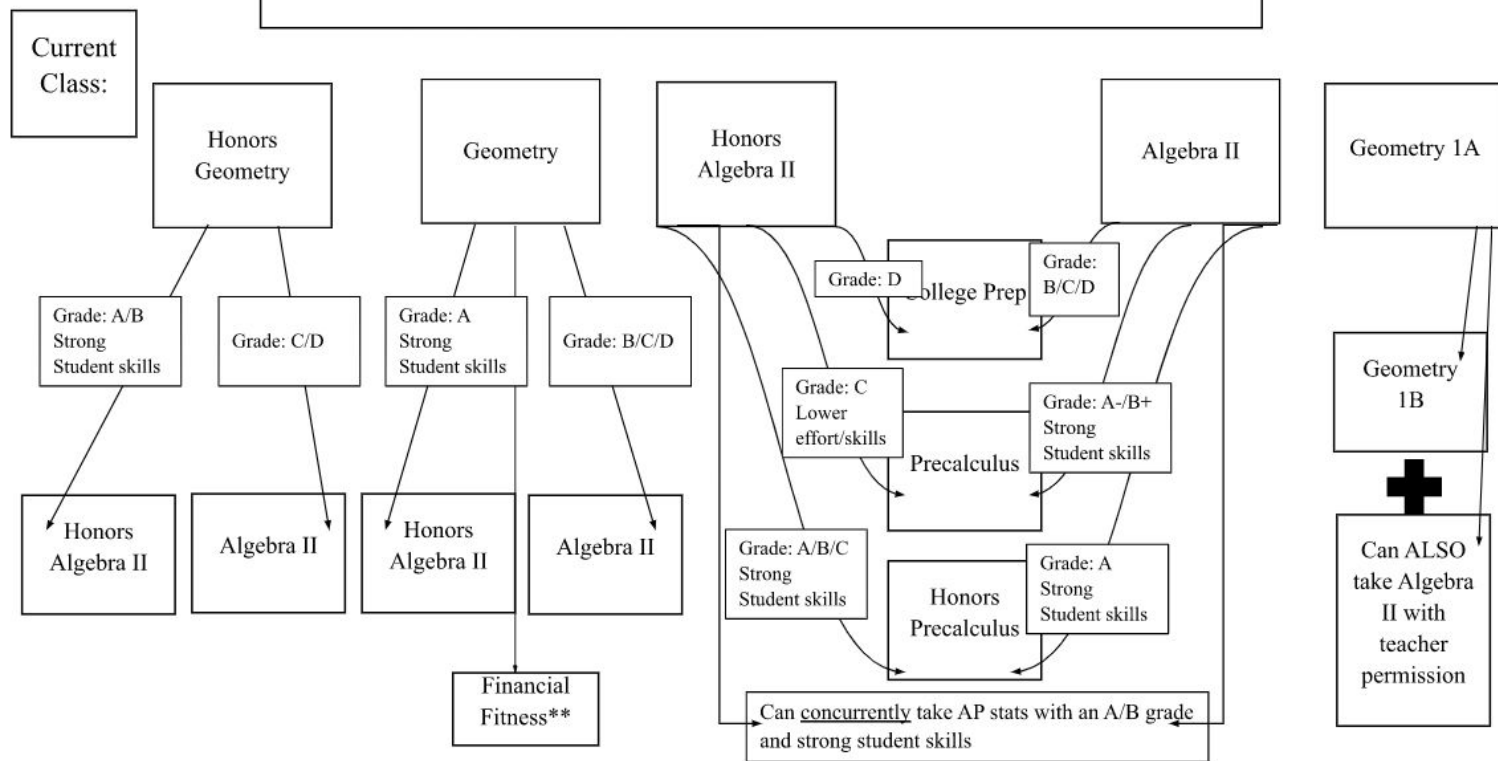
Filtered By **Test Reasons:** All Test Reasons **School Year:** All School Years **Reporting Date:** 05/12/2025

Overall

Overall

Math SBAC - Students w/ IEPs

Registering for Math for 11th Grade

Current Class:

Honors Geometry
Geometry
Honors Algebra II
Algebra II
Geometry 1A

Grade: A/B
Strong
Student skills

Grade: C/D

Grade: A
Strong
Student skills

Grade: B/C/D

Grade: D

Grade: B/C/D

College Prep

Grade: C
Lower
effort/skills

Grade: A-/B+
Strong
Student skills

Precalculus

Geometry 1B

Honors Algebra II
Algebra II
Honors Algebra II
Algebra II

Grade: A/B/C
Strong
Student skills

Grade: A
Strong
Student skills

Honors Precalculus

Financial Fitness**

Can concurrently take AP stats with an A/B grade and strong student skills

➕

Can ALSO take Algebra II with teacher permission

- These are GUIDELINES that all teachers, students, and counselors should look at. Ultimately math placement is decided by the student and their current math teacher together, based on the teacher's recommendation.
- Strong Student Skills: High quality homework, work done on time, asks questions, retakes tests as needed, shows initiative in getting help, participates in class discussions, organized, good attendance, etc.
- Honors Precalculus can earn college credit through College in the High School
- **Financial Fitness: Geometry grade of D and low Algebra I grade. Papers must be signed to acknowledge that this class does not meet college

11th Grade Math Data

Math 1, 2 or 3	100%
Algebra 1 Support	47%
Geometry Block	24%
Geometry	10%
Algebra II	4%
Algebra III	0%
Pre Calculus	0%

Quantitative & Spatial Directions: Animal Train
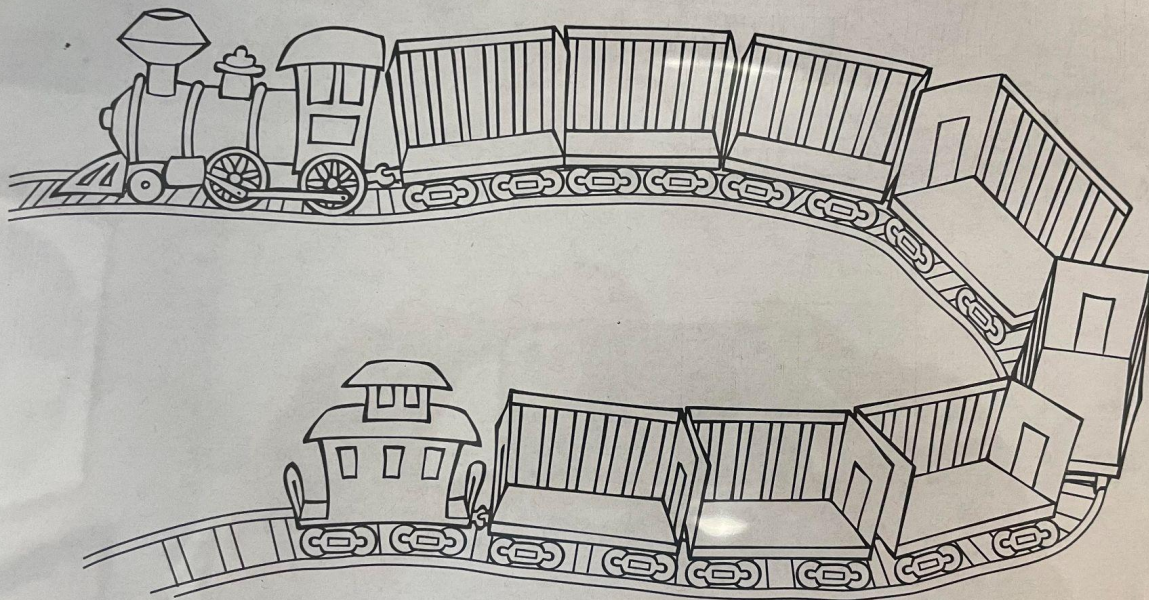
_____ _____ _____
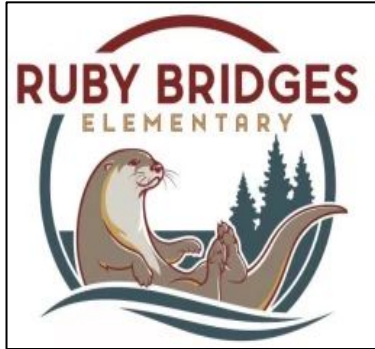Name   Date   Homework Helper

109
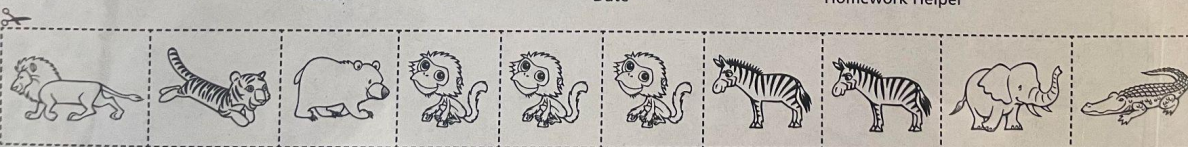
Cathi Davis, Principal
Ruby Bridges Elementary
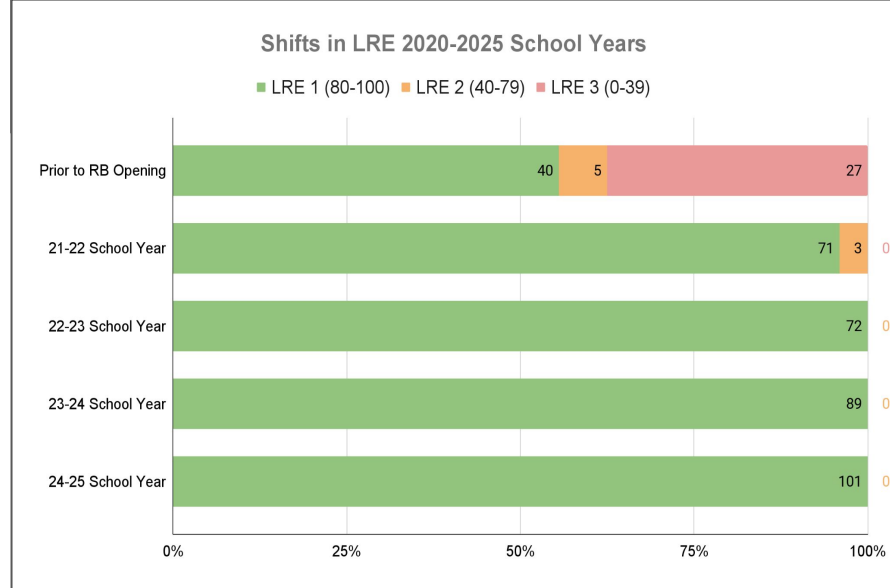
Zooming in on our why and our story…

"For every student who remains educationally segregated there are other students with <u>similar</u> attributes, abilities, and needs who are **successfully included**.

This simple fact suggests that whether a student with a disability is meaningfully included may have *less* to do with his or her characteristics and <u>**more**</u> to do with *the attitudes, skills, structures and practices of the adults responsible for providing education*."

–Michael Giangreco, University of Vermont

[Myths & Facts about Inclusionary Practices](#)
[Updated/Extended Myths & Facts 2024](#)

Shifts in LRE 2020-2025 School Years

■ LRE 1 (80-100)   ■ LRE 2 (40-79)   ■ LRE 3 (0-39)

School Year	LRE 1	LRE 2	LRE 3
Prior to RB Opening	40	5	27
21-22 School Year	71	3	0
22-23 School Year	72		0
23-24 School Year	89		0
24-25 School Year	101		0

Our Ruby Bridges Vision

You are a **learner.**
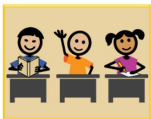
You are a **leader.**

You **belong** here.

It is a heartbeat, not a tagline.

"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."
-Floyd Cobb and John Krownapple

BELONGING

Needed · Present · Invited · Welcomed · Known · Accepted · Involved · Supported · Heard · Befriended

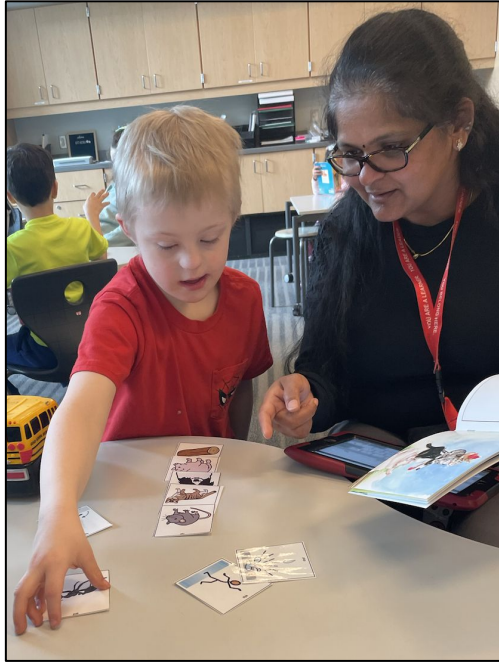# Our Ruby Bridges Commitments

Presume the competence of students (and the grown-ups)!

Make the least dangerous assumption for access and opportunity.

Celebrate learner variability... Plan for it. Lean into it with purpose.

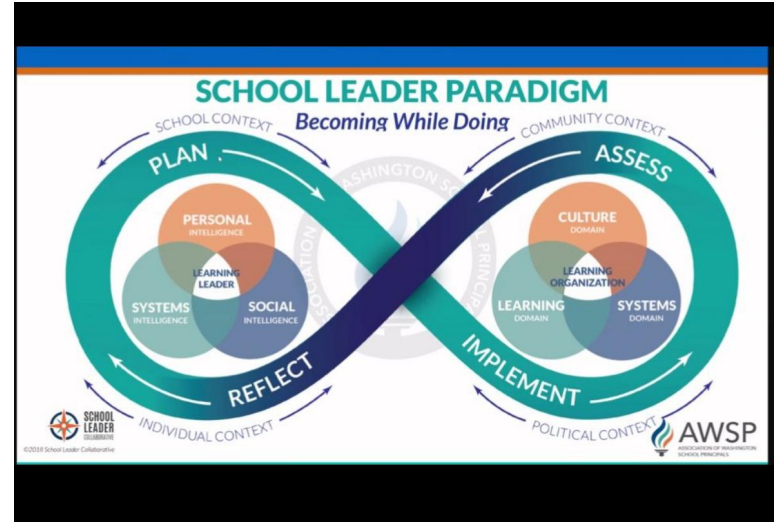Whatever the problem is, community is the answer.
–*Margaret Wheatley*

Key Principles and Practices for Schools
- Inclusive Mission and Vision
- Inclusive Building Schedule
- Collaborative Structures
- Inclusive Instructional Practices
- Flexible Service Delivery
- Inclusive IEPs
- Sustained Family and Community Engagement

RUBY BRIDGES
ELEMENTARY

Transformation is a Journey

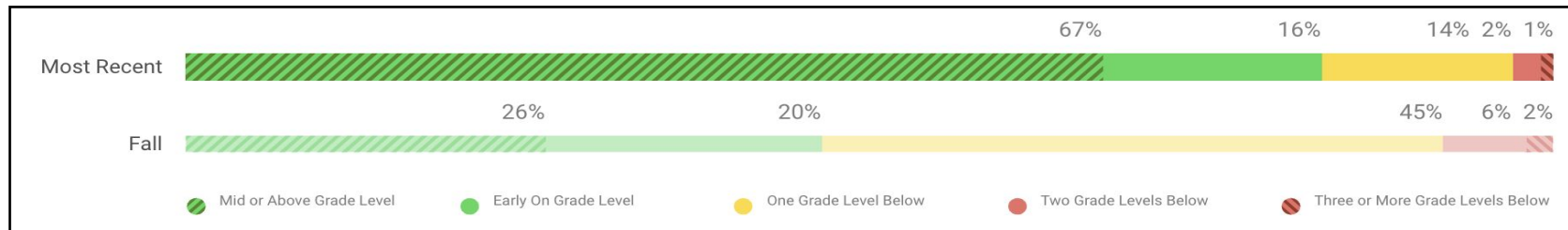To get from here to there, we have to support, love and lead staff to **move together…**

- Establish a clear vision and nurture it
- Build capacity and collective efficacy
- Amplify student stories and experiences
- Provide ongoing support and learning
- Support safety in risk–taking
- High support and high expectations
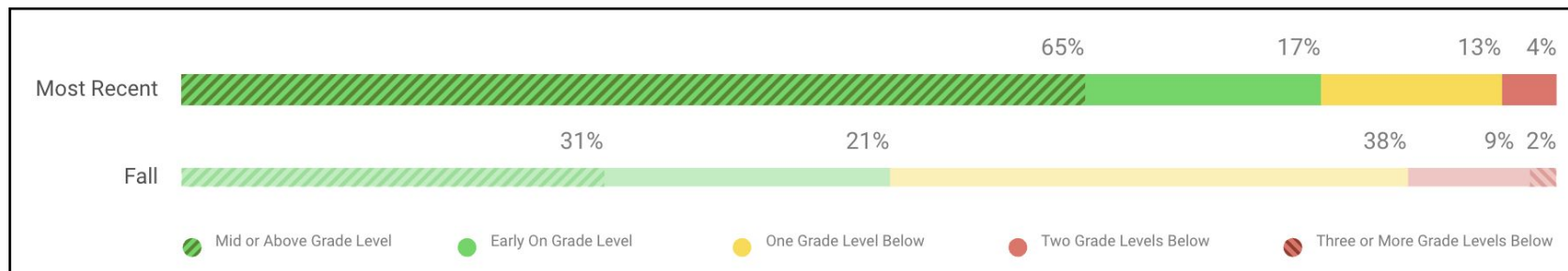- Presume competence and lead *through*

SCHOOL LEADER PARADIGM
Becoming While Doing

Ruby Bridges Elementary Academic Data

- ELA i-Ready Data Fall to Spring 2024-25 Results

Most Recent	67%	16%	14%	2%	1%
Fall	26%	20%	45%	6%	2%

Legend: Mid or Above Grade Level · Early On Grade Level · One Grade Level Below · Two Grade Levels Below · Three or More Grade Levels Below

- MATH i-Ready Data Fall to Spring 2024-25 Results

Most Recent	65%	17%	13%	4%
Fall	31%	21%	38%	9% 2%

Legend: Mid or Above Grade Level · Early On Grade Level · One Grade Level Below · Two Grade Levels Below · Three or More Grade Levels Below
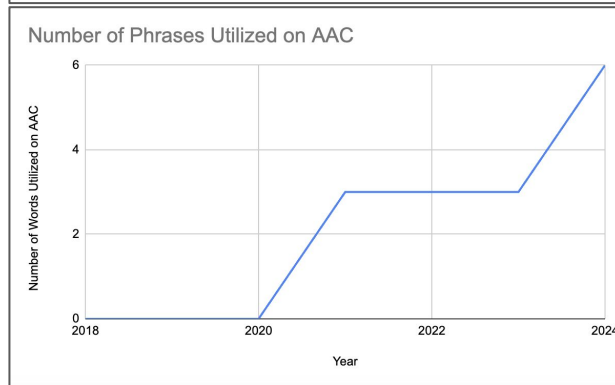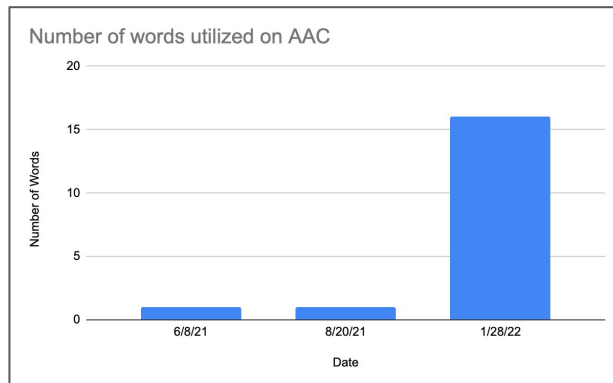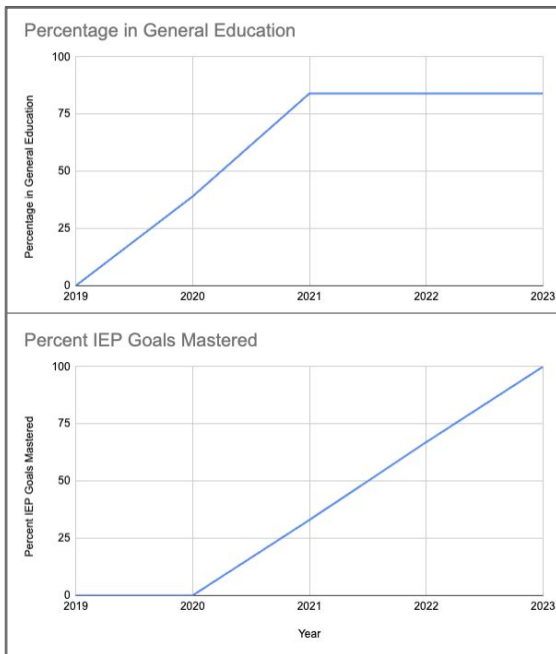
Inclusionary Practices Outcomes:

- 1st Grade student with more extensive special education supports provided LRE 1 access beginning in kindergarten

Year-to-Date Growth *Learn More About Growth*

Progress to Annual Typical Growth

Scale Points: 137/54

254%

50%   100%

This student has made 254% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

Scale Points: 137/96

143%

50%   100%

Overall Diagnostic Growth

Stretch 439

— Mid On Grade Level (396)
   On Grade Level (362-479)

420

+137

Typical 397

+63

300

Diagnostic 1†
343
● Emerging K
09/23/24

Diagnostic 2
406
◐ Mid K
02/04/25

Diagnostic 3
480
◐ Grade 1
06/04/25

Ruby Bridges Elementary IEP Data Sample

- Inclusive IEP goals and flexible service delivery
  - *Accelerated engagement, communication skill building and AAC use*

Percentage in General Education

Percent IEP Goals Mastered

Number of words utilized on AAC

Number of Phrases Utilized on AAC

Transformation is a Journey– A Peek into Inclusionary Practices and the WHY
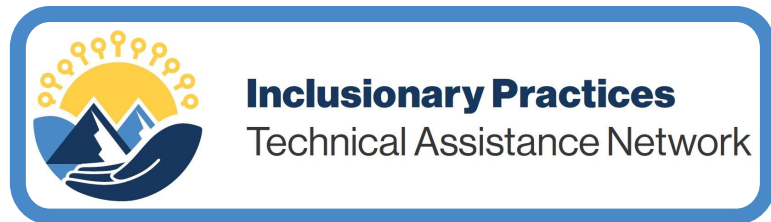
Learning Forward Together

Group Sharing/Discussion

- What are the current problems of practice that surface in inclusionary practices in your role?
- What goals or outcomes would you like to see for engaging with a professional learning community on this topic?

OSPI Inclusionary Practices Technical Assistance Network: Connection, Collaboration and Support

[Demo Sites Link](#)

Resources to Share in Building Capacity and Connecting to the WHY:

- [This is Not About Me Documentary](#)
- [Think Inclusive Podcast and Resources from MCIE](#)
- [Inclusion Stories Series](#)
- [Inclusive Schooling](#)
- Books→
  - [Leading for All](#)
  - [Ruthless Equity](#)

Optimistic Closure

Think and share in the chat...

- Something I am taking away to think more about today is...
- I am connecting _____ with my work as a leader right now.