Menus of Best Practices

Learning Assistance Program (LAP)

LAP offers services for K–12 students not yet meeting grade level in English language arts (ELA) and mathematics. LAP services work to increase student growth through research-based skill development and behavior supports that remove barriers to learning. These supports are collected in three subject-specific menus: English language arts, mathematics, and behavior. The goal is to increase academic growth during the student's enrollment in LAP services.

WSIPP Inventory of Evidence

The best practices and strategies included in these menus were informed by the Washington State Institute for Public Policy (WSIPP) Inventory of Evidence- and Research-Based Practices: Washington's K–12 Learning Assistance Program. In this report, WSIPP identifies effective methods for improving student outcomes.

Washington Integrated Student Supports Protocol

The purpose of the protocol is to encourage schools to use needs assessments to identify students' academic and non-academic barriers to learning, collaborate with their community to secure additional resources for students and their families, use data to monitor progress, and strive for greater alignment across student support services and programs like LAP.

Multi-Tiered System of Supports **

Multi-Tiered System of Supports (MTSS) is the framework to structure LAP services for students. This framework should include multiple levels of instruction, assessment, and intervention to support the needs of all students. A standard framework has three-tiers, where all students receive Tier 1 supports, and some students also receive Tier 2 and/or Tier 3 services and support.

Content Philosophy

Each of the three menus are built to support students throughout their journey in the education system, with the end goal of creating students that are ready for college, career, and life. Key components included in the menus are foundational skills, social/emotional learning, and claims & targets aligned to the state assessment. Social and emotional well-being is directly linked to cognitive and academic development in children. Learning outcomes in the menus are based on multiple measures of assessment to determine students' progress toward college and career readiness.

Implementation

It is critical to ensure best practices are used to design intensive intervention plans for students who have not yet met grade-level standards. Active implementation supports improved student outcomes. The implementation section can help districts develop a plan for active implementation.

**To download the menus, visit <u>k12.wa.us/SSEO/Menus.aspx</u>**

* New Entries
** Updated Entries

Behavior Practices & Strategies

Transition and Readiness

Credit Retrieval & Mastery of HS Standards *
Kindergarten Transitions
Grade 8-High School Transitions*

Student-Centered

Behavioral Health
Behavior Monitoring
Mentoring
Peer Mediation
Restorative Justice
Social Skills Instruction

Transition & Readiness

Student-Centered

Educator-Focused
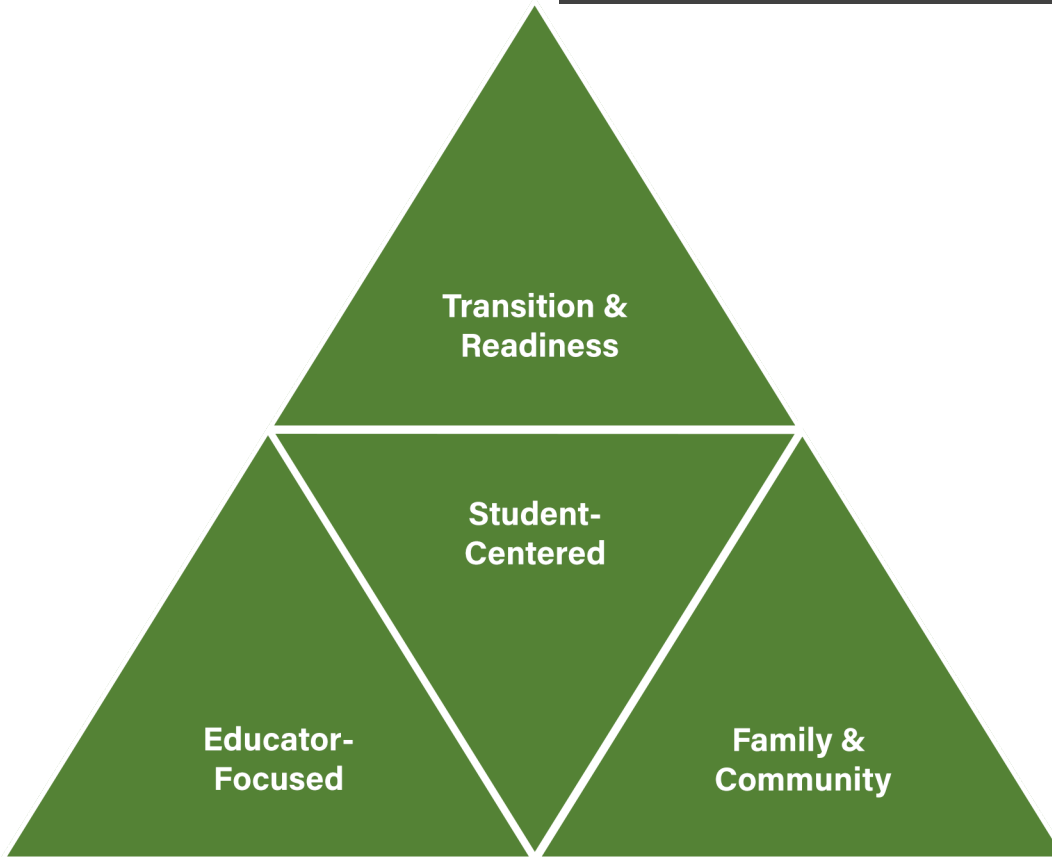
Family & Community

Educator-Focused

Behavior Consultant Teacher/Instructional Coach
De-Escalation
Professional Learning Communities **
Targeted Professional Learning
Trauma-Informed Approaches

Family and Community

Family Engagement
School-Community Partnerships

* New Entry
** Updated Entry

To download the Behavior menu, visit k12.wa.us/SSEO/BehaviorMenu.aspx