

October 23, 2024
School Improvement Planning Process



District Objectives set by the board
Directs the district work

Superintendent Action Plan is developed from
these Objectives

School Improvement Plans derive from the Action Plan



Our Vision: Every South Whidbey School District Student is a lifelong learner who is multi-culturally engaged, literate, and an active community member able to meet the challenges of our global society.

Our Mission: In collaboration with our community, every student will be supported to be a resilient, innovative, compassionate, and productive graduate prepared for a diverse and dynamic world.

SWSD's District Goals 2024-2025

Objective 1: Deepen our school culture of care and belonging with particular attention to systems, practices, and staff intra- and interpersonal capacities

Objective 2: Continue to use best practices that nurture and create innovative learning environments supportive of every student's resilience and success in the future they choose.

Objective 3: Through mission-aligned use and stewardship of our district assets (land, facilities, people, money, institutional knowledge, and time), we will create the conditions for a new superintendent's success.

Objective 1: Deepen our school culture of care and belonging with particular attention to systems, practices, and staff intra- and interpersonal capacities

Objective	Key Actions	Responsibility	Indicators
Restorative Practices (RJ)	Provide refresher PD for teachers in RJ practices.	administration	Observed discipline cases using RJ practices will reduce removal days from 23-24 school year
Willingness to Address Conflict	Implement training and support for conflict resolution among staff and students.	administration/counselors/SST	Increase the metric for "There is a willingness to address conflict" from 63% to 70% in the next CEE survey.
Microaggression Training	Develop and deliver training programs for both students and staff to recognize and address microaggressions.	Equity Team	Completion of microaggression training with 8-12 students and staff TK-5 staff by equity team member(s)
Checking for Bias in Discipline Data	Regularly review and analyze discipline data for bias as part of Policy 3241.	administration	Presentation of disaggregated discipline data in the annual Data Summit.
Expanding Discussions Beyond Ethnic Studies/Social Studies Classes with Time Immemorial Curriculum	Integrate discussions on race, gender, and identity into a broader range of subjects and activities.	All Staff	Number of classes and programs incorporating these discussions will go beyond Ethnic Studies/Social Studies classes.
Open community involvement through engagement with Equity team	The equity team will help guide the district's work to improve diversity,sense of belonging, and inclusivity	Equity team	Equity team membership includes at least three community members not currently employed by the district
Pride in School	Develop initiatives to boost school pride and a sense of belonging among students and staff. (relates to objective 3 regarding facilities)	Admin	2024% maintained or increased Improvement in the CEE survey metric for school pride. <ul style="list-style-type: none"> ▪ Sustain athletic participation rates @ MS/HS ▪ Students will engage in input and discussions around bond implementation (ES-Playground and logo, MS/HS -logos, signage)
I/They Gap	Implement strategies to reduce gap between "I" and "They" on CEE	Admin	2024 metric is maintained or improved on the CEE survey metric for the I/They gap at all levels

Objective 2: Continue to use best practices that nurture and create innovative learning environments supportive of every student's resilience and success in the future they choose.

Objective	Key Actions	Responsibility	Indicator
Promote student growth in identified areas.	Use targeted interventions in ELA and Math	Teachers, administrators	Measurable growth in targeted areas
Different Paths to/After Graduation (HS Exclusive)	Develop and promote various pathways to graduation and post-graduation opportunities.	counselors/admin	Number of students participating in different graduation pathways will continue to be monitored to ensure graduation rate is maintained or improved
Participation in Extracurriculars	Maintain participation in extracurricular activities.	ASB/athletic director	Participation rates in extracurricular activities will be maintained or <u>increase</u> .
Access Equal to Demand for ALE, SWA, TK (ES Support Systems)	Review and address waitlists for programs like ALE and TK.	admin	Annual report to the board on waitlists and measures taken to meet demand.
Align ELA Assessments with SBAC Requirements (ES Mostly)	Review and select ELA assessment and implement aligned assessments	admin	Review assessment results to determine compatibility with SBAC

Objective 3: Through mission-aligned use and stewardship of our district assets (land, facilities, people, money, institutional knowledge, and time), we will create the conditions for a new superintendent's success.

Objective	Key Actions	Responsibility	Indicator
Bond Implementation	Ensure successful implementation and management of bond projects.	Paul Field, Scott Peacock	Bond timeline will be developed by the end of 2025 school year
Maintain Capabilities During Staff Turnover	Update and maintain an organizational capabilities chart/matrix.	superintendent	Accuracy and comprehensiveness of the capability's chart/matrix.
Levy Support	Educate the community about upcoming levies through permissible outreach efforts.	Leadership team (board and sup level)	Number of outreach touchpoints and community engagement metrics.
Real-Estate Management - Mission-Aligned	Conduct a comprehensive review of district real estate and develop a management plan.	admin	Completion of the 10 year facilities plan
Complete Sustainable Agreements with All Unions	Engage in negotiations to finalize sustainable agreements with unions.	superintendent	Completed and ratified agreements.
Provide for Sustained Excellent Financial Stewardship	Maintain fund balance, bond rating, payroll, and clean audit.	Paul Field	Achievement of financial stewardship goals and benchmarks.
Manage maintenance and facilities to improve pride of place	Oversee maintenance and custodial staff to improve overall quality of services	Scott Peacock	Continue to refine staffing levels to meet health and safety requirements and manage staff expectations
Use of capital levy to upgrade technology and facilities in concert with bond work	Improve buildings and grounds so "street view" is clean, bright and inviting	Scott Peacock and Paul Field	Completion of projects funded by capital levy, that improve buildings and grounds

SWSD 2024-2025 School Improvement Plans

John Patton

Kayla Phillips

Susie Richards, Kristin Coddia

S.W.H.S./S.W.A School Improvement Plan

Link to SWHS/SWA Action Plan:

[SWHS SIP Action Plan 2024-2025](#)



Social-Emotional Learning

Objective 1: Deepen our school culture of care and belonging with particular attention to systems, practices, and staff intra- and interpersonal capacities.

Activities:

Falcon Advisory Community Circles

Organize/hold monthly "Culture of Care" staff meetings to discuss our students and strategies for improvement.

Student Voice:

- Student Board Reps**
- Club Representation**
- ASB Student Leaders**
- Student Created Classroom norms**

Restorative Discipline- Not Punitive

Measures:

Number and quality of connections made in the Falcon Advisory program.

Identifying students who need tier 2 and 3 support during staff and SST meetings.

Bridget Walker PD- Culture of Care, Transforming Conflict into Connection.

Number and quality of connections made in the Falcon Advisory program and Classroom.

Number of students participating in extracurricular activities.

Social-Emotional Learning Objective 1-Cont'd

Activities

Student Support Team

-For students and families

-Weekly

-Better Communication between the SST and Staff

Forefront Suicide Prevention Program

-Student, Staff and Guardian Training

Measures:

Track the percentage increase in positive student responses in the 2025 CEE survey as compared to 2024.

Analyze the "I/They" perspective data across different grade levels and draw insights.

OSPI Discipline Rates

OSPI Exclusion Days Rates

Healthy Youth Survey (9-12)

What strategies are in your “triangle”?



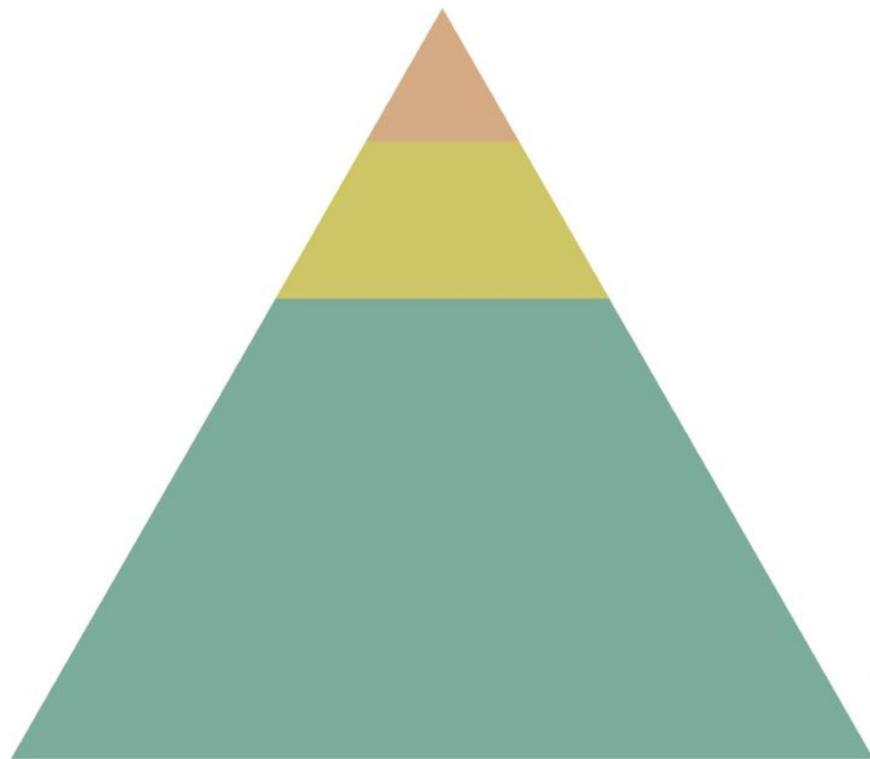
Tier 3 Strategies – Layered in with SEL and/or MH Supports

Tier 2 Strategies

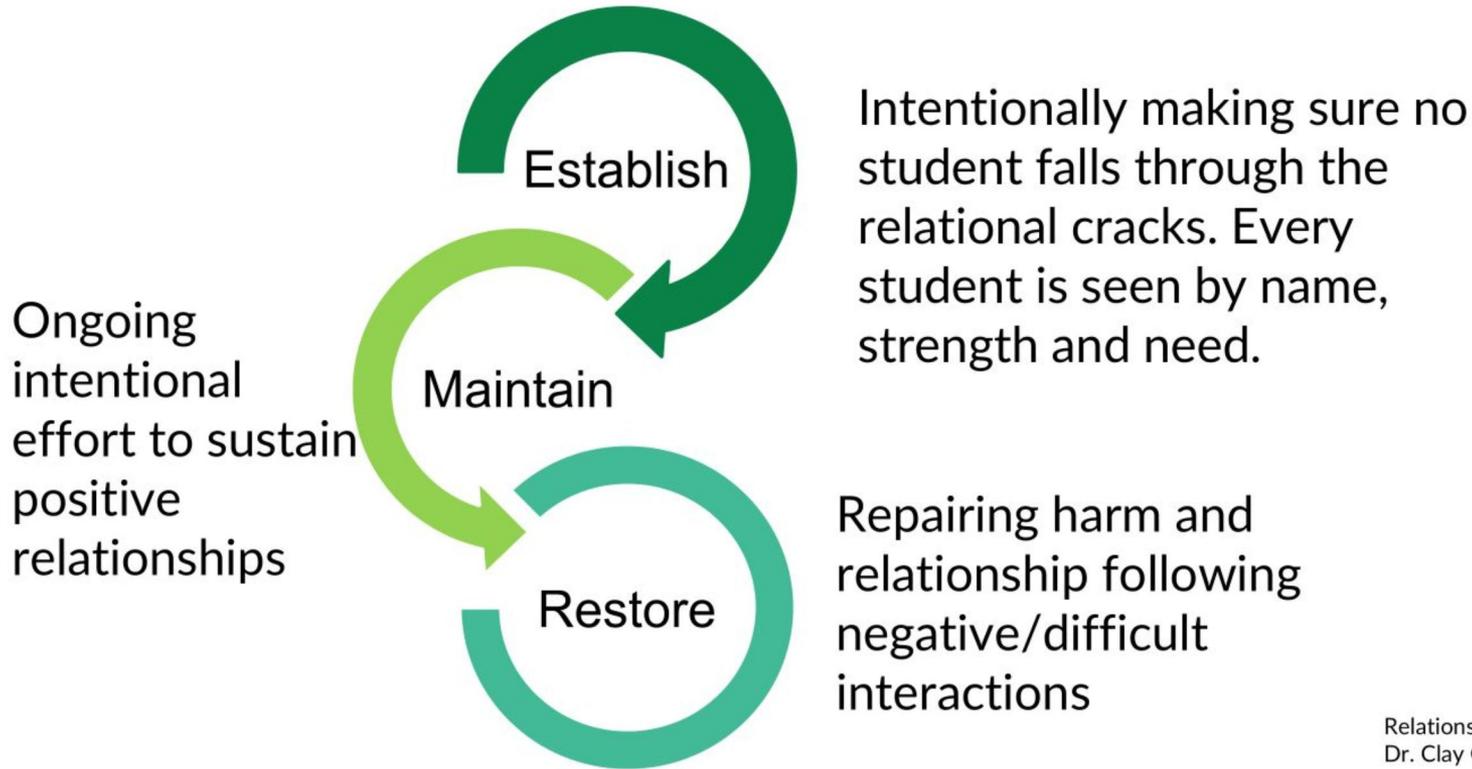
2x10
Class Pass
CICO
Circles

Tier 1 Daily Strategies

Greeting Kids at the Start of the Day/Class
Tier 1 Classroom Systems and Routines
5 Positive to 1 Corrective
Daily Check-ins
Community Circles/Activities



Establish-Maintain-Restore in Tier 2 and 3



Relationship model developed by
Dr. Clay Cook

The 2X10 Strategy: Building and Strengthening Connections

(Smith & Lambert, 2008)



Relationships matter!

Spend 2 minutes a day for 10 days in a row

- The two minutes need to be personal interests, not about academics!
 - How was your basketball game?
 - What did you do over the weekend?
 - What do you think about the new movie?
 - Tell me about the image on your new t-shirt
- The conversation should be about the student and their interests. Listen and learn. Respond and smile. Treat the student as if s/he is the most interesting student in the room for 2 minutes!
- Be consistent! Even if the students doesn't respond at first, keep it up!
- Research shows this strategy improves behavior and student connection to school by 85%

Small, consistent investment = big change

Culture of Care Staff Meetings

- Talk with your colleagues about students who could benefit from trying out the 2x10 approach.
- Brainstorm some initial conversation starters for these students and connections you might make with them.
- Make a plan and support each other in being consistent and persistent. Consider this early intervention for students.
- Remember that some kids will test you to see if you are serious about connecting. Don't take things personally. Just stick with it.
- If you or a student miss a day, simply let them know you missed chatting with them, are glad to see them today and get back into your plan.
- Pay attention to what happens over that 10 days. If things get better fade your interactions and identify another student.
- Consider our conversation about Tier 2 supports. Pick your most challenging period of the day and consider your class list. After piloting 2 X10, are there students that come to mind as being good candidates for more formalized Tier 2 supports? Be prepared to talk further about this in November.

SWHS Logo Update

Objective 1: Deepen our school culture of care and belonging with particular attention to systems, practices, and staff intra- and interpersonal capacities.

One of the sub component objectives in this goal is “School Pride.”

**The Key Action for School Pride is: Develop initiatives to boost school pride and a sense of belonging among students and staff.
(relates to objective 3 regarding facilities)**

Logo Committee Information:

1. The Committee Chair is art teacher Val Heggenese.
2. We have a great mix of members including Graphic Design Teacher, Jeff Greene, Students, Coaches, Parents/Guardians and staff members.
3. The Committee will be charged with coming up with two logo options
4. There'll be a total of four options that we will survey: two from the committee, the number one choice from our last survey (w/color modifications) and the "old school" Falcon logo.
5. We will survey Students, Staff, Coaches, Parents/Guardians and Community Members.
6. Our Primary Colors are Royal Blue and White. Secondary color is Silver.

Logo Timeline:

10/11/24 Students and Staff were surveyed on four logo options created by a Graphic Designer from Integrus.

10/18/24 First Logo Committee Meeting Check in.

10/23/24 Mr. Patton will present to the Board the Logo change process.

11/8/24 Survey for the final four options during Advisory.

11/13/24 Mr. Patton will inform the School Board of the final choice

SWHS State Test Scores/Graduation Rates

<u>State Testing</u>	<u>SWHS</u> <u>2023</u>	<u>SWHS</u> <u>2024</u>	<u>State</u> <u>2024</u>
10th SBAC Math	38.6%	47.2%	39.7%
10th SBAC ELA	74.3%	87.6%	50.3%
11th WCAS Science	78.4%	65.2%	43.5%
<u>Graduation Rate</u>	<u>2023</u>		<u>2024</u>
SWSD	94.4%		NA
State	83.6%		NA

Academic Growth

Objective 2: Continue to use best practices that nurture and create innovative learning environments supportive of every student's resilience and success in the future they choose

Activities

Continued UDL Professional Development- Addressing educational inequities by creating more inclusive educational environments to ensure all students get an equal opportunity to succeed.

Culturally Responsive Teaching, meeting the needs of ALL Students with curriculum, pedagogy and verbiage. *(Part of the state change in teacher evaluation)*

Measures:

Review State assessments in regards to claim/strands in each subject are. What do our students need more of?

Disaggregate and analyze student state test scores based on ethnicity and gender. Are there gaps?

SAT/PSAT Scores comparative to state and national scores.

Graduation Rates compared to the state average.

Overall GPA for our students disaggregated by year, gender and ethnicity.

Attendance Rates

Academic Growth Objective 2- Cont'd

Activities

Curriculum Review/Adoption.
Implementation of ELA and Science.

Pre Assessments- Where are they?
Where do they need to be?

College and/or Career Ready
Preparation

- WOIS Career Interests survey
- HS and Beyond Plan- Digital
- CTE Offerings- Sno Isle Skills Center
- State Guaranteed Admissions

Measures:

Teachers summative and formative pre and post assessments in the classroom.

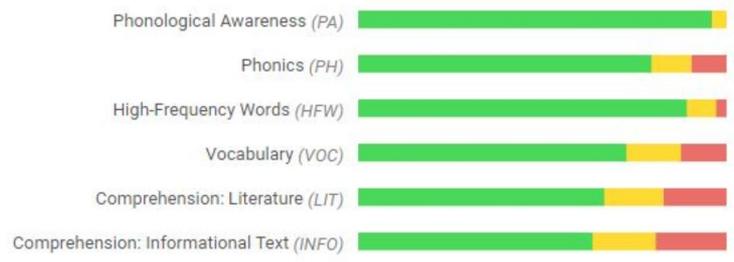
Review of curriculum effectiveness through student performance and feedback.

State Assessments:

- SBAC Math
- SBAC ELA
- WCAS (Science)

Review State assessments in regards to claim/strands in each subject area.
What do our students need more of?

1st-8th grade iReady's Fall 2024 Beginning of the Year Diagnostic | READING



Switch Table View

Show Results By

Placement Summary

School

Search School

Overall Grade-Level Placement

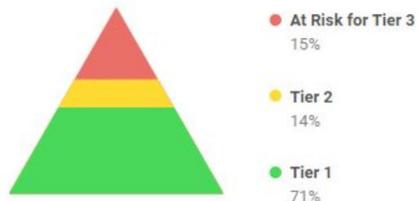
Students Asses

School	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed
K-8 ALE	69%	15%	15%	13/38
SOUTH WHIDBEY ELEMENTARY	70%	21%	9%	355/433
SOUTH WHIDBEY MIDDLE SCHOOL	67%	10%	24%	257/265

1st-8th grade iReady's Fall 2024 Beginning of the Year Diagnostic | MATH

Students Assessed/Total: 642/753

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

School

Search School



Overall Grade-Level Placement

Students Ass

K-8 ALE



20/38

SOUTH WHIDBEY ELEMENTARY



366/433

SOUTH WHIDBEY MIDDLE SCHOOL



251/264



SWMS COUGARS



SWMS Wellness and Celebrations

SWMS has committed to being a 100% technology/device free campus.

Observations, feedback and findings:

–lunch and passing periods

began with guided social opportunities, weaning off for natural conversation, interaction and collaboration

Faces up, conversations, its *louder* and more interactive than before

–inside classrooms

less negative student-teacher interaction regarding technology

More positive peer to peer, student to teacher interaction and collaboration and engagement

Feedback - families, staff and students have overwhelmingly positive things to say about our new Technology policy

Addition of Director of Student Safety to support wellness, restorative practices and safety for all on campus

Electives with focus on wellness, academic support and intervention, enrichment and exploration

Student led government and class representatives at every grade level

More frequent celebrations of students (Cougar of the Week, Cafeteria Care awards, postcards home)

SWMS 2024–2025 GOAL #1

Objective #1: Deepen our school culture of care and belonging with particular attention to systems, practices, and staff intra- and interpersonal capacities.

TARGETED METRICS:

Student Attendance

Student Participation at SWMS Conferences

Student/Advisory Teacher Goal development and cycle of success

Participation in Extracurricular activities

Discipline Data

Staff Participation and implementation of Transforming Conflict into Connection concepts into pedagogy

Collaborative Commitments from School to Home:

-Personal Technology Policy: Goal/outcome → increased mental health, resilience and social skill development. Less distraction/pressure during school day that allows students to developmentally thrive and engage while on campus

-Tech Team engaging in navigating platforms to support learning for families to support at home

-Sharing celebrations→ 100% of MS students will receive a personalized celebration either via postcard or Cougar of the Week/Cougar Pride Award

Ex: Cougar of the Week Awards, Cougar Pride Awards

Science Fair, Celebrating the Arts (assembly and art fair)

Chaperones on Field Trips and Outdoor Education

Field Trips: Hoping for a grant for Hamilton for all of 8th grade, 6th- Warm Beach, 7th- End of school year celebration, 8th grade- UW/college and museum

Family - School Partnerships for success

Two areas of focus for us are daily attendance and attendance at Conferences

Conferences Attendance	
2021-2022	10% (students) / 36% (families)
2022-2023	18% (students) / 48% (families)
2023-2024	61% (students) / 65% (families)
Daily Student Attendance (to date)	
2021-2022	90% attendance rate
2022-2023	91.06% attendance rate
2023-2024	88.6% attendance rate

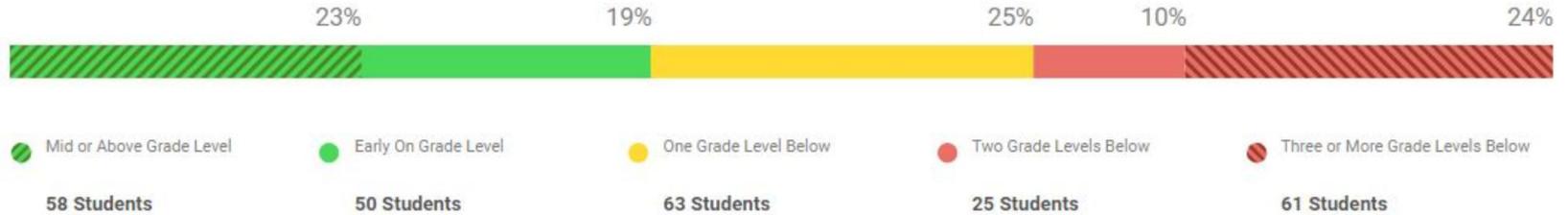
Activities	Measures	Resources
<ul style="list-style-type: none"> -100% of students and staff participate in advisory driven Goal Setting process, action and reflection to improve students individual successes, resiliency and progress (lesson here) -extracurricular opportunities (sports, clubs, tutoring, Homework Club) -Field Trips of academic and social focus -Reading with Rover (SEL focus) -Staff based Culture of Care/Student Support meetings -PD with Bridget Walker: Transforming Conflict into Connection -Continuation of Restorative Practices -Collaboration with Equity Team on specific objective presentation development (microaggression, expanding Equity Team goals → buildings) 	<ul style="list-style-type: none"> -student participation in conferences (increase of 10%) -maintain participation in extracurricular activities -CEE student results (resilience increase of 10%) -participation in additional social opportunities -Discipline and Exclusion Rates -Attendance Data 	<ul style="list-style-type: none"> -Collaborative Classroom SEL curriculum -Goal Setting/High School & Beyond materials -Student Support Specialists -Bridget Walker's PD -Student Support team: data, collaboration

SWMS 2023–2024 Goal #2 (ACADEMIC GROWTH)

80% of SWMS students will meet or exceed their individual typical growth goals via iReady diagnostic or Edmentum in both math and reading by Spring 2025.

School Year	READING	MATH
2022–2023	61%	68%
2023–2024	67%	70%

iReady's Fall 2024 Diagnostic -READING

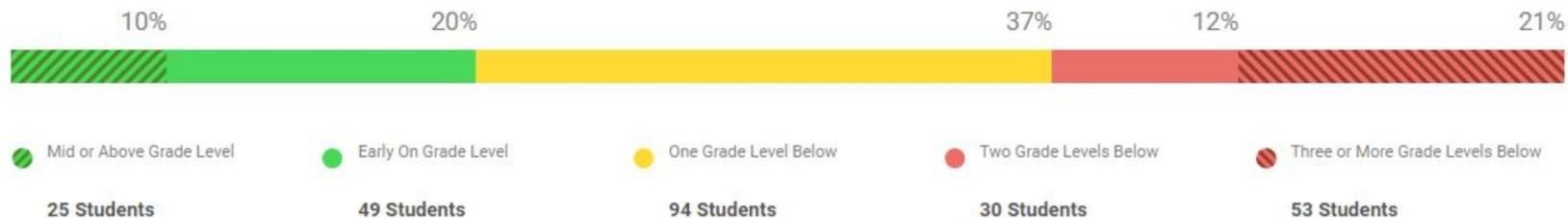


[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



iReady's Fall 2024 Diagnostic - MATH



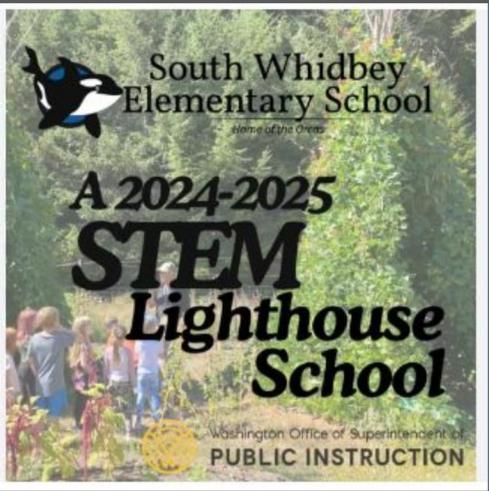
[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Activities	Measures	Resources
<p>All students are creating individual academic goals- goals tracked, supported and shared at conferences and within advisory to home throughout the school year.</p> <ul style="list-style-type: none"> ● intervention classes and support: Financial Fitness class, Study Skills class, ● Wed afternoon homework support (with our Volunteer coordinator) ● Homework Club, RTL's Tutor Time ● Data Chats with students on iReady results for targeted progress ● Staff PD training and frequent review of data to inform practices ● Math extension courses: Advanced Math offered at every grade level ● Push in support model with paras and special education staff ● Student Support focus with staff- academic and mental wellness ● Implementation of Edmentum targeted growth areas ● Targeted intervention using data to inform work ● Variety of assessment formats ● Use of formative assessment to inform instruction ● Retakes and reflection on assessments ● Since Time Immemorial development 6-8 ● Expansion of Ethnic Studies concepts within 6-8 classrooms ● Collaborative meetings among content areas ● Development in skills overlap (Ex science standards supporting ELA/Math standards) 	<ul style="list-style-type: none"> -iReady scoring in Fall, Winter and Spring -Quarter and semester grades -SBAC interim participation and feedback -SBAC testing -Use of formative assessments, interims, and target deficiencies using iReady data systems -Membean data -Edmentum progress monitoring 	<ul style="list-style-type: none"> -iReady platform for data and PD training for interpretation and action plans -Edmentum PD trainings -Technology Trainings -UDL/Thinking Classrooms concepts (link) Scope and Sequence development and refinement ELA Curriculum implementation

South Whidbey Elementary School Improvement Plan (SIP) Presentation to School Board 2024-2025



SWES CELEBRATIONS

- Community Funding through SWSF to continue the work of our Volunteer Coordinator Melissa Field.
- Opportunity to bring on a 1.0 Intervention teacher to support math and reading support for Grades ITK-3rd.
- Continuation of 4th and 5th Grade math intervention by retired teacher Sue Sage through community support.
- Continuation of our Inclusionary Transitional Kindergarten (ITK) program - now based on north campus.
- Multiple Orca Leadership Programs and lunchtime Clubs - K - 5th
- Full implementation of our Amplify Reading / ELA curriculum - year two.
- New Behavior Technician position.

SWES Celebrations Continued

- 5th Grade Camp Kirby Experience in October '24 - funded through the “Outdoor Schools” Grant Program - \$30,000 provided by this program.
- 4th Grade Camp Casey Experience - funded through the “Outdoor Learning” Grant program through OSPI. This is a \$40,000 grant to cover outdoor learning programs throughout the grade bands / school.
- SWES Recognized as one of 7 “STEM Lighthouse Schools” in the state for our “Farm, Forest and Sea” STEM outdoor learning programs. This recognition comes with a \$20,000 grant to support our programs as well as outreach, collaboration and partnership.
- Community Partners from South Whidbey and Beyond.

Most Importantly: An amazing team of teachers, staff, families and students!!!

SWES 24-25 Goal #1: Social Emotional Learning (SEL)

Goal #2: Social Emotional Learning (SEL): We will foster a Positive and Inclusive School Culture by Strengthening Students' Social-Emotional Skills through daily implementation of our SEL Caring School Communities curriculum, family involvement and the consistent use of restorative and Positive Behavior Intervention Supports (PBIS).

Objective: By the end of the school year, 80% of students in grades K-5 will show an increase from the fall 2024 to the spring 2025 SEL survey from “never or sometimes” to “almost always” - with special emphasis in the areas of:

- I feel safe and comfortable in the lunchroom
- I feel safe and comfortable at recess
- If I have a problem at school, I can solve it or find an adult to help me solve it.

Action Steps / Timeline - October '24 thru May '25

Daily SEL Lessons in all ITK - 5th Grade Classrooms:

- Consistent implementation of our school-wide SEL curriculum “Caring School Communities.”
- Morning Meeting/Circle: Each classroom will begin the day with a morning meeting or circle to help cultivate a sense of belonging and community, where students can identify and express their feelings in a supportive environment.
- All teachers will provide parent letters at least weekly as provided in the curriculum.

Action Steps / Timeline - October '24 thru May '25

Consistent Engagement in Restorative and PBIS Practices

- Support teachers and support staff in the consistent implementation of restorative practices to help students resolve conflicts, build relationships, and promote accountability.
- Peer Mentoring Program: Buddy mentors, Falcon Buddies
- Family Involvement: SEL family workshops, provide resources for families to support social-emotional learning at home in our teacher and building newsletters.
- Implementation of PBIS & Restorative practices in the lunchroom and recess to support students to feel safe, calm and accountable.

Ongoing Staff Professional Development:

- All ITK-5th grade teachers will participate in monthly professional development opportunities with behavioral specialist Bridget Walker to enhance their skills in supporting student SEL needs.
- Arts Impact Washington: collaboration with WICA for SEL arts based professional development.
- Right Response training / recertification for all paraeducators.
- Professional Learning Community (PLC) - leadership opportunities for all teachers and staff.

Multi Tiered Systems of Supports: SEL

Consistent Engagement in Restorative and PBIS Practices:

Tier 1 PBIS / Restorative Practices Supports: A wide range of lunchtime clubs, Orca Students of the Week, Orca Bucks / Orca Store, organized games, consistent adult support at recess and lunch - and leadership opportunities for 4th-5th grade students including: Mediators program, ASB, Kindergarten Helpers, Assembly Crew, New Student Ambassadors

Tier 2 PBIS/ Restorative Practices Supports: Biweekly Tier 2 team meetings - identifying counseling, mental health needs of students and implementing those services

Ongoing collaboration with county and private supports (Compass mental health, Island County Behavioral Health)

Shared Responsibility for Student Support Social Groups and Check In Check Out (CICO) program - School Psychologist, SPED Tosa, Behavior Tech.

Tiered Systems of SEL Supports Contd.

Tier 2 PBIS & Restorative Practices Supports

- Implementation of social groups by staff - 10 social groups currently being offered - focused aligned with teacher feedback from SEL lessons
- Use of SEL skill assessments by teachers to inform Tier 2 team of lagging skills - referrals for social groups based on those needs.

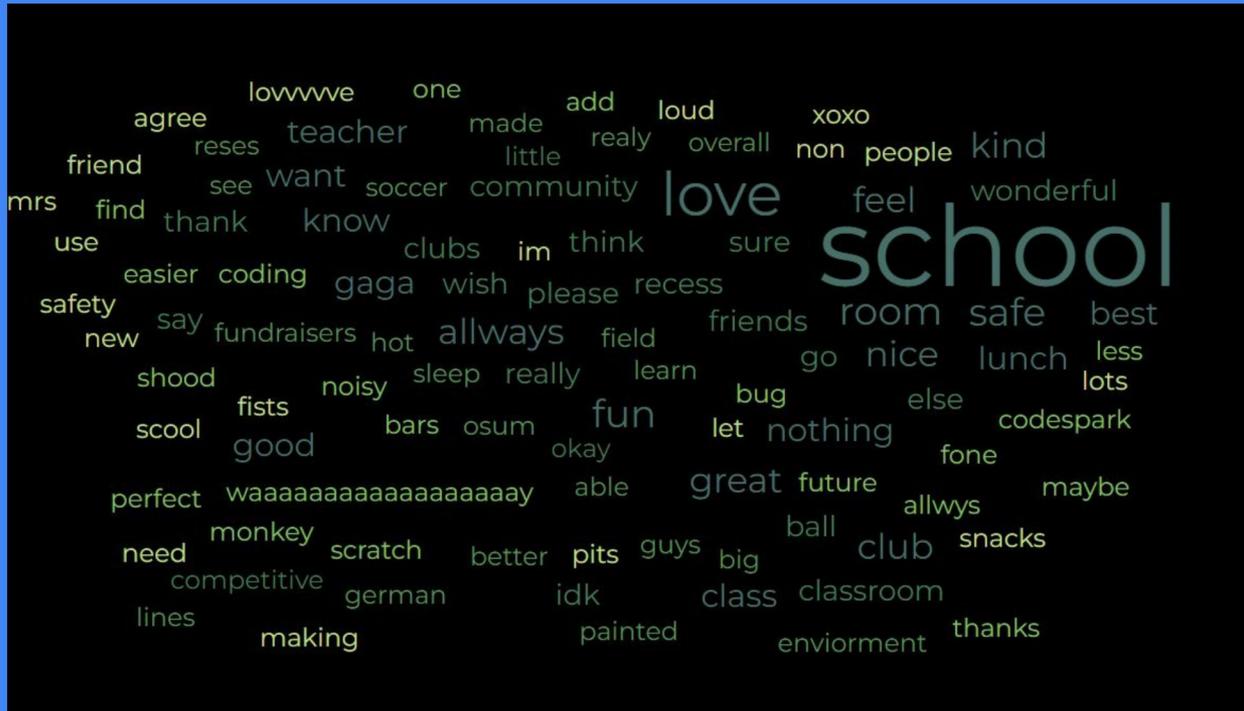
Tier 3 PBIS & Restorative Practices Supports

- New full-time Behavior Specialist (Karlle Hutson) providing intensive Tier 3 supports to identified students.
- Special Education staff providing collaboration and support to general education teachers to ensure inclusionary supports for identified Tier 3 students.
- Counseling and mental health supports - both in school and collaboration with community providers.

SWES FALL 2024 SOCIAL EMOTIONAL LEARNING (SEL) SURVEY DATA

Full Survey Results:

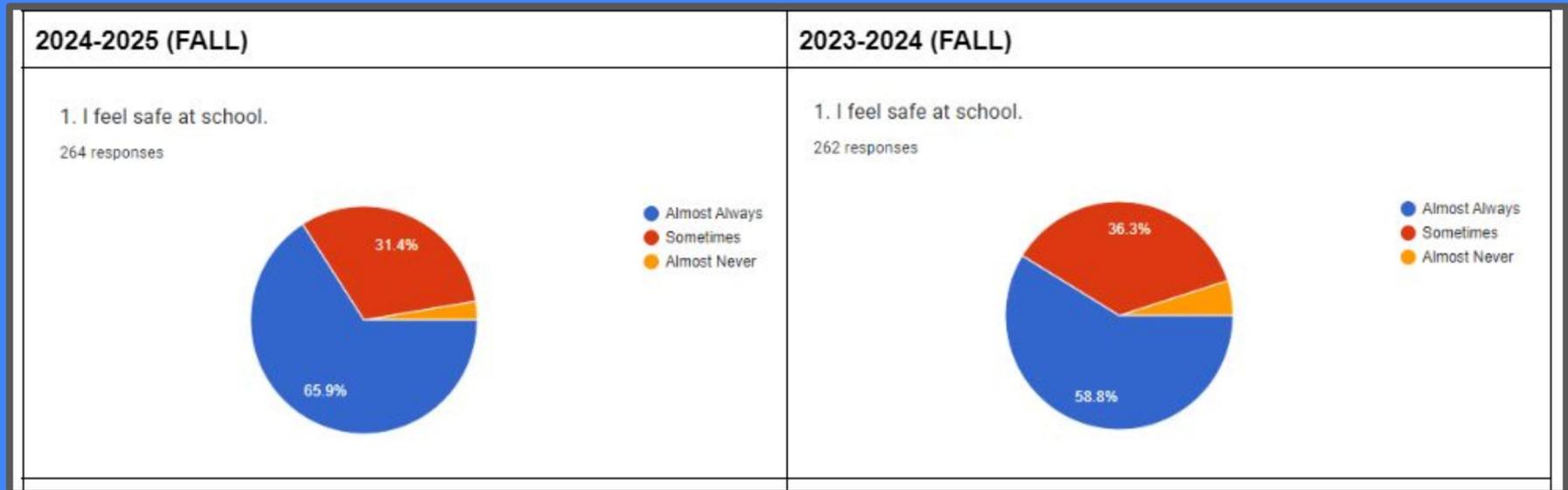
https://docs.google.com/presentation/d/1prJ5FH_S5lTbyNxEEeM3n9tUADoVkw7xH01fvidrGEg/edit?usp=sharing



Comparing Fall '23 and Fall '24 SEL Survey Results

“I feel safe at school”

For all categories, Tier 2 / Student Support Team follows up with any students who note “almost never” to meet and determine if additional support is needed.



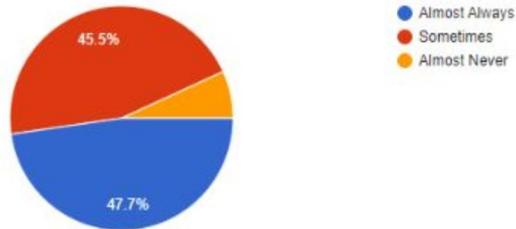
Comparing Fall '23 and Fall '24 SEL Survey Results

2024-2025 (FALL)

2023-2024 (FALL)

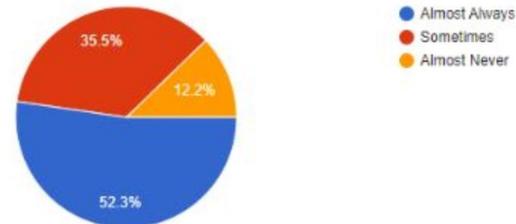
3. I feel safe and comfortable in the lunchroom.

264 responses



3. I feel safe and comfortable in the lunchroom.

262 responses



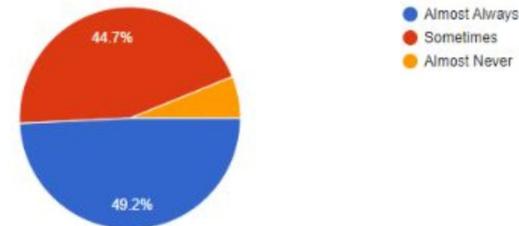
4. I feel safe and comfortable at recess.

264 responses



4. I feel safe and comfortable on the playground.

262 responses

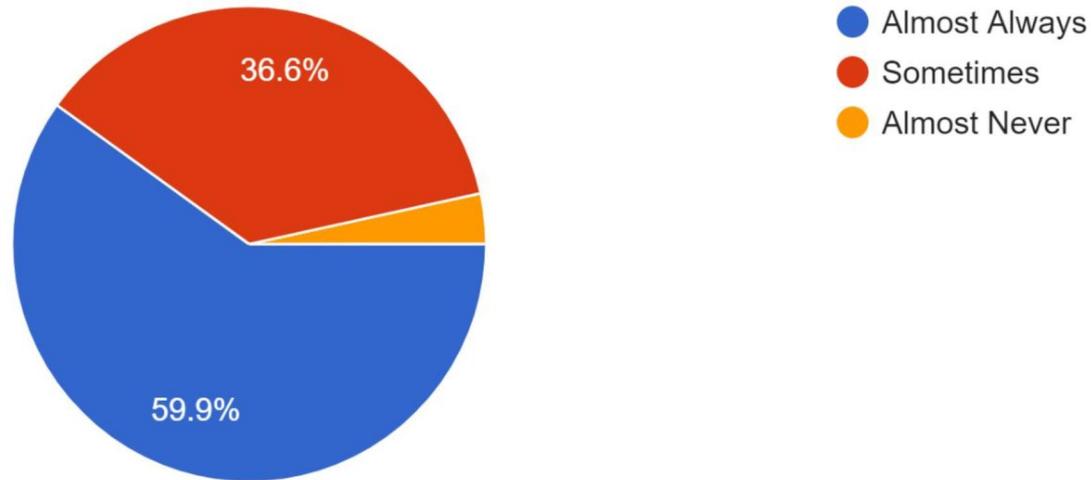


FOCUS AREA:
Cafeteria and recess - challenge areas for many students. We are working with our Para supervisions Teams on strategies of additional support

Third SEL Focus Area

7. If I have a problem, I can solve it, or find an adult to help me.

262 responses



iReady's Fall 2024 Beginning of the Year Diagnostic | MATH SWES

Overall Placement

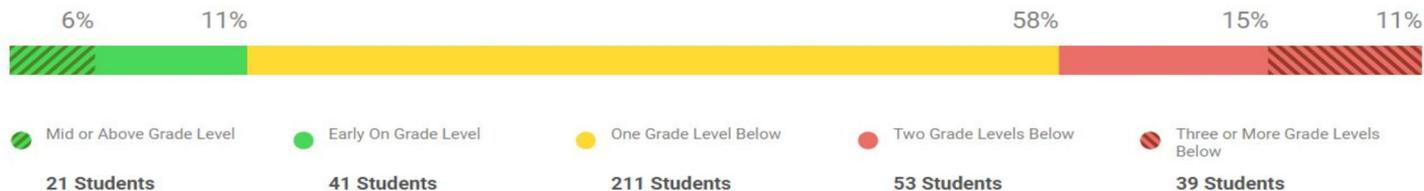


Placement By Domain



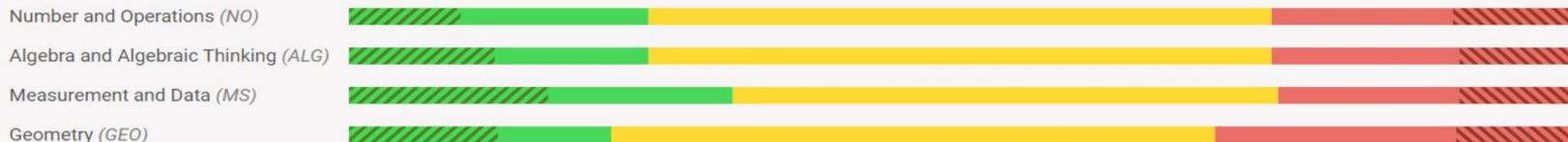
Beginning of the year data reflects green if students are “ready to learn” at the grade level that they are currently assigned. This means that they have demonstrated proficiency in the previous year’s standards in the respective content areas.

SWES iReady's Fall 2024 Diagnostic – MATH



[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Percentage of Students “At or Above Grade Level” at Final Diagnostic

2023/2024	2022/2023	2021/2021
56%	52%	53%

SWES 24-25 Goal #2: ACADEMIC

Goal #1 - Math: By consistently implementing data driven instruction, enhancing student problem solving skills and engaging families in this work, we will increase overall proficiency and confidence in math growth for all students.

Objective: By June of 2025, 65% of students will meet or exceed grade level expectations in math as determined by our final I-Ready Diagnostic Assessment or other diagnostic as identified by grade level teaching teams, improving from 56% from 2023-2024 school year.

Action Steps / Timeline - October '24 thru May '25

Implement Data-Driven Instruction:

- Use formative assessments and benchmark data to identify students' areas of need in math and tailor instruction accordingly.
- Integration of math instruction into our Outdoor Learning Program (“Wild Math” curriculum as a supplement to provide real world / hands on math opportunities)
- Implement math intervention strategies for students below grade level. ***New intervention teacher begins 11/4 for math and reading intervention for grades ITK-3***
- Pilot of *Edmentum* as a Tier 3 math intervention.
- Data Team will look at student data and support teachers with needed interventions.
- Scope and Sequence Development of SBAC Interims at 3rd-5th Grade to adequately prepare students for SBAC assessment.

Action Steps / Timeline - October '24 thru May '25

Enhance Math Problem-Solving Skills:

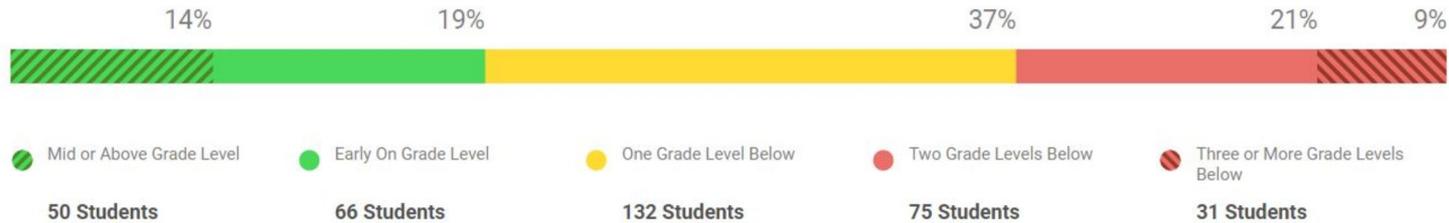
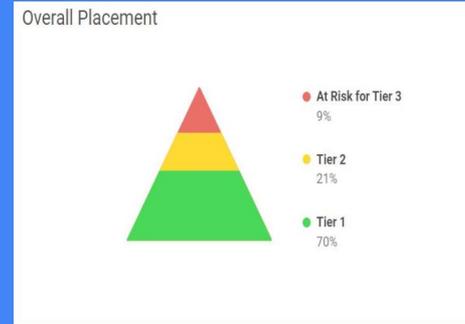
- Improving students' problem-solving and critical thinking skills in math, particularly in areas like fractions, decimals, and word problems.
- Incorporate daily math word problems and real-world math applications in lessons to increase student engagement.
- Integration of Universal Design for Learning (UDL) strategies to provide a range of opportunities for all children to show what they know
- Small group instruction working on specific skill building strategies with interventionists.

Engage Families in Math Learning Supports :

- Hold a math workshop for parents to help them support their children with in their math learning and development.
- Send home math practice pages with tips for parents.
- Focus a “Coffee with the Principal” on family math games with our intervention teacher presenting, and a recording made available to all families.

I-Ready Reading Diagnostic - Fall 2024

Beginning of the Year View shows we have 70% of students in tier 1.



[i The Mapping Between 5-Level and 3-Level Placements](#)

We can see that 33% of students have already met grade level standards in the view above. We will continue to focus on supporting students across all three tiers.