

# SWSD 2023-2024 School Improvement Plans

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Feb 14, 2024



**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 2023-2024

**Social-Emotional Learning:** Build a school culture of care and belonging by engaging the staff and students in evolving and participating in an inclusive educational community of which they are proud to be a part.

**Academic Growth:** 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.

**Logistics:** Demonstrate foresight and agility to make best use of our district assets (land, facilities, people, money, institutional knowledge, and time).

# **SWHS/SWA SMARTIE Goal #1:**

## **Social-Emotional Learning**

Build a school culture of care and belonging by engaging the staff and students in evolving and participating in an inclusive educational community of which they are proud to be a part.

1. What will you implement in order to have an impact toward achieving this goal?
2. Improve “I/They” gap on the CEE Survey willingness to be held accountable by 10% at the HS from 28% to 18%.
3. Maintain and work to Improve the student response “Is there an adult I can go to”? On the Student Wellness survey from 85%.

# SWHS/SWA Wellness Survey Results:

In the past week, how often have you felt supported?

	<u>Spring 2023</u>	<u>Fall 2023</u>	<u>Winter 2024</u>
<b>Almost Never/ Once in a While</b>	<b>30.6%</b>	<b>23.8%</b>	<b>22%</b>
<b>Sometimes</b>	<b>34.5%</b>	<b>23.4%</b>	<b>30.5%</b>
<b>Frequently/ Always</b>	<b>42.9%</b>	<b>66.3%</b>	<b>56.3%</b>

*\*\*\*Please note: Multiple students picked more than one answer thus totals are above 100%.*

# SWHS/SWA Wellness Survey Results:

I have a friend, staff member or outside adult that I can count on.

	<u>Spring 2023</u>	<u>Fall 2023</u>	<u>Winter 2024</u>
Friend	92.9%	88.9%	94.8%
Staff Member	79%	83.3%	78.4%
Outside Adult	94.1%	95.6%	95.8%

## Takeaways from the Winter 2024 Survey:

5.1% only said yes to 1 of 3 categories.

20.1% said yes to 2 of 3 categories.

75.5% said yes to all 3 categories.

# SWHS/SWA Wellness Survey Results:

Do you know who our student support specialists are?

	<u>Spring 2023</u>	<u>Fall 2023</u>	<u>Winter 2024</u>
Yes	49.6%	59.9%	64.3%
No	50.4%	40.1%	35.7%

# **SWHS/SWA Discipline**

**14 Exclusions (12 total students)**

**11 Male            1 Female**

**10 White            2 BIPOC**

**Exclusion includes: In School Suspensions, Short Term Suspensions, Long Term Suspensions and Expulsions.**

## **SWHS/SWA SMARTIE Goal #2:**

### **Academic Growth**

**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.**

1. What will you implement in order to have an impact toward achieving this goal?
2. Identify successful programs (student outcomes?, enrollment?, health and safety?)

# Semester 1 - G.P.A. Breakdown

<u>ALL SCHOOL</u>	<u>GPA</u>	<u>TOTAL STUDENTS</u>
OVERALL AVERAGE	3.05	367
MALE	2.98	187
FEMALE	3.28	178
Gender X		N<10

## ETHNICITY/RACE

AFR AMER/BLACK		N<10
ASIAN		N<10
HISPANIC/LATINO	3.20	20
2 OR MORE RACES	3.04	25
NATIVE AMERICAN	2.80	14
WHITE	3.15	293

# SWHS/SWA Attendance

	<u>Daily Attendance</u>	<u>Unexcused</u>	<u>Excused</u>
Semester 1 2023-2024	89.16%	4.57%	6.26%
2022-2023 School Year	87.12%	5.17%	7.7%

# SWHS S.A.T./P.S.A.T. Scores

## Fall P.S.A.T. Scores

	<u>2023 Avg Score</u>	<u>2022 Avg. Score</u>
SWHS	1154	1083
State	982	1005
Global	933	986

## Fall S.A.T .Scores

	<u>2023 Avg Score</u>	<u>2022 Avg. Score</u>
SWHS	1124	1111
State	1036	1023
Global	940	943

# A.P. Class Demographics

## TOTAL STUDENTS

OVERALL AVERAGE	91
MALE	41
FEMALE	50

## ETHNICITY/RACE

AFR AMER/BLACK	1
ASIAN	2
HISPANIC/LATINO	5
2 OR MORE RACES	5
NATIVE AMERICAN	0
WHITE	78

# **Future Measures/Assessments/Surveys**

**S.A.T. -March**

**C.E.E. Survey- March**

**A.P. Testing-April**

**Healthy Youth Survey Results- May**

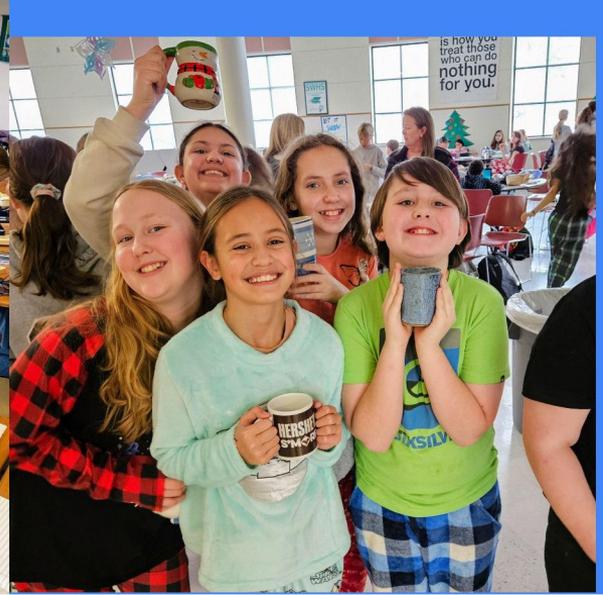
**S.B.A.C./W.C.A.S(State)- April**

**SWHS/SWA Student Wellness Survey- May**

**9th Grade On Track- June (2022-2023 81.9%)**

**Graduation Rate- June**

# South Whidbey Middle School



# SWMS Attendance Rates

	<u>Daily Attendance</u>	<u>Unexcused</u>	<u>Excused</u>
Semester 1 2023-2024	90.32%	7.14%	2.52%
2022-2023 School Year	88.67%	7.7%	3.63%

# SWMS Discipline -semester 1 2023-2024

11 Exclusions (4 total students)

4 Male            0 Female

4 White            0 BIPOC

*Exclusion includes: In School Suspensions, Short Term Suspensions, Long Term Suspensions and Expulsions.*

## SWMS 2023–2024 SMARTIE Goal #1 (SOCIAL EMOTIONAL)

During the 23–24 school year all staff at SWMS are working to engage in positive and productive relationships with all students.

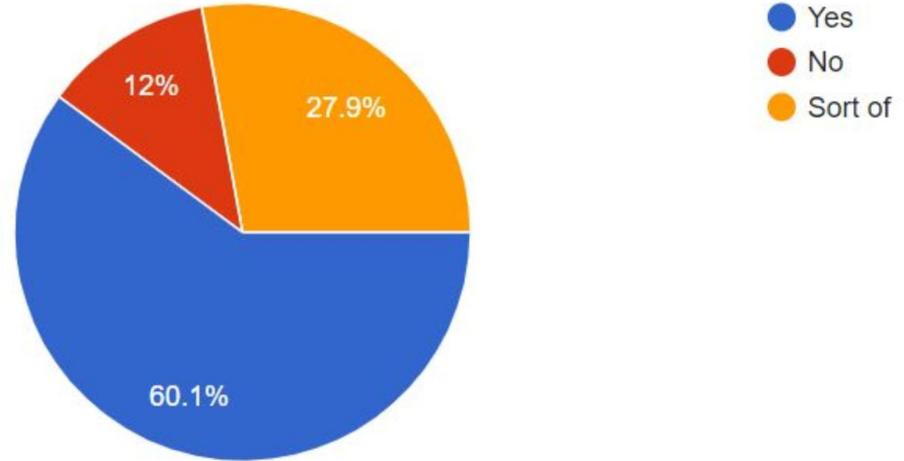
Our focus is on the restorative process, consistent social emotional learning opportunities focused on successful risk taking, self-management, belongingness and leadership skills

Our 2023 Fall Wellness survey noted that **27.9%** of students noted they “sort of” and **12%** said “No” when asked if they had an adult they were building a trusting relationship with.

# Fall 2023 Wellness Survey- SWMS

By the end of the 2023-2024 school year, at least 80% of our students will positively identify a trusted adult at South Whidbey Middle School

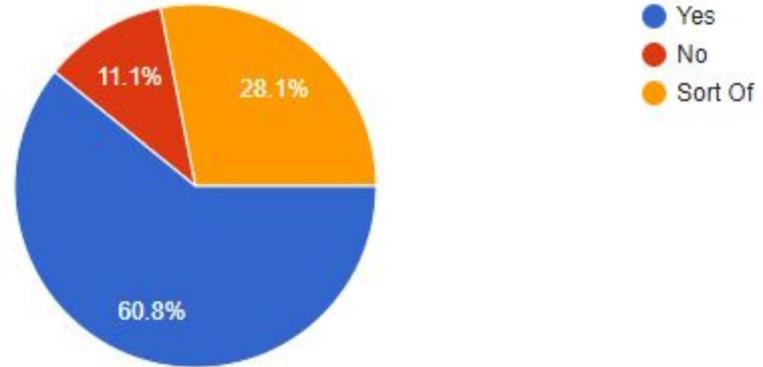
208 responses



# Winter 2024 Wellness Survey- SWMS

By the end of the 2023-2024 school year, at least 80% of our students will positively identify a trusted adult at South Whidbey Middle School

217 responses



# Semester 2 focus

## Activities

- review of “No” and “Maybe” roster from Fall to Winter
  - identified a lot of new students that enrolled Nov→ majority identifying in the “maybe or no” area
- communications home to ensure connections within home, school and/or community are present in student’s life
- new lunch time opportunities for: social, academic and artistic connections
- intramural opportunities
- Student Voice: House of Reps, ASB to drive school based activities and advisory topics
- student schedule adjustments to enhance and support peer to peer and student to teacher needs
- student support meetings to enhance our understanding of students and needs
- open conversation with counselor, Principal or teacher to identify ways we can support
- student survey/feedback to improve these metrics
- utilize House of Reps, ASB and Leadership for more belongingness activities (survey review 2/15 with ASB and representatives)
- every grade level will have a Field Trip that focuses on SEL and staff –student connection

# SEL in ACTION

- SWMS Assemblies run by student groups
- SWMS Athletics participation
- SWMS Arts and engagement(March is arts celebration month)
- Advisory lessons: culture of kindness, healthy relationships, school enrichment opportunities, anti-bullying, celebrations
- Interactive spirit weeks and friendly advisory based competitions
- Intramurals and lunch time activities
- Dances and other social/positive and safe activities
- Spring Field Trips for 7th and 8th
- Outdoor Education for 6th grade
- Student support (1:1, small group, peer tutoring)
- Student selected class reps



## SWMS 2023–2024 SMARTIE Goal #2 (Collaborative Practice)

SWMS's staff CEE data in Spring of 2023 noted their "I vs. They Gap at 45%"

**GOAL:** SWMS teachers/instructional staff will collaborate in PLC cohorts on chosen goals that target student growth with the goal of reducing CEE "I vs. they gap from 45% in Spring of 2023 to 35% in Spring 2024

As a result of ongoing and consistent professional development and teacher collaboration, all staff members will engage in approved professional development communities, and present their findings. Goals include: student learning, collaborative practices, and transparency in teaching practices.

## Semester 2 Focus

### Activities & Progress

- Continued work in PLC groups with goals and projects (book study, curriculum development, large scale common assessment development, all school )
  - PLC presentations in Spring (staff to staff presentations)
- continue the collaboration for student celebrations
- Title 2 funding opportunities for classroom walk throughs
- MS Olympics- cross content collaboration in Quarter 4
- all teachers participating in Spring Field Trip planning by committee/passion
- alignment in 1 Evaluation goal area for continuity and collaboration
- staff spotlight in weekly updates
- weekly student support meetings to drive collaboration with a common goal of student progress
- monthly Culture of Care meetings

## **SWMS 2023–2024 SMARTIE Goal #3 (ACADEMIC GROWTH)**

**GOAL: 80% of SWMS students will make at least one grade level improvement on the iReady Math and Reading assessment from Fall 2023 to Spring 2024**

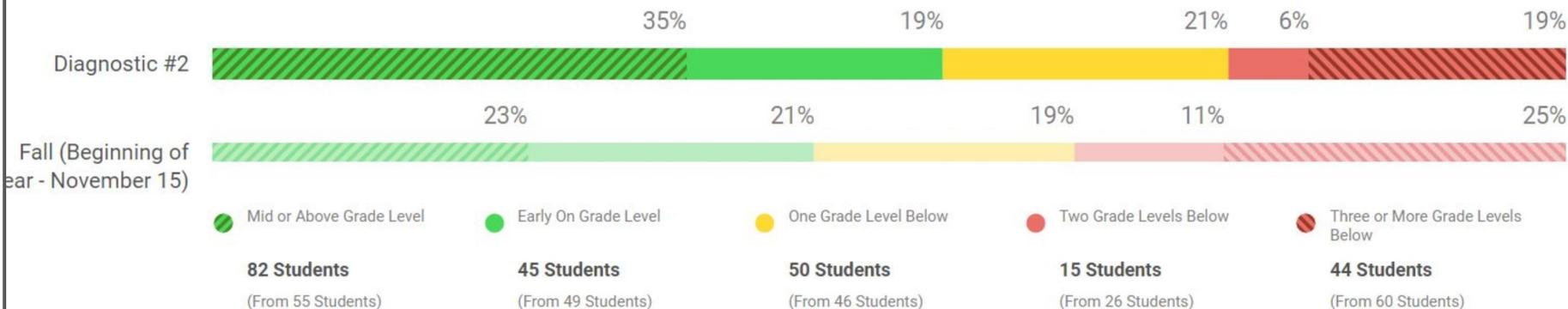
**As a result of ongoing and consistent professional development and teacher collaboration, all 6–8 students will show literacy and math growth between their fall 2023 and spring 2024 I-Ready Diagnostic assessments.**

# iReady's WINTER Diagnostic -READING (75%)

Criterion Referenced

## Overall Placement

Students Assessed/Total: 236/260



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

# iReady's Domain Information-READING

## Placement by Domain

Phonological Awareness (*PA*)



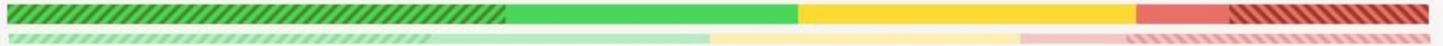
Phonics (*PH*)



High-Frequency Words (*HFW*)



Vocabulary (*VOC*)



Comprehension: Overall (*COMP*)



Literature (*LIT*)



Informational Text (*INFO*)



 Not assessed in domain due to students' grade level

# iReady's WINTER Diagnostic -MATH (70%)

*Criterion Referenced*

## Overall Placement

Students Assessed/Total: 246/259



# iReady's Domain Information-MATH

## ▼ Placement by Domain

Number and Operations (NO)



Algebra and Algebraic Thinking (ALG)



Measurement and Data (MS)



Geometry (GEO)

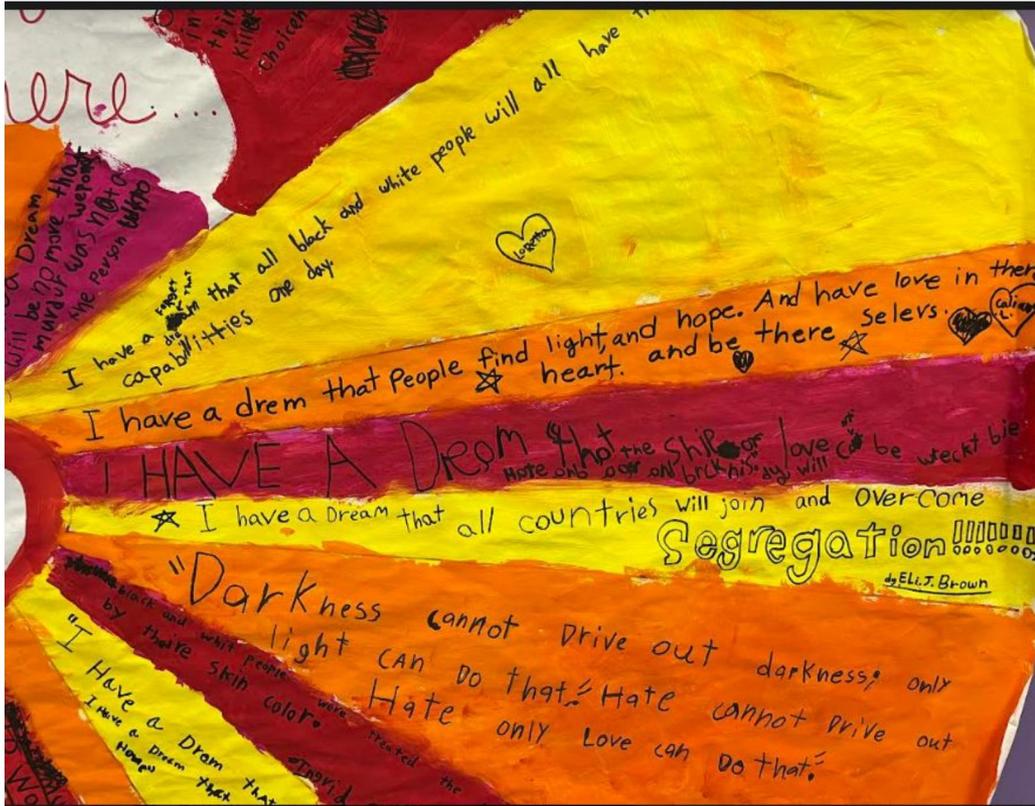


# SMARTIE focus for Goal #3

## Activities

- Intervention classes- META Math, Scholar Leader, modified 6th grade social studies
  - -students selected using: data, data chats 1:1 student to teacher, student and teacher feedback, student interest
- Science, Social Studies, PE, Resource Room- all discuss support in informational text and vocabulary development
- Collaborate in instructional practices, UDL teaching and new instructional materials from adoption
- Placement of students in courses to support their learning
- Staff collaboration on data points and protocols in data review
- HS peer mentoring program
- MS Peer Mentoring Program
- Push in support model with paras and special education staff
- Weekly grade level meetings (student support)
- Technology specific interventions (Edmentum, Membean)
- Targeted intervention using data to inform work
- ASSESSMENT: variations on formats, revisions, reflections and discussions of progress
  - Development in skills overlap (Ex science standards supporting ELA/Math standards)
  - Advisory based communications - home to school and staff for increased engagement and support

# South Whidbey Elementary - Mid-Year School Improvement Plan Update - Winter '24



“I am immensely proud of how my students have grown academically this year - and how they have grown as classmates, playmates and citizens. I have seen that a child’s growth and thriving in each of these areas is so interconnected with the others.

We truly have a classroom culture of care, celebration, respect, calm, fun, curiosity, unique thinking, and an eagerness to learn.” *SWES Teacher.*

# Balance

- Our school staff recognizes and values the critical balance between a rigorous academic program and a strong and vital focus on our students' social, emotional and mental health.
- While all of our goals are necessary for student success - we must prioritize our students' social, emotional and mental health, based on our beliefs regarding trauma informed practices.
- We know that for a child to be ready for academic learning and success - they must feel safe, connected, cared for and believe in their own abilities and potential.
- The data we will present tonight will reflect our work around this balance.

# Farm, Forest and Sea - Place Based Learning



## **SWES 2023–2024 SMARTIE Goal #1: READING**

SWES has adopted and will implement a new K-5 literacy curriculum that will be implemented for the 2023-2024 school. **In order to effectively implement the new curriculum all teachers (including our special education and Orca Reading Intervention Support teachers) must enhance their competence and collaboration through professional development to effectively implement the curriculum and enhance student literacy learning for all students.**

**As a result of ongoing and consistent professional development and teacher collaboration, all K-5 students will show literacy growth between their fall 2023 and spring 2024 I-Ready Diagnostic assessments.**

In addition to this student data, we will measure with progress monitoring, PLC Notes, Feedback from Staff Meetings and frequent surveys

# Progress on SIP Goal #1

## Professional Development for Teachers to Prepare for Amplify Implementation

**June 2023:** SWES Building Leadership Team met with Amplify Professional Development team for half-day to begin planning for fall 2023 implementation and professional development calendar.

**August 2023:** Amplify curriculum materials arrive and provided to teachers to prepare for professional development sessions and implementation.

**August 2023:** All K-5 staff participate in full day training with Amplify professional development team.

**September 2023:** All K-5 teachers participate in training for implementation of “Boost” Amplify classroom Tier 2 intervention program.

**October 2023:** All intervention / special education teams participate in training for “MClass” and “DIBELS” Amplify Tier 3 intervention program.

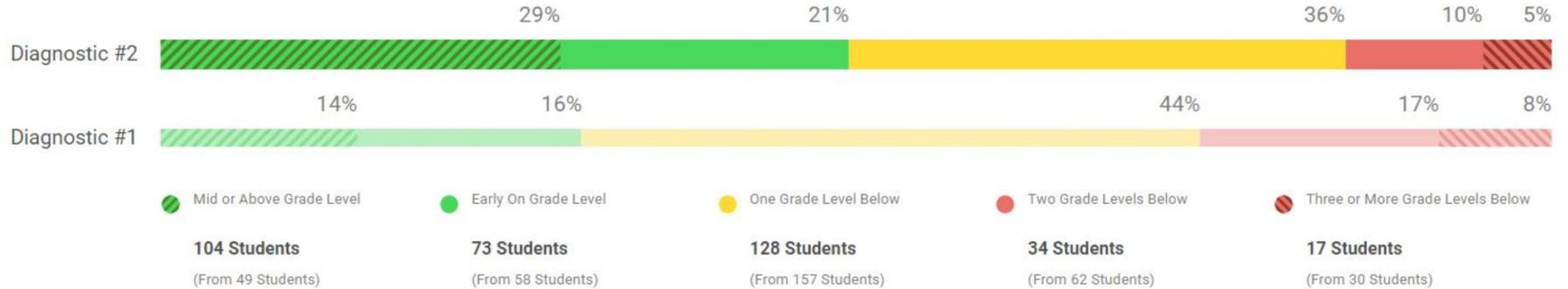
# Progress on SIP Goal #1 Continued

- Amplify Curriculum is being provided to all K-5 students at SWES.
- Staff engaged between August - October '23 in a series of professional development and training opportunities to support effective implementation of the curriculum.
- Amplify ELA Curriculum Adoption and Professional Development Plan:  
[https://docs.google.com/presentation/d/1ZNKVrvTZ7J\\_OLnjpYkCqAodwjYU\\_QIMrakeBKxf0atl/edit?usp=sharing](https://docs.google.com/presentation/d/1ZNKVrvTZ7J_OLnjpYkCqAodwjYU_QIMrakeBKxf0atl/edit?usp=sharing)
- Strong progress in I-Ready Diagnostic - Fall '23 and Winter '24 comparison

# I-Ready - Fall '23 and Winter '24 Comparison Data - READING

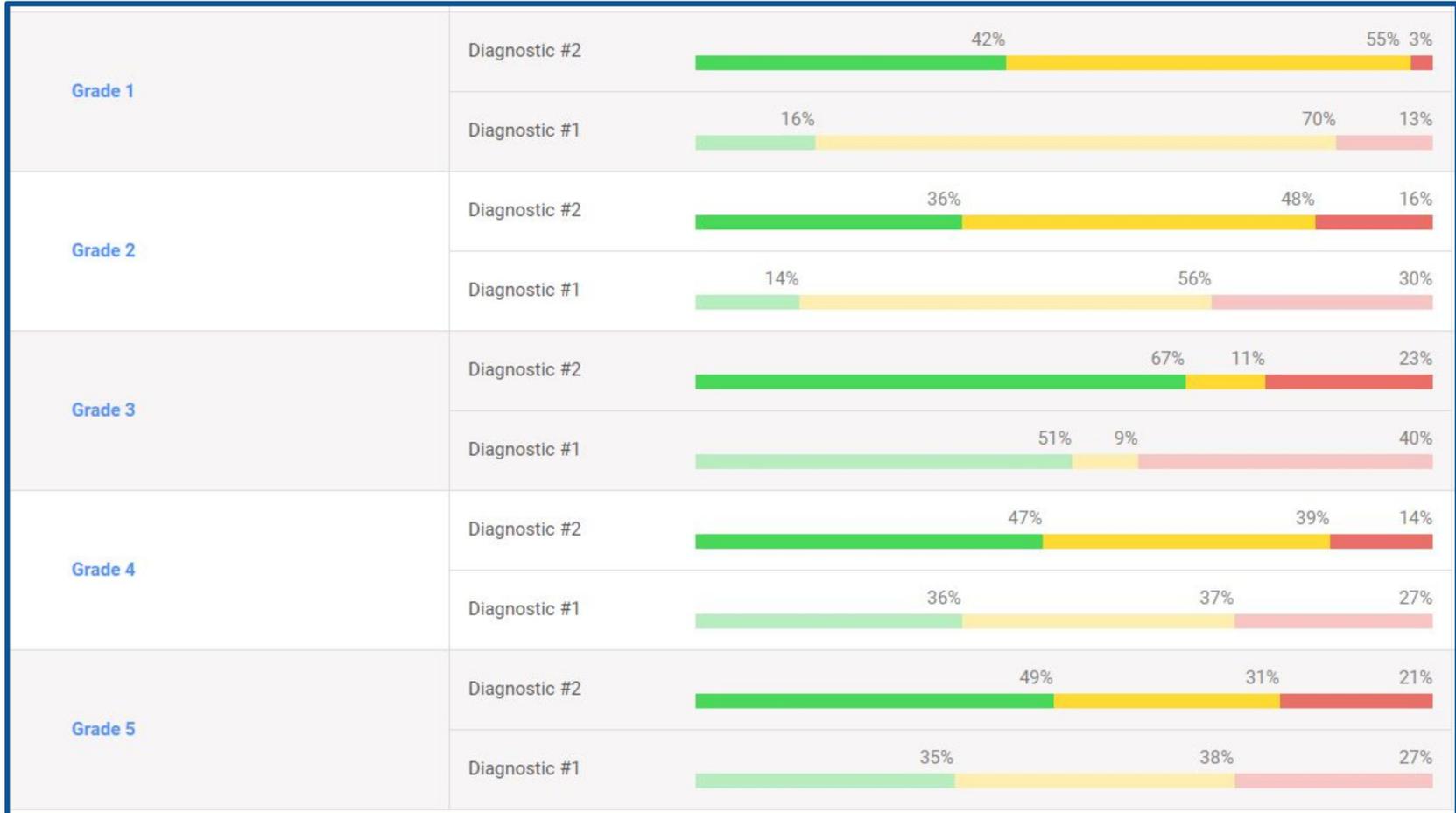
## Overall Placement

Students Assessed/Total: 356/432



READING	Students at or above grade level in reading	Students one grade level below	Two or more grade levels below
FALL '23 DIAGNOSTIC	30%	44%	25%
WINTER '24 DIAGNOSTIC	50%	36%	15%
Percentage increase or decrease	20% increase	8% decrease	10% decrease

# I-Ready Reading 1st-5th Progress By Grade Level



## **SWES 2023–2024 SMARTIE Goal #2: SOCIAL EMOTIONAL**

During the 23–24 school year all TK–5 students will have Tier I opportunities to engage in restorative processes and consistent social emotional learning opportunities related to resilience, self-management, self-reliance, belonging and leadership skills.

Our 2022–2023 pre and post SEL data shows an average of 25% of our students need additional Tier 2 or Tier 3 supports relative to this goal.

**By the end of the 2023–2024 school year, through consistent implementation of our Tier 1 and Tier 2 supports, we will track a continuous decrease in the number of students needing additional Tier 2 supports in these areas.**

# Leadership, Service, Clubs, Hands on Learning and More!



# Social Emotional Learning Progress and Next Steps

- 100% of K-5 students / classrooms engage daily in our Tier 1 “Caring School Communities” SEL Curriculum
- Data from October ‘23 has been analyzed and action steps have been identified and implemented.
- SWES Tier 2 Team (made up of counselor, mental health team, student support, principal and SPED team) analyzed data and implemented Tier 2 and 3 services as determined by survey results.

# Social Emotional Learning (SEL) Data / Progress

Work and Progress towards SEL Goal:

<https://docs.google.com/presentation/d/1F2Fc2nV1KjgOnTjqStAWhwwdAQLoB5AcINuAA1bUMBI/edit?usp=sharing>

Link to “Action Items” staff are engaging in to support identified areas of concern:

[https://docs.google.com/document/d/1HTgZOz\\_qfMF0Kb7WER0m-1oBMDoMalQ0tnrgq5pXjnl/edit?usp=sharing](https://docs.google.com/document/d/1HTgZOz_qfMF0Kb7WER0m-1oBMDoMalQ0tnrgq5pXjnl/edit?usp=sharing)

Follow-Up Survey will be given in May '24 and SEL focus cycle will continue.

# SEL In Action - Reading with Rover, Mediators



Art projects while waiting for Reading with Rover Time!



**Reading with Rover!**



Mediators help younger students with problem solving!

# TIER 3 SEL SERVICES

- 5% of students receive mental health therapy at school through partnership with ESD 189 and Compass Mental Health.
- 8% receive special education services in social/emotional/behavior through small group and one on one support.
- ***This totals 13% of our school receiving Tier 3 SEL services.***

***At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.***

## **SWES 2023–2024 SMARTIE Goal #3 - MATH**

During the 2023–2024 school year, it is our desire to enhance teacher competence in Tier 1 and Tier 2 math instruction.

We will do this through the consistent and effective use of pre-teaching strategies, student self-monitoring strategies, real world math opportunities and intensive Tier 2 small group support to enhance their self-empowerment, self-reflection and resilience in their math learning.

**As a result of these pre-teaching and self-monitoring strategies, all K-5 students will show growth from the fall 2023 and Spring 2024 I-Ready Diagnostic assessments, including students receiving special education Tier 3 services.**

# Progress and Next Steps - Math Instruction

**Partnership with Tina Mott, ESD 189 Math Specialist** for ongoing math focused support. Tina has engaged in classroom visits, team and one-on-one meetings with teachers, as well as offering two professional development sessions for K-5 teachers.

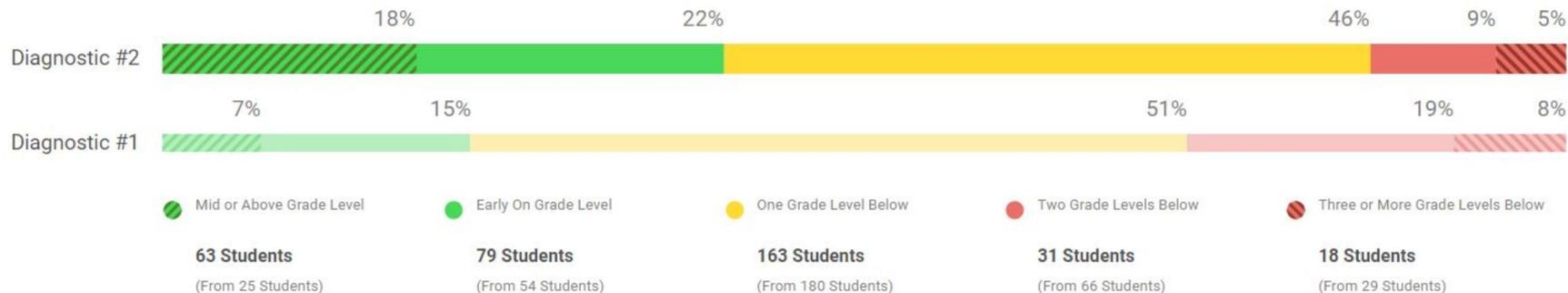
**During the Winter / Spring of 2024**, Tina engage in specific work with our special education team, providing team level and individual coaching and modeling instructional strategies.

**Skill based math intervention specialists** - working with students three times per week / 20-minute small groups. We are engaging in 2nd-5th grade Skill Based Math intervention. Our focus is on intensive support in math skill that a student isn't proficient in. Students can excel or struggle with any combination of math concepts and are finding that students may do well with some concepts - and have struggles with others. Pre assessments and progress monitoring are used to determine need for skill based instruction

# I-Ready - Fall '23 and Winter '24 Comparison Data - MATH

## Overall Placement

Students Assessed/Total: 354/432



MATH	Students at or above grade level in reading	Students one grade level below	Two or more grade levels below
FALL '23 DIAGNOSTIC	22%	51%	26%
WINTER '24 DIAGNOSTIC	40%	46%	14%
Percentage increase or decrease	18% increase	5% decrease	12% decrease

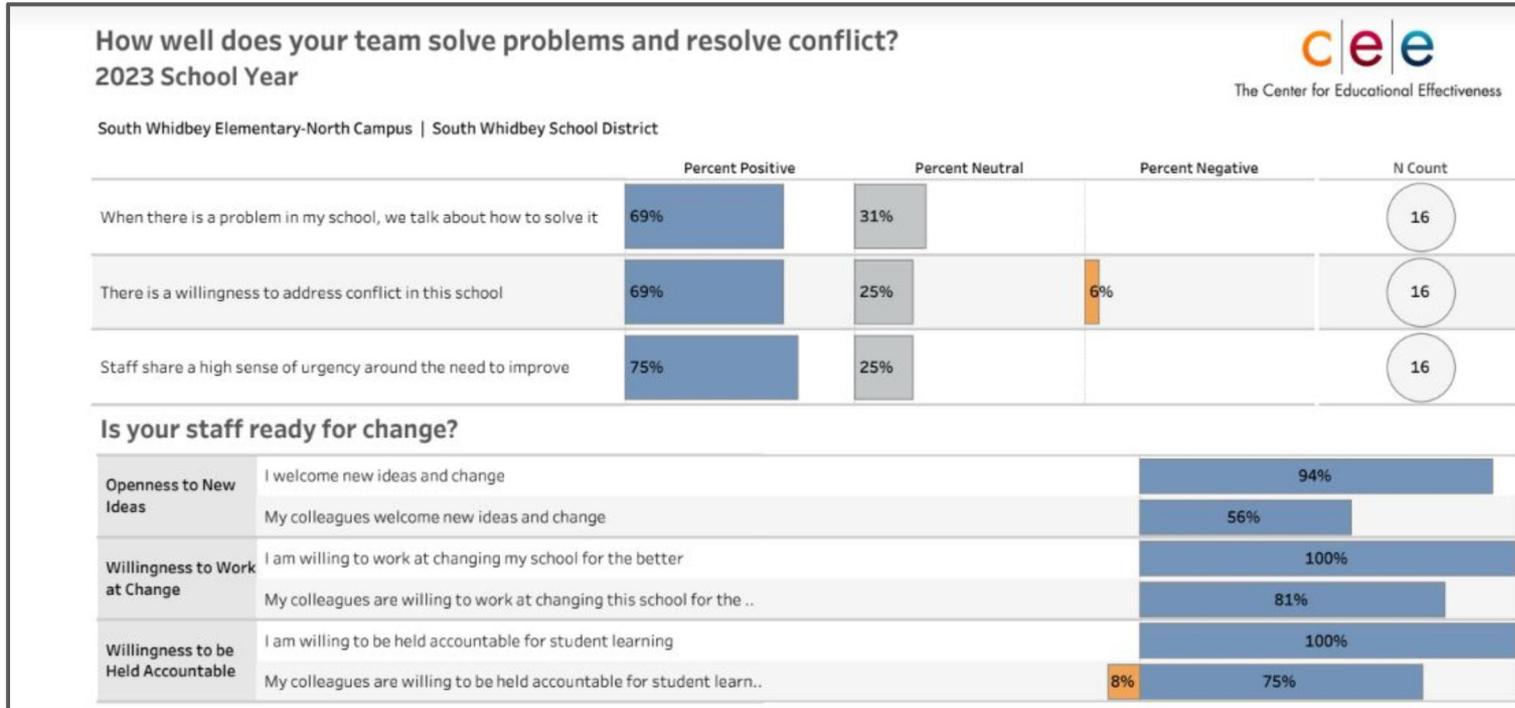
# CEE SURVEY UPDATES

*CEE surveys provide schools and districts with critical information about the learning and teaching environment, the health and well-being of students, and supports for parents, school staff, and students that foster learning and school success. SWSD staff, families and some students take the survey in the fall and spring of the school year.*

***To increase staff and family understanding and buy in regarding the importance of participation in the CEE survey, SWES has engaged in a staff training and family engagement meeting led by Roni Rumsey, CEE Director of Professional Learning.***



# ONE EXAMPLE OF CEE SURVEY DATA:



Roni Rumsey, CEE Director of Professional Learning engaged a staff development workshop with Elementary School Staff in November of 2023. We looked closely together at the “I vs. They” gap and other elements of the CEE survey and implications for our work.

# Staff Climate - Connection & Collaboration

## STAFF SPOTLIGHT

Name: MR. MICHAEL Birth Month and Day: NOV 5TH  
 Job Title: OT + PE How long at SWES: 7 YEARS

### MY FAVORITES

Food: ETHIOPIAN  
 Color: BLUE  
 Hobby: PLAYING MUSIC  
 Store: GOODS CLOSER  
 Snack: CHOC. LUNA BAR  
 Movie: THE BIG LEAGUES  
 Sports Team: ANY WARRIOR  
 Book/Author: AT SWIM TWO SISTERS  
 Beverage: EMUL GAZI  
 Scent: ROSE  
 Restaurant: MAMA FISH  
 Sweet Treat: ANYTHING FROM  
WILCO FOR NEW ARRIVAL



### MORE ABOUT ME

Hobbies/Interests: <u>FOOD, MUSIC, DANCE, SKATEBOARDING, TRAMPING</u>	I am happiest when: <u>MOTIVATED + ACTIVE ONLY OUT OF LOVE, NOT REVENUE</u>
Dislikes: <u>CLOSED MINDEDNESS</u>	I work best when: <u>MY GOALS AND WHY ARE CLEAR</u>
I recharge by: <u>WALKING IN THE WOODS OR ON THE BEACH</u>	I like to receive recognition by: <u>A VERBAL 3-1 COMMENT</u>

## STAFF SPOTLIGHT

Name: Kelsey Baird Birth Month and Day: April 6th  
 Job Title: Special Education How long at SWES: 5th year here!

### MY FAVORITES

Food: CHEESE  
 Color: ANY PURPLE, SPARKLES  
 Hobby: KNITTING, READING  
 Store: Target or Star Store  
 Snack: ~~CHOCOLATE~~ CHEESE POUCHES  
 Movie: Practical Magic  
 Sports Team: Krakon  
 Book/Author: Kiera Cass  
 Beverage: coffee or juice  
 Scent: coffee or citrus  
 Restaurant: Shrimp Shack of LC  
 Sweet Treat: Praline



### MORE ABOUT ME

Hobbies/Interests: <u>Knitting, pining, movies, crafting, hanging with my baby</u>	I am happiest when: <u>I'm hanging with my family or close friends + having fun</u>
Dislikes: <u>messes, pickles, bad smells, onions, early mornings</u>	I work best when: <u>I am in an organized space + know where things are</u>
I recharge by: <u>QUIET TIME or fun baby days</u>	I like to receive recognition by:

- Staff Spotlight - Individual Write-Ups
- Inclusion Kudos - staff nominated one another for showing exemplary inclusion strategies
- Secret Staff Member
- Staff Bingo / Staff Breakfast
- Staff Community Building (Indigo dyeing at school farm)
- Staff Committees: Family Engagement, SEL, Enrichment, Academic Engagement
- Sunshine Committee - supporting staff during celebrations and challenging times

# School Wide Information System (SWIS) Data

SWIS is a web-based decision making system that allows for entry of behavior and discipline referrals. The application provides an efficient and effective way to capture behavior incident data, which can then be summarized and analyzed by school personnel to make decisions about educational environments. At SWES, discipline issues are recorded on our “blue slips” that provide a wide range of information that we can track - and use for decision making purposes. It is based on the “Positive Behavior Intervention Support” (PBIS) approach to school behavior and discipline supports.

[Link to SWES Fall '23 through Winter '24 SWIS Data:](#)



<https://drive.google.com/file/d/1456MDYntBCJJnEAVkeOokYeA-VIQOWzR/view?usp=sharing>

# SWIS DATA - Average Behavioral Referrals Per Day / Per Month



South Whidbey Elementary School

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School Summary  
2023-24

Outcome: All Referrals

## Average Referrals Per Day Per Month

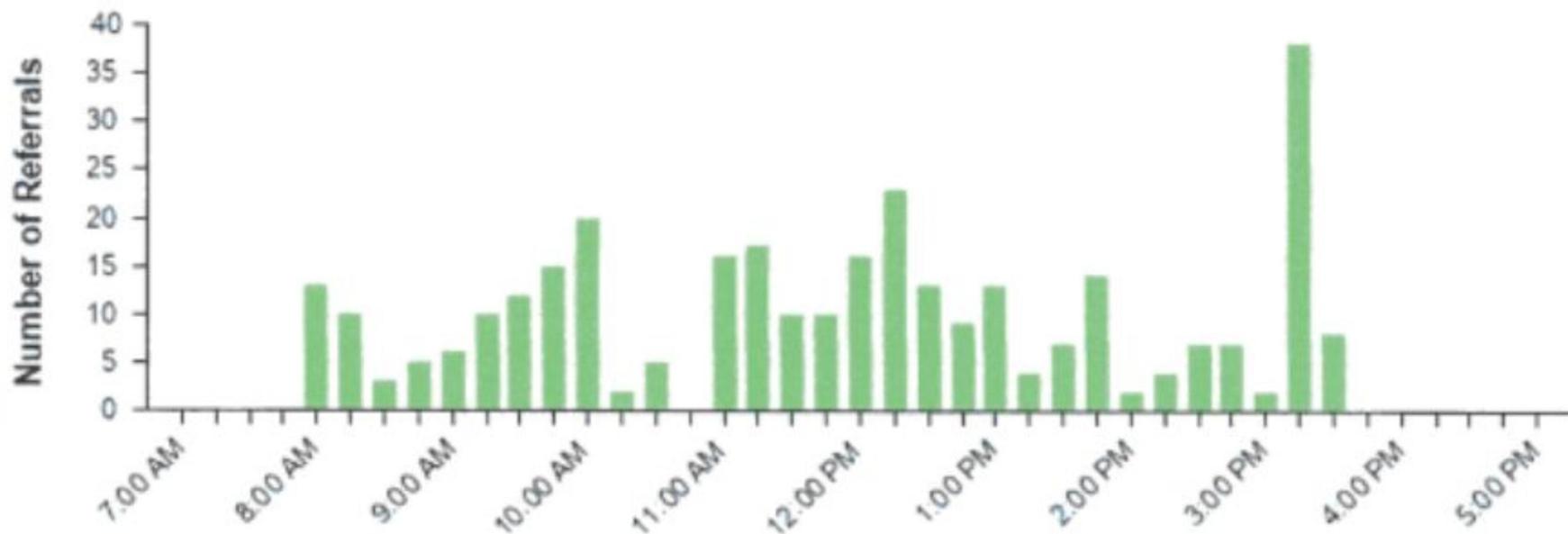
All, 2023-24



Location

## Referrals by Time

All, Aug 1, 2023 - Jul 31, 2024

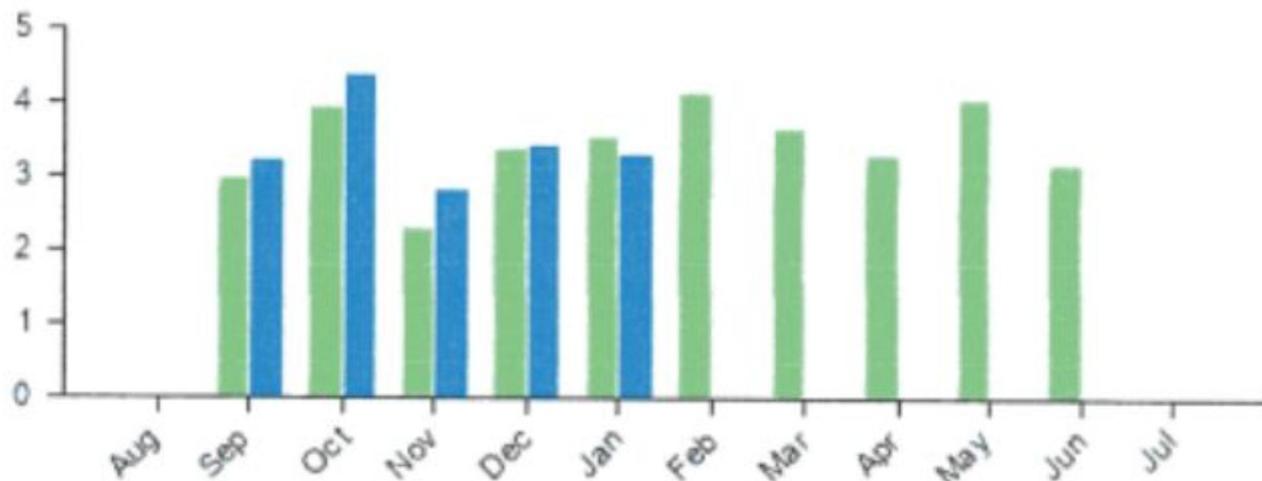
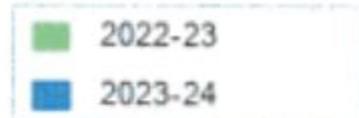


## Average Referrals Per Day Per Month - Multi-Year

All, 2022-23 - 2023-24



Average Referrals Per Day



# SWES Attendance Rates

	<u>Daily Attendance</u>	<u>Unexcused</u>	<u>Excused</u>
<b>Semester 1 2023-2024</b>	<b>93.82%</b>	<b>4.15%</b>	<b>95.85%</b>
<b>2022-2023 School Year</b>	<b>88.94%</b>	<b>1.49%</b>	<b>98.51%</b>

# SWES - OSPI REPORT CARD DATA

**Additional Demographic data as reported by OSPI**

[https://docs.google.com/presentation/d/1\\_JqKpgNuywM0jK2ctnYQdOErgR79\\_BDeG7SrSdMwJzs/edit?usp=sharing](https://docs.google.com/presentation/d/1_JqKpgNuywM0jK2ctnYQdOErgR79_BDeG7SrSdMwJzs/edit?usp=sharing)

# ELA K-12 Year 1

## CURRICULUM UPDATE

### Kindergarten- 5th grade

August- October

- + 1st- 5th assessment with iReady & DIBELS
- + Amplify training and implementation

October- Current

- + BOOST READING- online platform with:
  - + Individualized diagnostic assessment
  - + Individualized learning pathways
  - + Mastery and subskill mastery reports
  - + Shorter, more frequent assessments and feedback to teachers
- + Teacher survey with input on progress of curriculum
- + Jan 2024- iReady and DIBELS K-5
- + Future assessment/data points- within AMPLIFY and BOOST (Curioso).
- + Years 1 and 2 is for implementation and alignment-utilize iReady for longitudinal progress

### 6th-12th Grade

Implementation of scope & sequences, new instructional materials, new technology/subscriptions and textbooks for 10th, 11th and 12th grade

Development of assessment and data collection points :

- + 6-8 continuous assessment with iReady and newly utilized Edmentum platform/intervention
- + 9-12 beginning Commonlit assessments for pre and post (data available in June 2024)
- + Writing assessment and common rubric with an informational text alignment
- + Quill.org- pre and post assessments in grammar
- + Membean (data available Spring 2024)
- + New novels
- + instructional practices

# iReady's Winter Diagnostic-READING

## KINDERGARTEN-8th GRADE

Academic Year:    
 Diagnostic:    
 Prior Diagnostic:    
 01/13/24 - 02/09/24      09/06/23 - 10/06/23

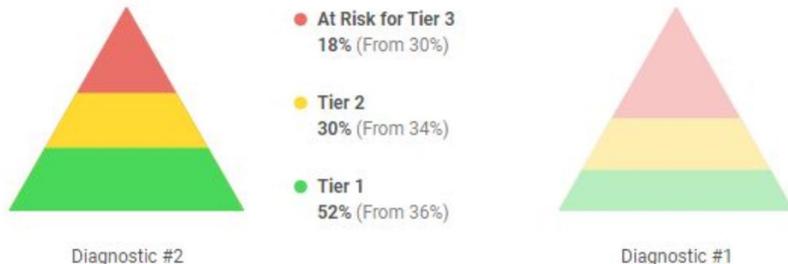
**3-Level Placement**      **Enhanced** 5-Level Placement      Foundational Reading Extension

Criterion Referenced

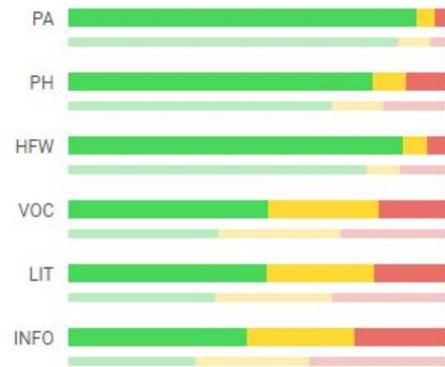
Standard V

Students Assessed/Total: 609/733

### Overall Placement



### Placement by Domain

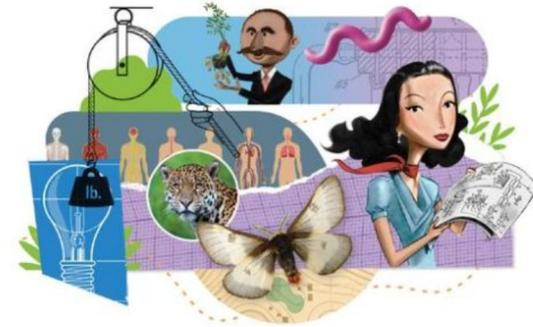


# iReady's K-5th ELEMENTARY Diagnostic-READING

Subject: Reading  
School: SOUTH WHIDBEY ELEMEN...

Academic Year: Current Year  
Diagnostic: Diagnostic #2 (01/13/24 - 02/09/24)  
Prior Diagnostic: Diagnostic #1 (09/06/23 - 10/06/23)

AmplifyCKLA



3-Level Placement

Criterion Referenced

Standard Vi

Students Assessed/Total: 354/432

Overall Placement



Diagnostic #2

- At Risk for Tier 3  
14% (From 26%)
- Tier 2  
36% (From 44%)
- Tier 1  
49% (From 30%)



Diagnostic #1

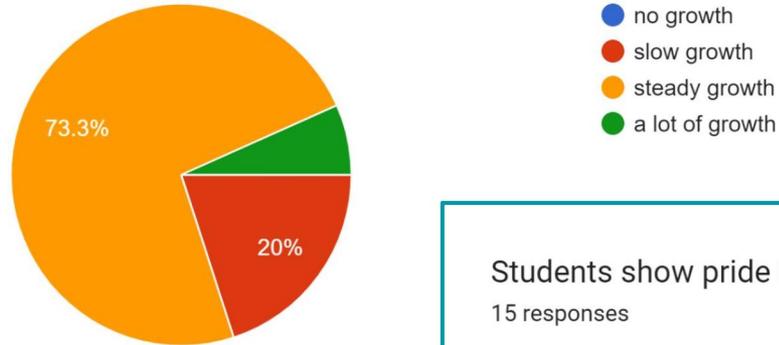
Placement By Domain



# K-5 AMPLIFY Teacher input survey

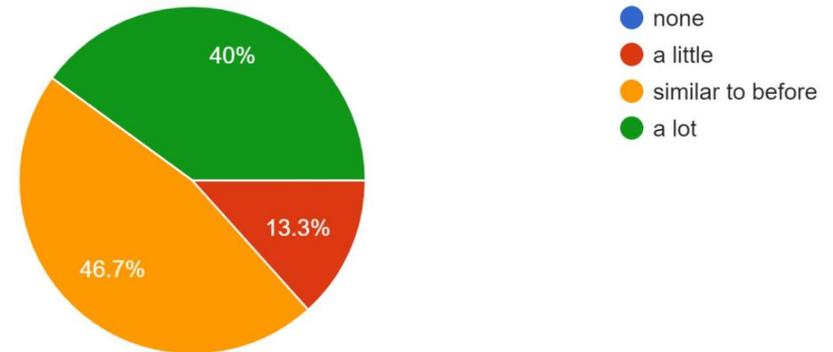
I have seen growth in my student's reading/literacy progress

15 responses



Students show pride in their progress in reading/ELA skills

15 responses

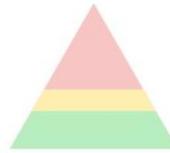


# iReady's Reading 6th-8th Progress



Diagnostic #2

- At Risk for Tier 3  
24% (From 35%)
- Tier 2  
21% (From 20%)
- Tier 1  
55% (From 45%)



Diagnostic #1



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

Switch Table View      Show Results By

Placement Summary      Grade

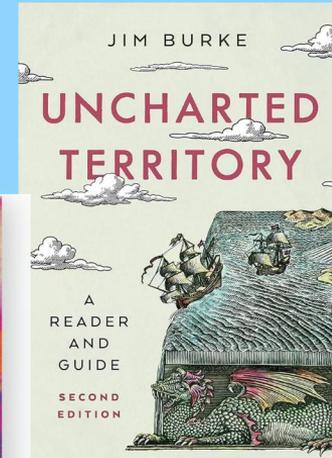
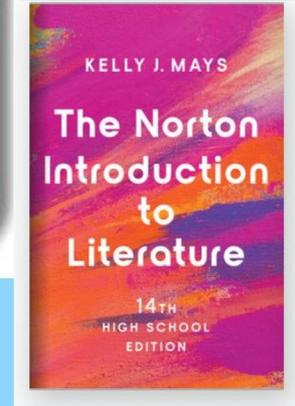
Grade      Overall Grade-Level Placement      Students A

Grade	Diagnostic	Tier 1	Tier 2	At Risk for Tier 3	Students A
Grade 6	Diagnostic #2	57%	23%	20%	74/78
	Diagnostic #1	49%	20%	31%	
Grade 7	Diagnostic #2	45%	24%	32%	76/83
	Diagnostic #1	41%	14%	45%	
Grade 8	Diagnostic #2	61%	17%	22%	93/98
	Diagnostic #1	45%	24%	31%	

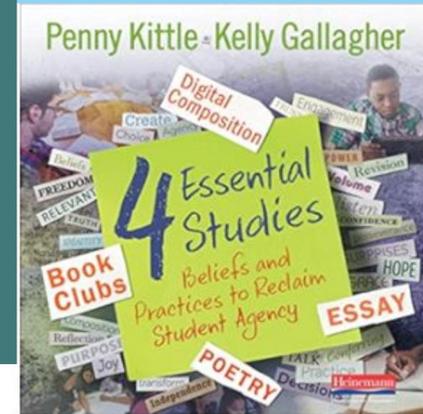
# 9th-12 grade Curriculum based assessments

The 9th-12th grade team is utilizing the following for tracking of progress and data:

- Common Lit for 9th-12th assessments
- writing assessment with rubric and norming practice (will take place in May 2024)
- Membean data- coming Spring 2024 (will update slides when semester 1 data is presented)



The team will utilize time to norm their grading to approved rubrics and compare semester 1 and semester 2 students for year 1



Class of 2032 (current 4th graders)	WINTER 2021 *proctored remotely	WINTER 2022	WINTER 2023	WINTER 2024
MATH	<b>44%</b> at or above grade level <b>49%</b> nearing <b>5%</b> Below	<b>46%</b> at or above grade level <b>50%</b> nearing <b>7%</b> Below	<b>31%</b> at or above grade level <b>53%</b> nearing <b>16%</b> Below	<b>46%</b> at or above grade level <b>42%</b> nearing <b>12%</b> below
READING	<b>47%</b> at or above grade level <b>49%</b> nearing <b>4%</b> Below	<b>51%</b> at or above grade level <b>39%</b> nearing <b>9%</b> Below	<b>61%</b> at or above grade level <b>19%</b> nearing <b>20%</b> Below	<b>50%</b> at or above grade level <b>37%</b> nearing <b>13%</b> below

Class of 2028 (current 8th graders)	WINTER 2021 *proctored remotely	WINTER 2022	WINTER 2023	WINTER 2024
MATH	<b>40% at or above grade level 37% nearing 13% below</b>	<b>35% at or above grade level 39% nearing 26% below</b>	<b>41% at or above grade level 35% nearing 24% below</b>	<b>35% at or above grade level 30% nearing 35% below</b>
READING	<b>62% at or above grade level 22% nearing 16% below</b>	<b>62% at or above grade level 20% nearing 19% below</b>	<b>53% at or above grade level 23% nearing 24% Below</b>	<b>62% at or above grade level 17% nearing 21% below</b>

## READING Longitudinal Growth- K-8

Winter 2021- Winter 2024

Measured is Diagnostic 2's percentage of students on track or meeting their annual growth goals

2020-2021	57%
2021-2022	74%
2022-2023	76%
2023-2024	92%

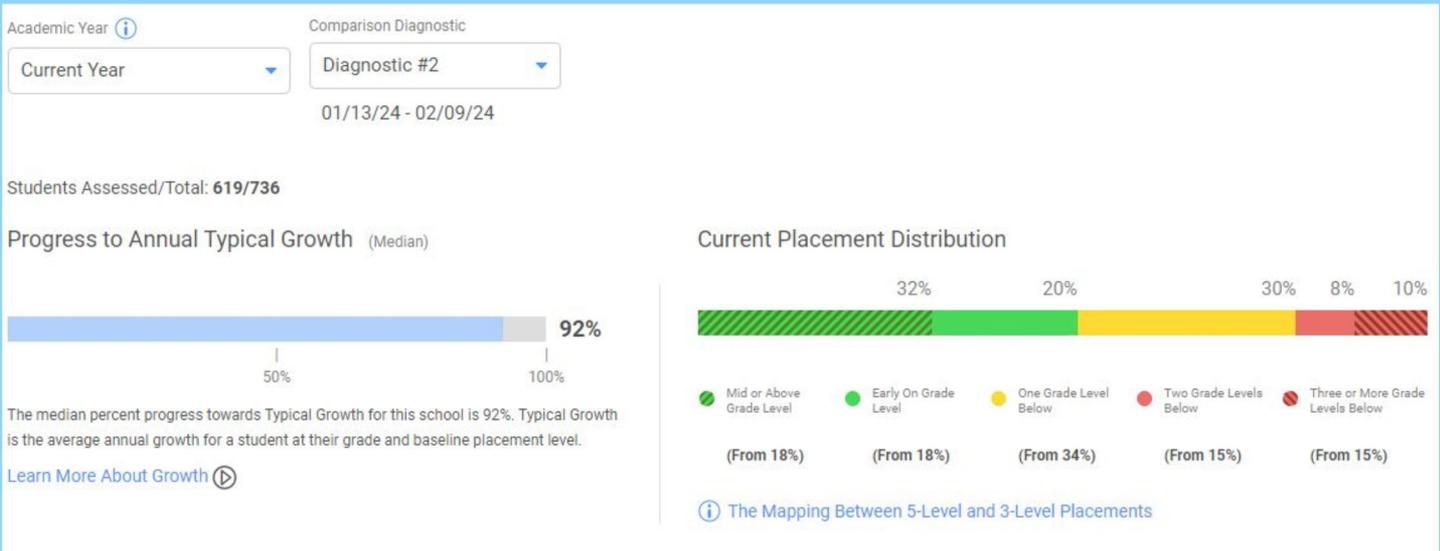
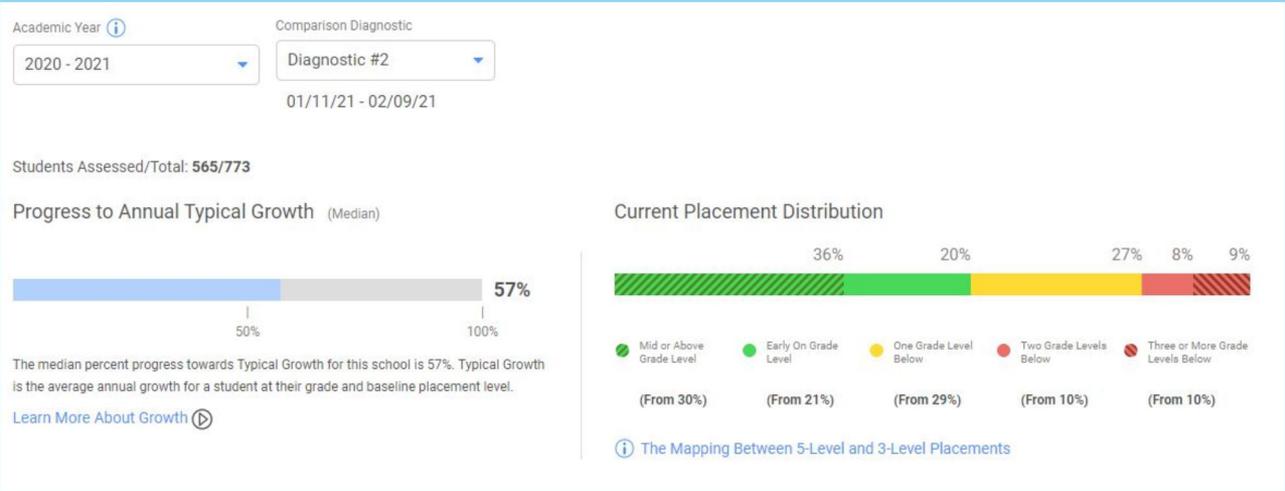
# READING

## Longitudinal Growth

### K-8

## Winter 2021

## Winter 2024



# OSPI REPORT CARD LINK

For further data and information for all of the schools in the South Whidbey School District, please refer to the following OSPI site:

<https://washingtonstatereportcard.ospi.k12.wa.us/>

