

South Bay Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Chantale Packard, 2 yr
Assistant Principal: Connor Merrill, 4 yrs

Building	South Bay
Enrollment	595
Free/Reduced Lunch	42.9%
ELL	11.8%
BIPOC	46.6%
Special Education	22.9%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: Goal 4 - Continuous Growth, All Students, All Subjects.

Outcome: Outcome C- Increased growth rate for students experiencing personal and/or systemic barriers to achievement or opportunity.

Academic Gap Goal: The percentage of 1st grade students receiving MLL demonstrating proficiency in word reading will increase from 46% in the Fall to 60% by Spring of 2025 as measured by Easy CBM.

Indicators of Progress:

- CBM data indicates that the percentage of MLL students at the highest risk decreased from 46% in the fall to 23% in the Winter, showing significant progress.
- MLL students made notable gains in reducing the highest-risk group but need more support to transition to the low-risk category.

Concern Area:

- The percentage of students at the 25th percentile and above in Fall has dropped from 46% in the Fall to 31% in the Winter, so while students showing the most risk are quickly decreasing, those at standard are struggling to remain low risk.
- Non-MLL peers showed similar trends, with the percentage of students at the 50th percentile and above decreasing from 42% in the fall to 41% in the winter, while those at highest risk receiving LAP and Resource intervention dropped by 3%.

Next Steps:

- Continuously track student progress throughout the remainder of the year to identify early signs of improvement or further decline.
- LAP, Resource, and MLL targeted instruction and differentiated support to students showing some risk to help them move to lower risk categories.
- Targeted classroom instruction and intervention to students receiving MLL supports showing low risk in general education classrooms.
- Push-in support from MLL staff and collaboration between 1st grade teachers to ensure students are continuing to show growth on progress monitoring leading into Spring.
- Offer enrichment opportunities to students at 50th percentile and above to encourage growth in students at low risk as well as high-risk peers.
- Increase communication with parents about student progress and ways to support learning at home.

Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners

Outcome: Outcome A- Increased percentage of students meeting social, emotional, and behavioral expectations.

Behavioral or SEL Gap Goal: Reduce the number of classroom referrals by 30% over the next school year, decreasing referrals from 698 to 488 or fewer through the implementation of Positive Behavior Interventions and Supports (PBIS), social-emotional learning (SEL), and targeted behavioral interventions.

Indicators of Progress:

- SWIS data from September-February showed 35% decrease in classroom referrals
- 23-24 school year showed 187 classroom referrals, 24-25 school year 123 referrals
- Tier 2 weekly team meetings show steady progress in individualized student plans
- Bruin Den (PBIS Room) working with increased number of students on Tier 2 level
- Referrals to SST (Academic/Behavioral Tier 2 and 3 team) decreased by 66%
- 12 fewer students receiving referrals in classroom than 23-24 school year
- Tier 1 supports in place in classrooms- calm down corner, restorative questions, proactive circles, SEL time in master

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schedule

- Focus on Tier 2 social skills groups with school counselor and mental health specialist. Mental health and school counselor provide SEL instruction with 75 students per week

Concern Area:

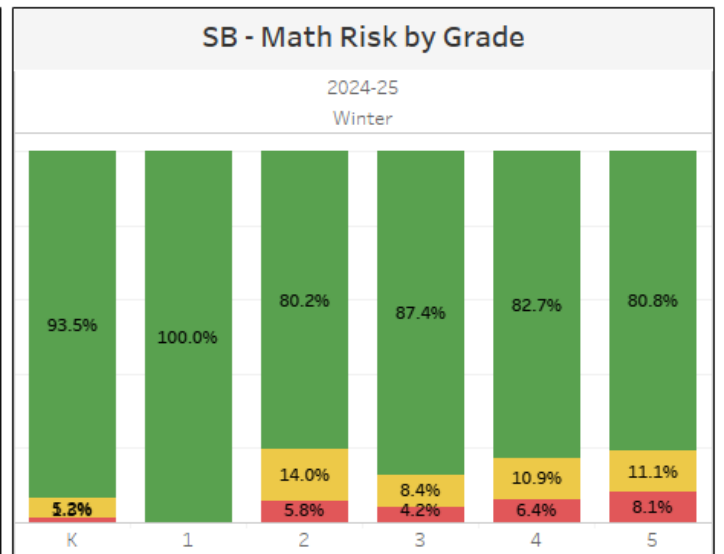
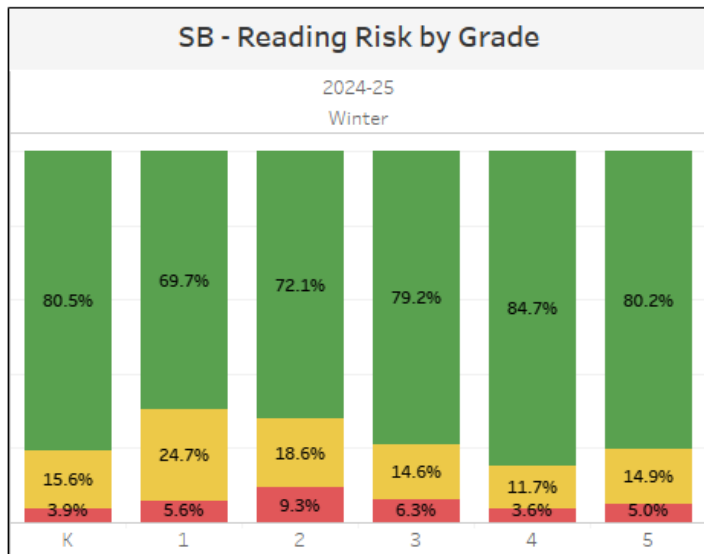
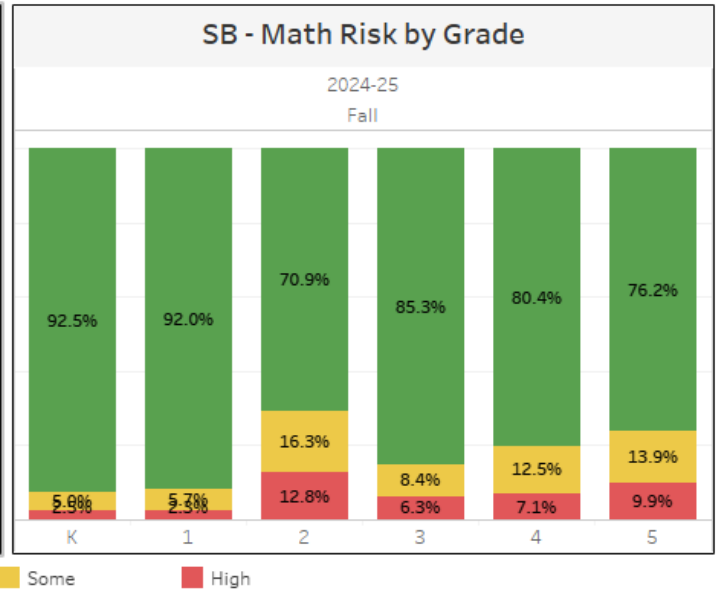
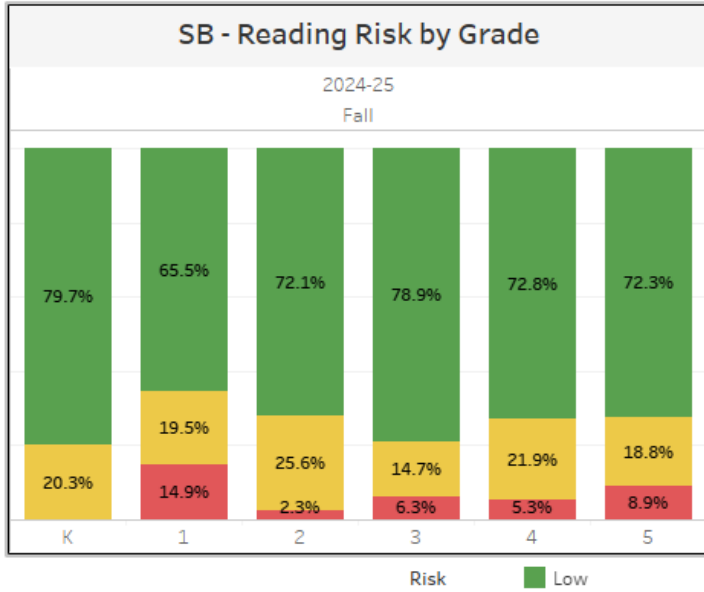
- 140 minor classroom incidents documented that could impact learning in smaller way
- 130 documented SWIS referrals at recess through February. 141 SWIS referrals in 23-24 school year, showing little growth

Next Steps:

- Continue to implement effective Tier 1 supports in classes- calm down corner, restorative practices, SEL time in master schedule
- Consistently monitor effectiveness of Tier 2 interventions with PBIS/Bruin Den team
- Meet weekly to review student plans and behavior data
- Begin interventions for Recess PBIS improvement
- Schoolwide review of recess expectations, 5th grade leadership recess support, Recess specific PBIS incentives

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Overall School Attendance Rate for SB *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.

