

SWSD 2024-2025 School Improvement Plans *Winter '25 Updates*

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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.

South Whidbey Schools - District Goals 24-25

Social-Emotional Learning

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

Academic Growth

Objective 2: We will 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

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

SWHS/SWA 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 Practices- 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. (98 current students)

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

Sara Dominguez PD- Culture of Care, Transforming Conflict into Connection

Number of students participating in extracurricular activities. (results in June)

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)- Not until 2025-2026 SY

LCSI PD- Life Space Crisis Intervention (Tier 1 and 2)



2024-2025 Semester 1 Attendance Breakdown

	<u>Daily Attendance</u>	<u>Unexcused</u>	<u>Excused</u>
Semester 1 2024-2025	93.91%	2.52%	3.56%
Semester 1 2023-2024	89.16%	4.57%	6.26%

2024-2025 Semester 1 Exclusion Rate

8 Exclusions (14 last year sem 1)

4 Male 4 Female 0 Gender X

6 White 2 BIPOC

7 Short Term Home Suspensions

1 In School Suspensions

0 Long Term Suspensions and Expulsions

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 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 Global 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 are.
What do our students need more of?

2024-2025 Semester 1 G.P.A. Breakdown

<u>ALL SCHOOL</u>	<u># of Students</u>	<u>2024-2025 GPA</u>	<u>2023-2024 GPA</u>
OVERALL AVERAGE	391	3.16	3.05
MALE	203	2.99	2.98
FEMALE	187	3.34	3.28
Gender X	N<10	N<10	N<10

ETHNICITY/RACE

AFR AMER/BLACK	12	2.66	N<10
ASIAN	17	3.35	N<10
HISPANIC/LATINO	13	2.81	3.20
2 OR MORE RACES	20	3.2	3.04
NATIVE AMERICAN	11	2.84	2.80
WHITE	318	3.19	3.15

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

Fall P.S.A.T. Scores

	<u>2024 Avg</u>	<u>2023 Avg</u>	<u>2022 Avg.</u>
SWHS	1164	1154	1083
State	1101	982	1005
Global	950	933	986

Fall S.A.T .Scores

	<u>2024 Avg</u>	<u>2023 Avg</u>	<u>2022 Avg.</u>
SWHS	1217	1124	1111
State	1066	1036	1023
Global	967	940	943

A.P. Class Demographics

	<u>2024-2025(No AP Stats)</u>	<u>2023-2024</u>
OVERALL ENROLLMENT	56	91
MALE	23	41
FEMALE	33	50

ETHNICITY/RACE

AFR AMER/BLACK	1	1
ASIAN	1	2
HISPANIC/LATINO	3	5
NATIVE AMERICAN	1	0
WHITE	50	78

Future Measures/Assessments/Surveys

S.A.T. -March

C.E.E. Survey- March

A.P. Testing-April

Healthy Youth Survey Results- Not until 2025

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

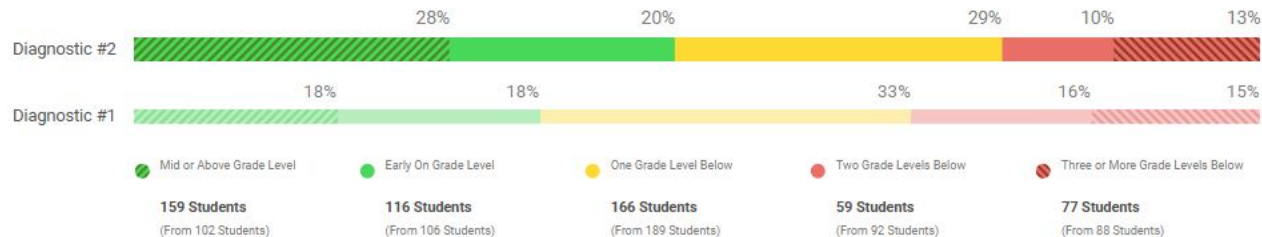
9th Grade On Track- June

Graduation Rate- June

K-8th grade iReady's Diagnostic 1 and 2 | READING

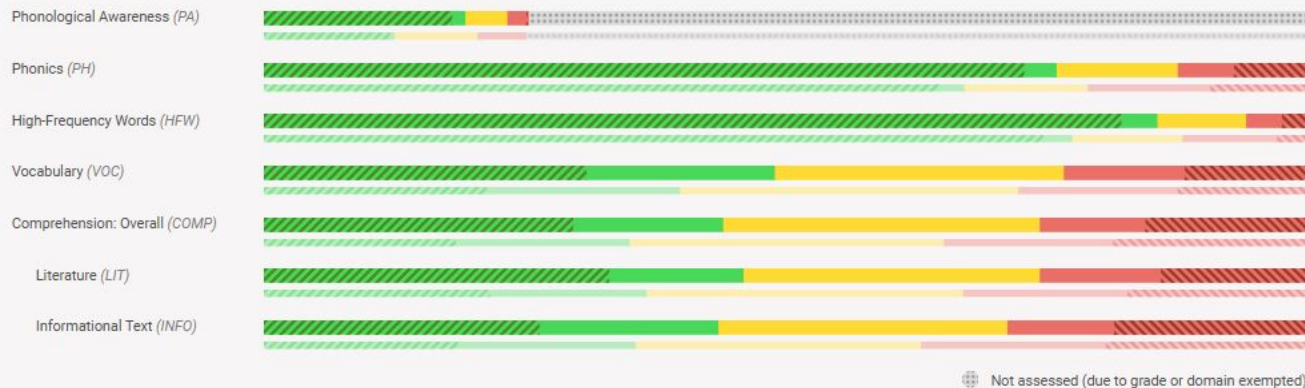
Overall Placement

Students Assessed/Total: 577/770



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

Placement by Domain

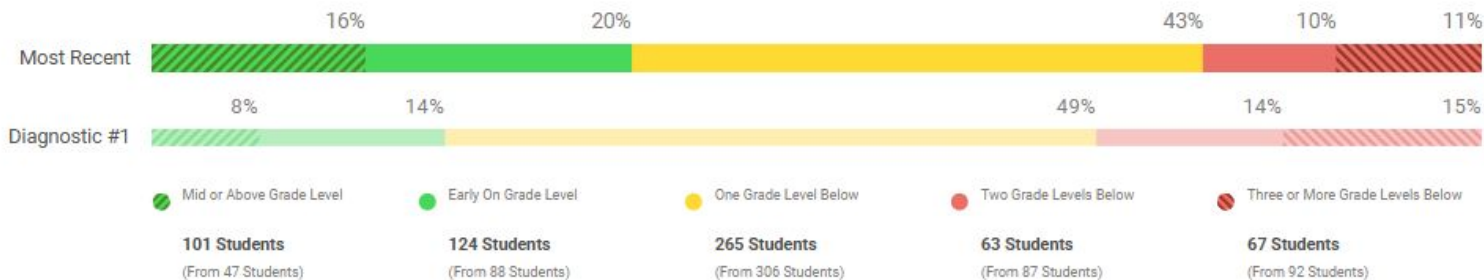


Not assessed (due to grade or domain exempted)

K-8th grade iReady's Diagnostic 1 & 2 | MATH

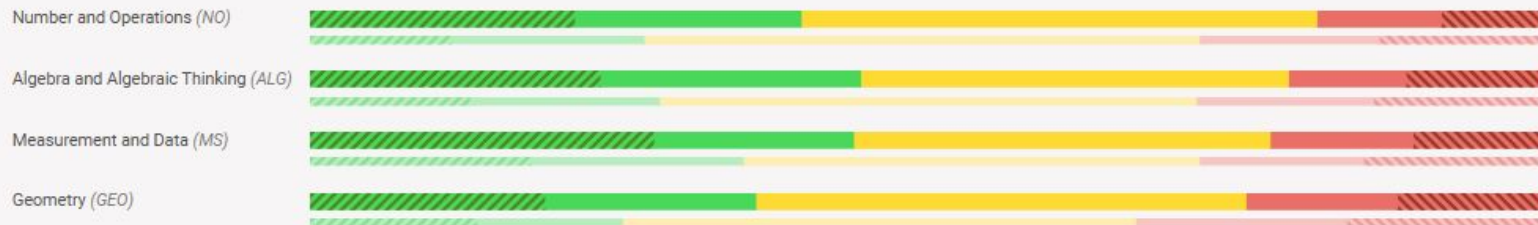
Overall Placement

Students Assessed/Total: 620/771



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

Placement by Domain





SWMS

Cougars



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

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 Wellness and Celebrations

- **SWMS's commitment to a device free campus is continuing to support learners and classroom engagement and decrease**
- **Addition of a wellness elective in 4th quarter to give more students the opportunity to explore personal wellness, outdoor education and connection**
- **Athletics**
 - Fall- 109 student athletes
 - Winter - 105 student athletes
 - Spring (current) = 104 student athletes
- **Fall Quarter-Harvest Hangout 100% student participation**
- **Winter Quarter-**
 - **WinterFest 100% student participation**
 - **Winter Wonderland Dance- 84% participation**

Tuesdays- Reading with Rover

Wednesdays and Thursdays- Legos Club

Extracurriculars in action

US History students → Hamilton 2/27

6th graders→ Outdoor Education @ Warm Beach- June 2025

7th graders→ WI based field trip

8th graders→ College campus tour/Seattle visit (public transportation)



HAMILTON
AN AMERICAN MUSICAL

Conferences Attendance Historical

School Year/ Grade level	Percentage of Families that Attended	Percentage of Students that Attended and Participated
2021-2022	36%	10%
2022-2023	48%	18%
2023-2024	65%	61%
2024-2025	81%	87% (goal surpassed!)

Conferences Attendance by Grade Level in November 2024

6th graders	86%	78%
7th graders	81%	96%
8th graders	76%	86%

Attendance Data for SWMS

Daily Student Attendance (to date)	
2021-2022	90% attendance rate
2022-2023	91.06% attendance rate
2023-2024	88.6% attendance rate
<i>2024 sem 1</i>	<i>93.0% attendance</i>
<i>Daily Attendance</i>	<i>94.2% excused 5.8% unexcused</i>

SWMS Discipline & Restorative Justice

18 Exclusions* (8 total students)

7 Male 1 Female

Restorative Circles - averaging 3.7 a week (participants average 3 staff members, 2-5 students)

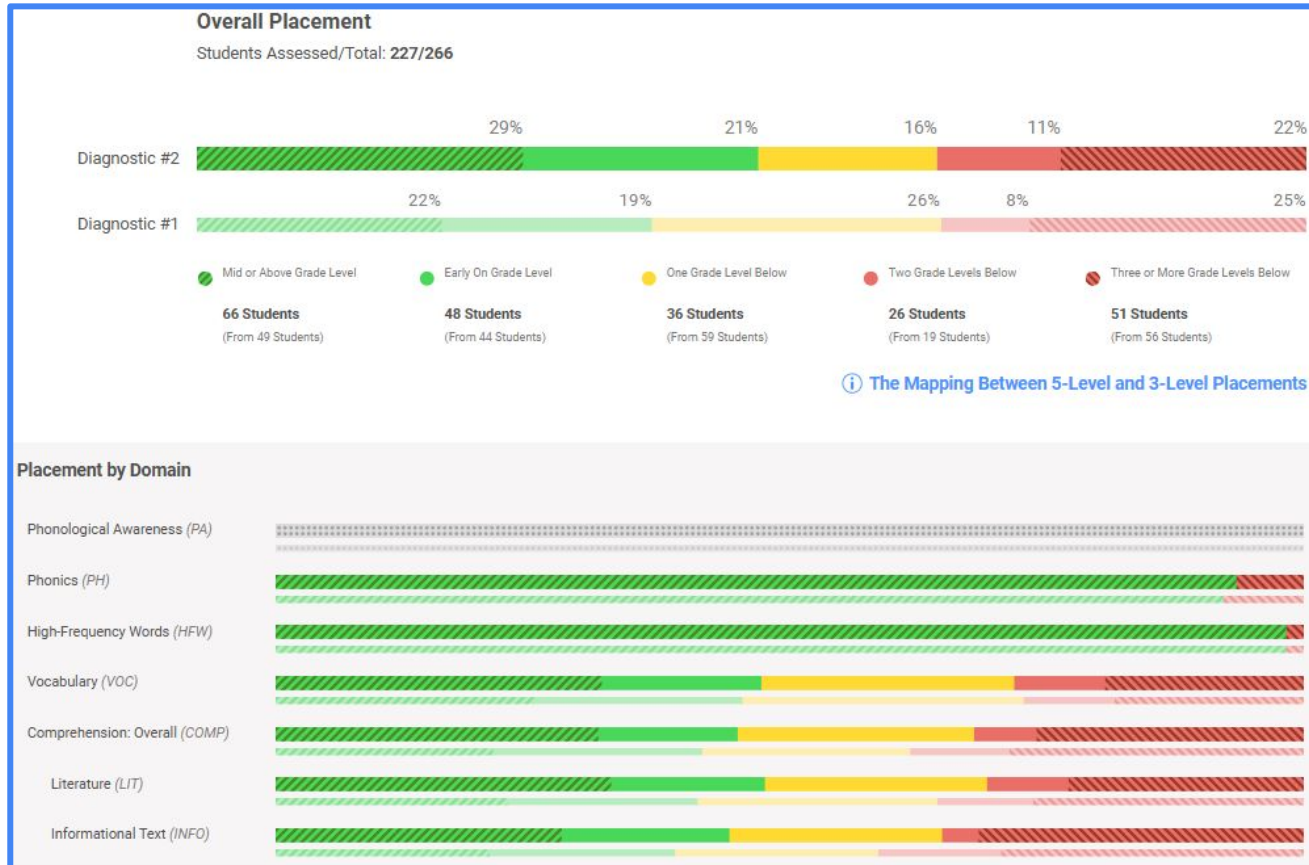
***Exclusion includes: In School Suspensions, Short Term Suspensions, Long Term Suspensions and Expulsions.**

SWMS 2023–2024 Goal #2 (ACADEMIC GROWTH)

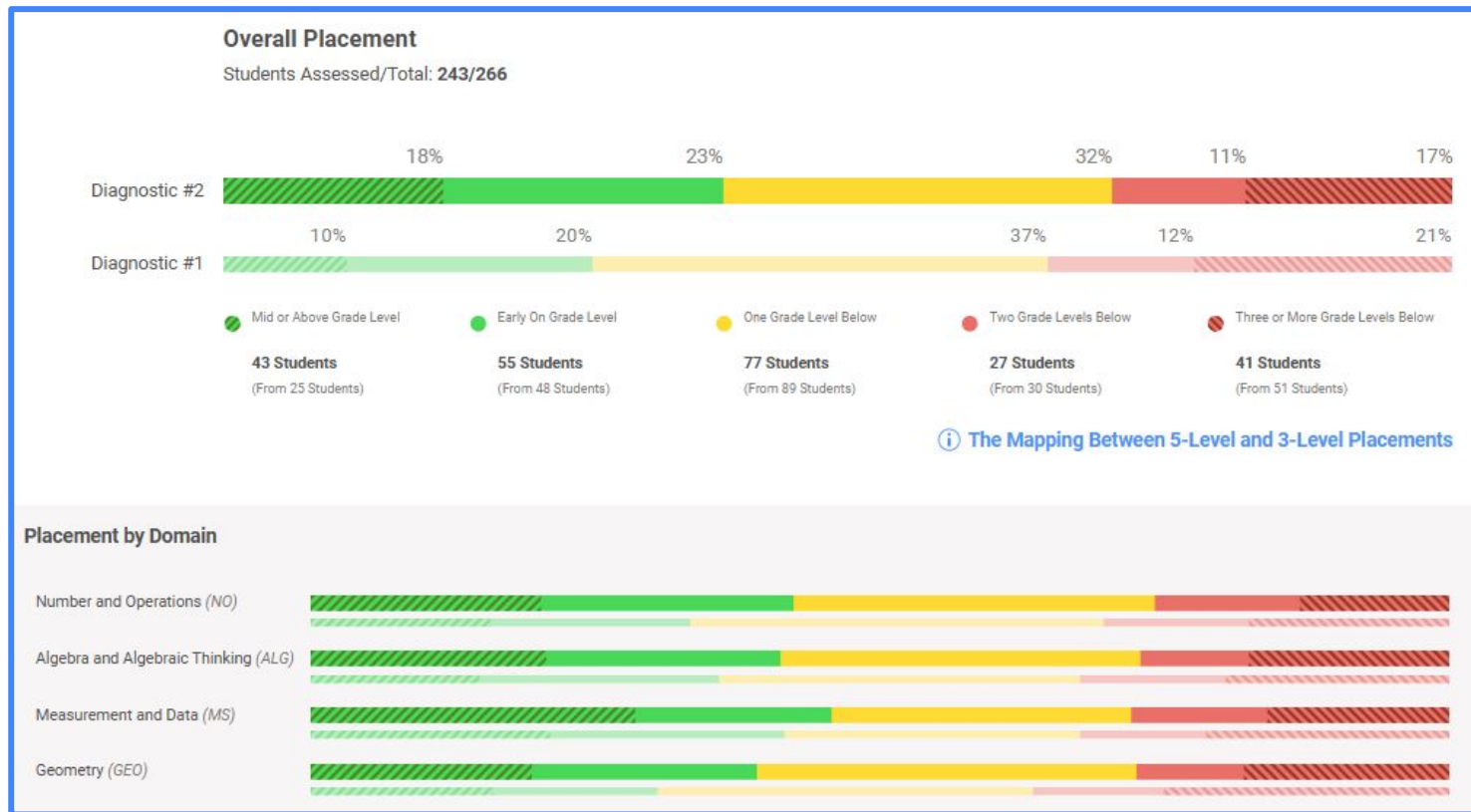
80% of SWMS students will meet or exceed their individual typical growth goals via i Ready diagnostic or Edmentum in both math and reading by Spring 2025.

School Year	READING	MATH
2022–2023	61%	68%
2023–2024	67%	70%
Diagnostic #2 (Jan 2025)	54%	43%

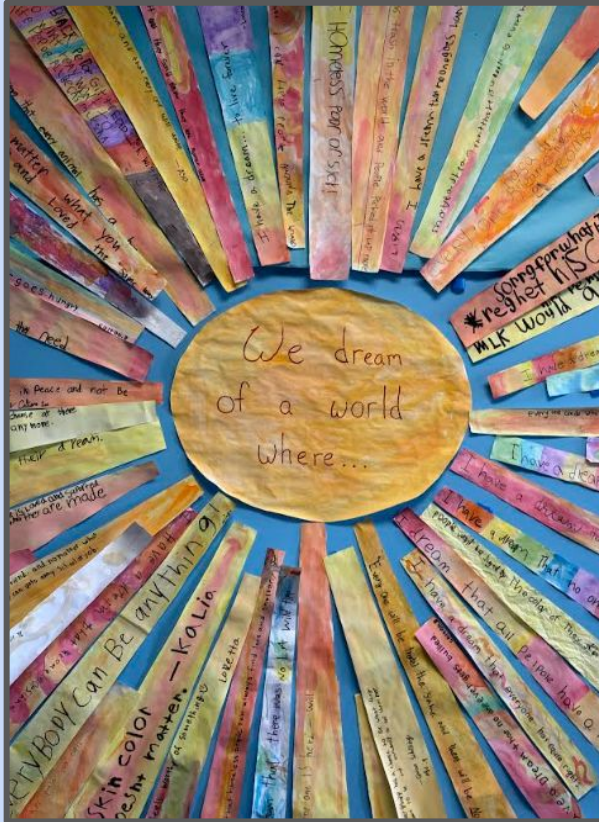
iReady's Diagnostic 1 and 2 Results -READING



iReady's Diagnostic 1 and 2 Results –MATH



South Whidbey Elementary - Mid-Year School Improvement Plan Update - Winter '25



There are so many celebrations for us to share. Tonight, we wish to celebrate and honor our students, families and staff as we look at our work together.

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.
- At this time, we believe 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 have their basic needs met, 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 balanced approach.

CELEBRATIONS!

Expansion of Lunchtime Clubs (over 200 students involved!)

2nd annual school musical (over 40 students engaged last year!)

Two-Night Camp Kirby for 5th grade (state funded through Outdoor Schools)

One-Night Camp Casey overnight for 4th grade (State Outdoor Learning Grant)

Expansion of our Reading with Rover Program

School Volunteer Coordinator / expansion of volunteer opportunities - funded through SW Schools Found.

Launch of Marine Science Partnership with Whidbey Watershed Stewards

ASB leadership opportunities for ALL 4th and 5th graders who wish to participate - service and leadership-student led

K-3 Reading and Math Intervention Teacher

ITK program for 4 year olds (full-time program)

Low cost after school care based at school through Partnership with Boys and Girls Club

NEW 5th grade science Lab

Farm, Forest and Sea - Place Based Learning



South Whidbey
Elementary School



Farm, Forest & Sea STEM programs



OSPI STEM Lighthouse School 2024-2025

We are sharing ITK - 8th grade curriculum, no cost professional development workshops and resources for teachers, administrators and community partners for Science, Technology, Engineering and Math (STEM) centered Outdoor Learning Programs with a focus on farms, forest and the Salish Sea.



Scan the QR code
for our curriculum website, or
contact Susie Richards, Principal
srichards@sw.wednet.edu
360-221-4600



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

Goal #1: 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.

Progress on SEL Goal #1

School Wide Efforts - Tier 1 (For All)

- Life Space Crisis Intervention (LSCI) Summer '24 (11 total staff)
 - *Trained staff supporting students and staff members*
 - *Ongoing training for all staff*
- Orca Leaders and ASB
- Recess Clubs
- Reading with Rover
- Orca Bucks and Orca Store
- Orca Students of the Week

Caring School Community Curriculum - Tier 1 (for all)

- Daily morning meetings centered around weekly themes of social growth and community building
- Weekly Home Connection letters for caregivers
- Weekly newsletters connecting home and school
- Big and Little Buddies between classrooms and Falcon Buddies from SWHS

Progress on SEL Goal #1 - Continued

- Coffee with the Principal Every 2nd Friday of the month - now recorded and posted as a webinar on the district website:
<https://swesnorth.sw.wednet.edu/activities/coffee-with-the-principal>
- PTA Providing ongoing support through family and student focused activities - Science on Wheels, transportation support, STEM and Art Support, Glow Parties, Jog a Thon and this year's new Family STEAM Night - SO much more!
- A wide range of volunteer opportunities - and financial support for our volunteer coordinator from The South Whidbey Schools Foundation!
- SWES Staff "Family Engagement Team" coordinating our Read Your Heart Out, STEAM Night and more!
- Consistent opportunities for families to meet with teachers, principal and other support staff as needed / requested by staff or families.

“ Providing Opportunities for Family Involvement and Support ”

Progress on SEL Goal #1 Continued

Targeted Support (Tier 2)

- Small group social groups
- Consistent use of Restorative Practices
- Lunch bunch K-2
- Dedicated Student Support Team that meets consistently to review current needs of our Tier 2 and 3 students.
- Redevelopment of our Check In / Check Out processes
- Six week data team cycle with all teachers to discuss needs / progress
- Bridget Walker, Debbie Limon, Sara Dominguez PD- Culture of Care, Transforming Conflict into Connection

Targeted Support (Tier 3)

- The addition of two full-time Certified Behavior Technicians and a part-time Board Certified Behavior Analyst

The consistent use of restorative and Positive Behavior Intervention Supports (PBIS)”

TIER 3 SEL SERVICES

7% of students receive mental health therapy at school through partnership with ESD 189 (*2.5 days per week at SWES*), Compass Mental Health WISE Program (*3 families served at SWES*), Island County Behavioral Health (*4 hours per week*) and a grant from the Whidbey Community Foundation (in partnership with The SW Schools Foundation) that provides 10 hours of mental health support at SWES and ALE program from local therapist Kathy Hein.

8% receive special education services in social/emotional/behavior through small group and one on one support.

This totals 15% of our students 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.

SWIS Data and Check In / Check Out

- **"SWIS Data"** refers to data collected through a system called **"School-Wide Information System" (SWIS)**, which is a web-based tool used by schools to track and analyze student behavior incidents, allowing educators to identify patterns and make informed decisions about interventions and school-wide climate improvements; essentially, it's a database of student disciplinary referrals that can be used to monitor behavior trends and address equity concerns within a school setting.
- **"Check In Check Out" (CICO)** is a specific intervention strategy within SWIS where students regularly meet with an adult to discuss their behavior and receive positive reinforcement, essentially acting as a way to monitor and support student conduct throughout the day; together, they allow educators to effectively track and manage student behavior using a structured system

COMPARISON - 24-25 REFERRALS BY LOCATION



South Whidbey Elementary School

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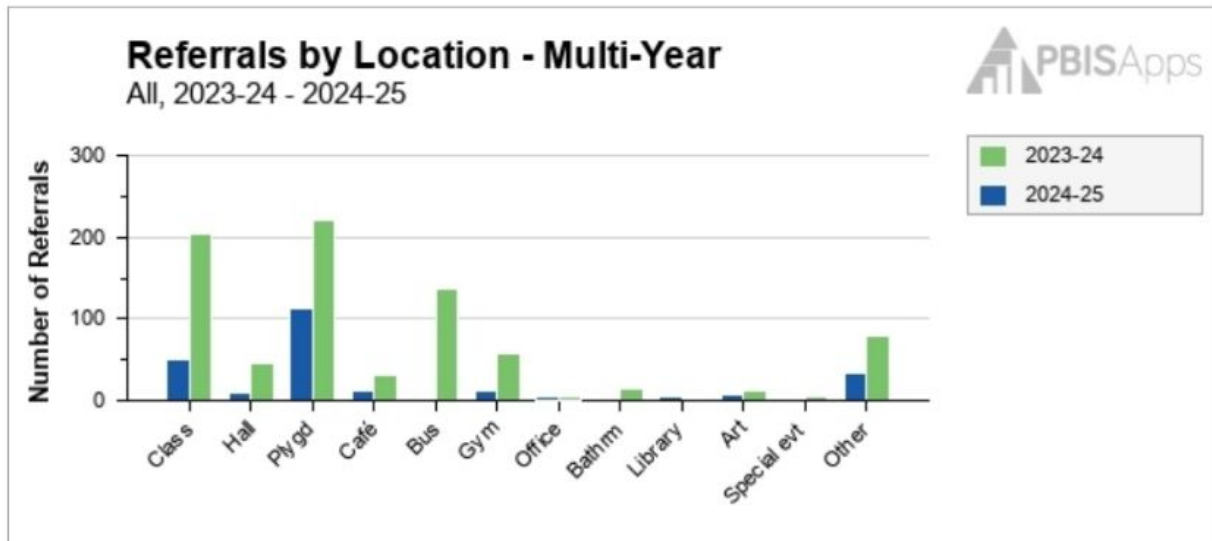
Referrals By Location - Multi-Year

2023-24 - 2024-25

:

Outcome: All Referrals

Only Show Locations With Data: Yes



We are seeing a significant decrease in discipline referrals from the classroom.

Our data suggests this is a result of our restorative practices work, enhanced SEL supports and strong relationships between teachers and students.

Our cafeteria referrals are down comparatively to this time last year, and playground referrals are also lower.

“If I have a problem at school, I can solve it or find an adult to help me solve it.”

SWIS Data - Celebrations

Data Review -

- The majority of Students on our Tier 2 Check In / Check Out (CICO) system have had a decrease in referrals.
- Current School-wide SWIS data shows that Recess and Cafeteria are our primary focus areas for Tier 1 (school wide) interventions

SWIS Dashboard

Average Referrals Per Day Per Month



SWIS Data from
SWES
September '24 -
February '25 for
overall discipline
referrals per
month

Current Cafeteria Interventions



- A number of interventions have been established in our cafeteria to enhance behavior and increase student happiness. Cafeteria interventions include:
- Increased kitchen team serving lunch to minimize the time students spend in line to receive lunch (note: 40% increase in the number of students eating school lunch as it is free this year).
- Use of “Red, Yellow, Green Light” that measure noise levels for students to be able to self-monitor noise levels.
- Increase in number of staff members supervising in the cafeteria.
- New systems to release students into the cafeteria from recess to minimize all students entering at the same time.
- Incentives for keeping voice levels in range - including earning “mix it up” days (students can sit where they want v. at their class table) and earning a 12-minute video on Fridays.

Current Recess Interventions



Beginning in early March, we will be engaging in a school-wide focus in our PLC on recess behavior - with teachers developing lesson plans focused specifically on recess expectations.

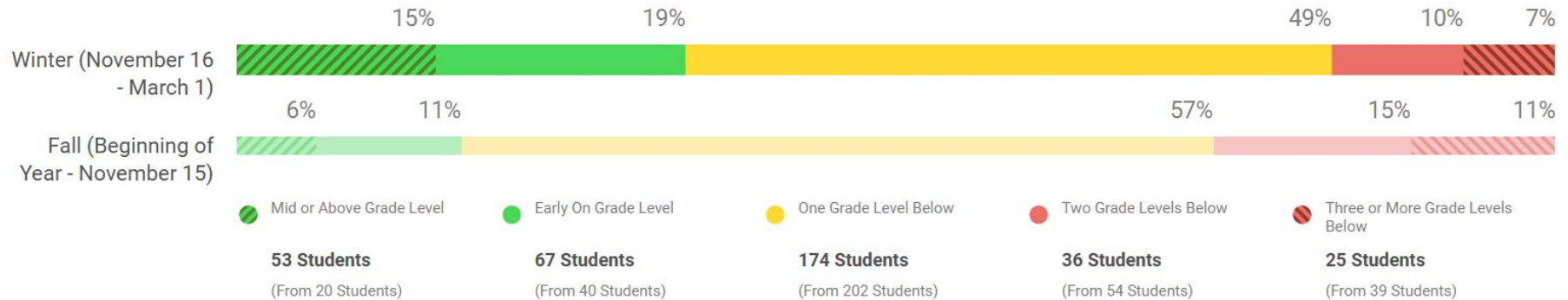
- Increase in number of playground supervisors (from 3 to 4)
- All supervisors are assigned a zone and have a route they move in within that zone.
- Increased supervision of GaGa Ball Pit, Wall ball and Soccer - areas that have the most discipline referrals submitted.
- Consistent use of restorative circles to solve playground disagreements.
- Mediators to help support younger children in healthy play.

SWES 24-25 Goal #2 : Academic - Math

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.

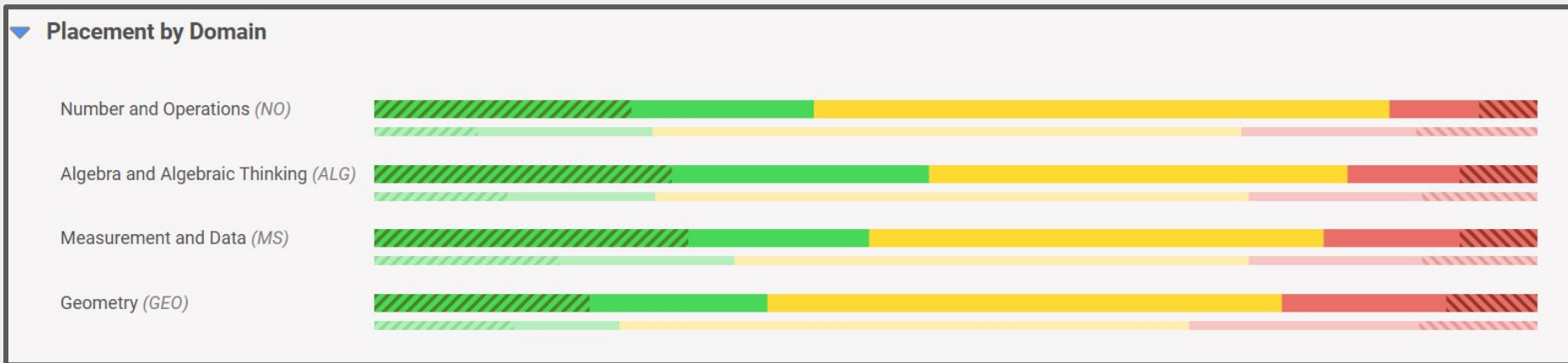
Objective: By June of 2025, 65% of students will meet or exceed grade level expectations in math as determined by our final I-Ready Diagnostic Assessment or other diagnostic as identified by grade level teaching teams, improving from 56% from 2023-2024 school year.

I-Ready - Fall '24 and Winter '25 Comparison Data - Math

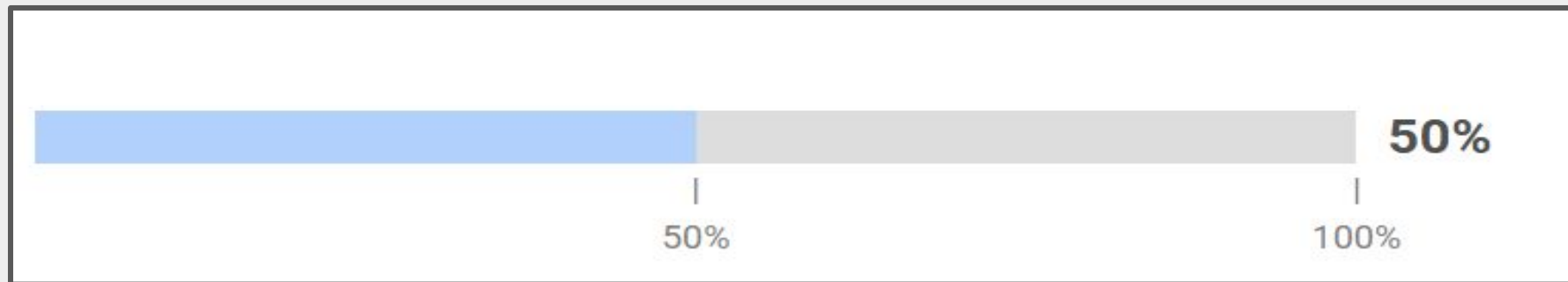


Math	Students at or above grade level in math	Students one grade level below	Two or more grade levels below
FALL '24 DIAGNOSTIC	17%	57%	26%
WINTER '25 DIAGNOSTIC	34%	49%	17%

I-Ready Math Progress By Domain



Progress Towards Individual Growth Goals



Strategies to Improve Student Learning in Math

Data Driven Instruction

- **Formative assessments** Utilizing I ready math diagnostic data to inform instruction, Lesson quizzes inform if instruction was effective, if pacing needs to be adjusted, or if specific students are in need of support
- **Student Growth Goals** Short term student growth goals have been an effective practice for teachers to participate in and cycle their instruction based on data
- **“Land of Opportunity”** Identify students who are just below grade level and using instructional strategies to support them such as scaffolding instruction, and reteaching prerequisites
- **Exit Tickets** Another formative assessment strategy that allows for student practice and helps to identify adjustment to next lesson, and/or support for individual students

By implementing data driven instruction we will increase overall proficiency and confidence in math growth for all students.

Strategies to Improve Student Learning in Math

Family Engagement

- **Newsletters** Weekly newsletters from class teachers that connect home and school
- **Caregiver letters from Curriculum I-ready** “family letters” for each lesson (lessons are over multiple days) that provide examples and a hands on at home activity or game
- **Math Videos** embedded in Parent Square Communication that inform families of new strategies or concepts that students are learning
- **Online links** provided from some teachers for at home math practice or family math fun
- **Examples on homework** to support students and their caregivers

By engaging families in this work we will increase overall proficiency and confidence in math growth for all students.

Strategies to Improve Student Learning in Math

Real World Application and Problem Solving

- **Word Problems** I-ready curriculum has substantial use of word problems in every lesson, utilizing three reads, wonder and notice
- **Science and Environmental Ed.** Applying grade level math in science lessons and outdoor experiences

Utilizing Technology

- **I- Ready and IXL** provide real time feedback and error analysis, incentivized through play and challenge
- **Edmentum “Exact Path”**
- **Prodigy** fun engaging platform that provides grade level practice and data to inform instruction

By enhancing student problem solving skills we will increase overall proficiency and confidence in math growth for all students.

Strategies to Improve Student Learning in Math

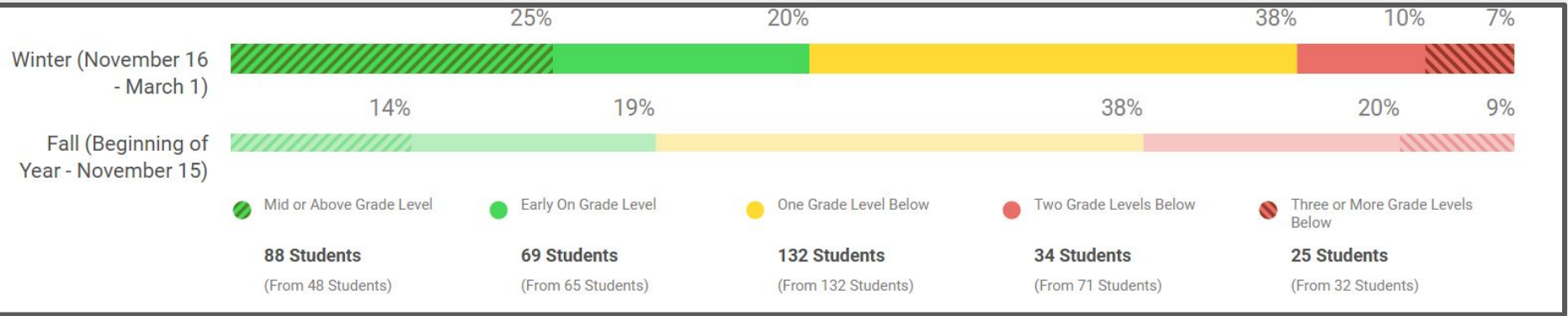
Student Engagement

- **Goal Setting** Math conferences around setting goals for fact fluency and academic growth
- **Progress Monitoring** Students participate in monitoring their progress through I-ready, IXL, and/or graphing their success
- **Math Vocabulary** Focus on increasing academic math vocabulary leads to greater confidence and achievement in math

Math Intervention

- **K-3 Interventionist** Works with teachers to identify learning gaps and provides instruction aligned with grade level standards, cycle of inquiry using data to provide support for more students
- **Edmentum for Tier 3 Students**

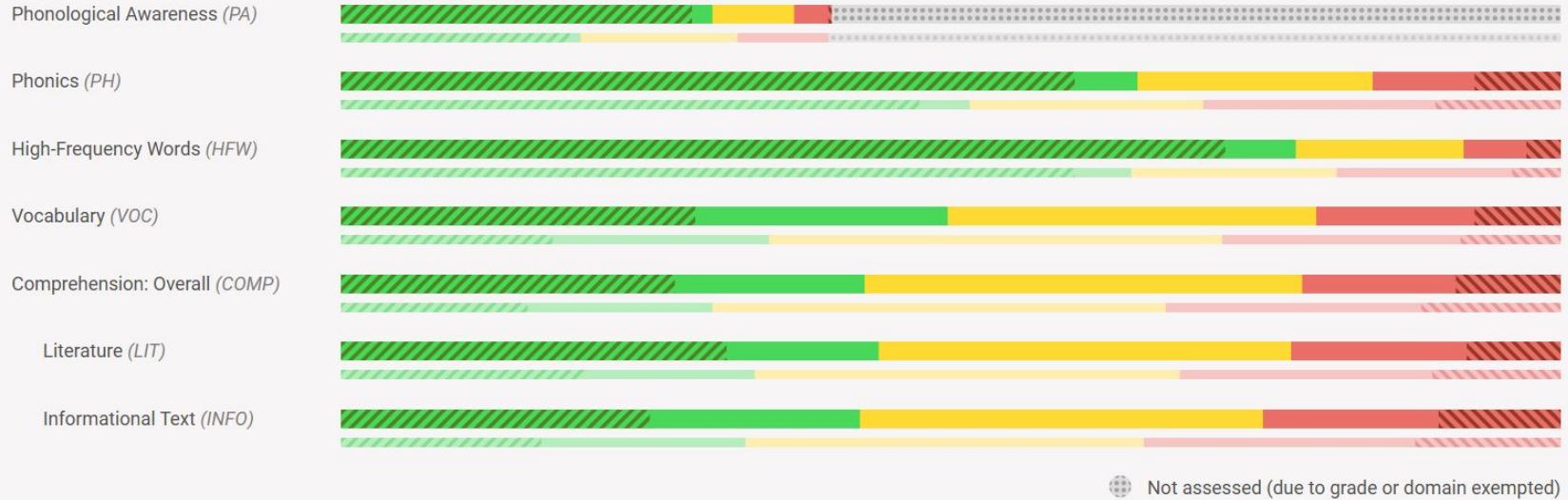
I-Ready - Fall '24 and Winter '25 Comparison Data - READING



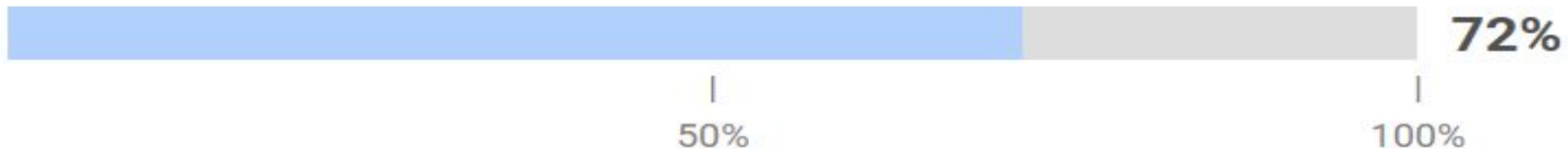
READING	Students at or above grade level in reading	Students one grade level below	Two or more grade levels below
FALL '23 DIAGNOSTIC	33%	38%	29%
WINTER '24 DIAGNOSTIC	45%	38%	17%

I-Ready Reading Progress By Domain

▼ Placement by Domain



Progress Towards Individual Growth Goals



SWES Attendance Rates

Semester 1 YEAR	Daily Attendance	Unexcused	Excused
2024-2025	95.26%	0.32%	4.42%
2023-2024	92.20%	0.48%	7.32%



Phone calls home regarding absences support a strong home/school connection.

Wrap-Up / Questions?