

SWSD 2024-2025 School Improvement Plans *Final Review*

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June 18, 2025



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

2024-2025 Attendance Breakdown

	<u>Daily Attendance</u>	<u>Unexcused</u>	<u>Excused</u>
2024-2025	87.88%	4.92%	7.19%
2023-2024	92.3%		

2024-2025 Exclusion Rate

12 Exclusions (14 last year)

8 Male 4 Female 0 Gender X

10 White 2 BIPOC

9 Short Term Home Suspensions

2 In School Suspensions

1 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 area. 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 area.
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

SWHS State Test Scores

<u>State Testing</u>	<u>SWHS</u> <u>2023</u>	<u>SWHS</u> <u>2024</u>	<u>State</u> <u>2024</u>	<u>SWHS</u> <u>2025</u>
10th SBAC Math	38.6%	47.2%	39.7%	39%
10th SBAC ELA	74.3%	87.6%	50.3%	66%
11th WCAS(Science)	78.4%	65.2%	43.5%	N/A

SWHS 2025 GRADS POST HS PLANS & PERCENTAGES

<u>2025 GRADS</u>	<u>4-yr College/Univ.</u>	<u>2-yr C.C.</u>	<u>Trade/Voc.</u>
81 Total Graduates	46(56.8%)	10(12.3%)	7(8.6%)

Other Plans:

Military-1(1.2%)

Work-12(14.8%)

Gap Year-1(1.2%)

Undecided-2(2.5%)

Not Reporting- 0

SPED Returning- 2 (2.5%)

Future Measures/Assessments/Surveys

S.A.T. - Fall 2025

G.P.A. Breakdown/Letter Grade Distribution- Fall 2025

Spring A.P. Testing- July 15th, 2025

Healthy Youth Survey Results- Not until 2025-2026 School year

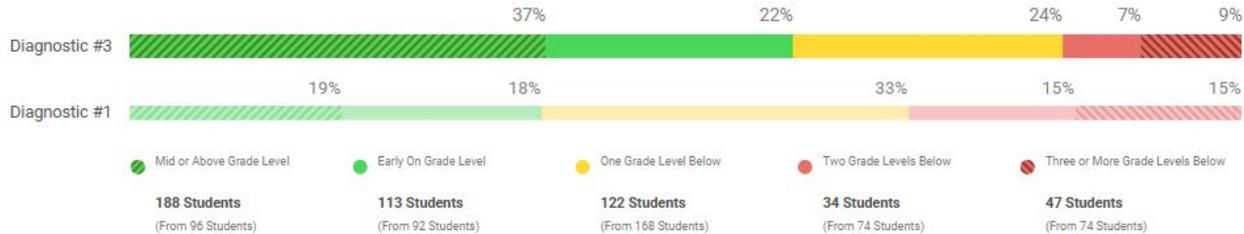
Graduation Rate- Fall 2025

Fun Fact: We had 8 students take and pass “The Seal of Biliteracy Assessment” for Spanish.

We had one student pass the A.P. Chinese Exam. That student will take the Seal of Biliteracy Assessment next year for Chinese.

K-8th grade iReady's End of Year | READING

Overall Placement



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

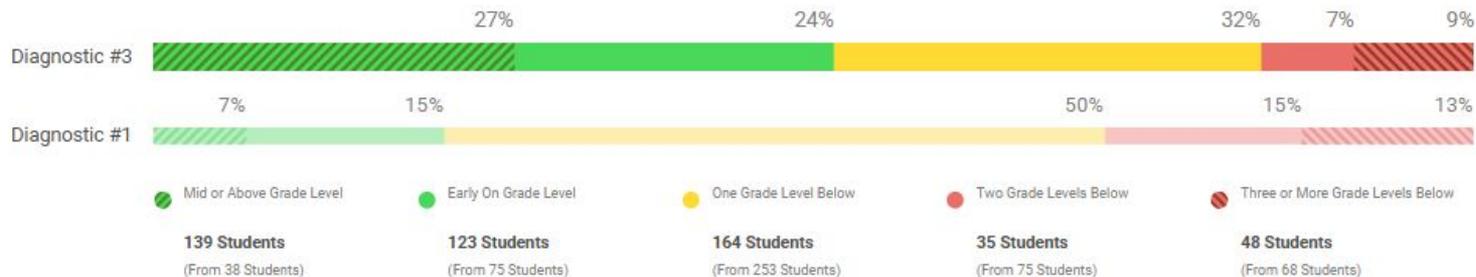
Placement by Domain



Not assessed (due to grade or domain exempted)

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

Overall Placement



[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

- **Extracurricular activities**
 - Fall- 109 student athletes
 - Winter - 105 student athletes
 - Spring- 104 student athletes
- **Clubs-** averaging 20 participants per session in established clubs



Schoolwide celebrations

- Fall -100% participation
- Winter 1 - WinterFest 100% participation
- Winter 2- Winter Wonderland dance 84% student participation
- Spring- Field Trips
 - 6th- 94% participation
 - 7th - 97% participation
 - 8th - 96% participation

CLUBS & ACTIVITIES

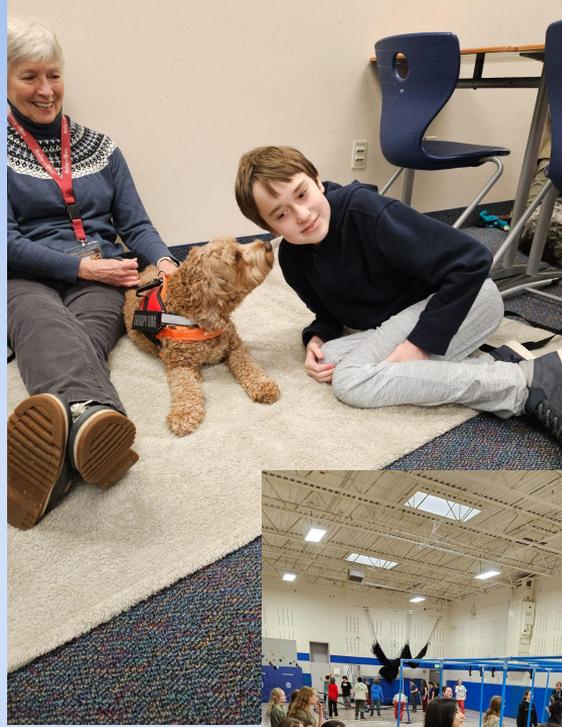
Tuesdays- Reading with Rover

Wednesdays and Thursdays-
Legos Club

New clubs:

Dungeons & Dragons Club-
advised by Mrs. McNeil

Drama Club -
advised by Mrs. Brewer



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

2021-2022

90% attendance rate

2022-2023

91.06% attendance rate

2023-2024

88.6% attendance rate

2024-2025

88.63% attendance rate

SWMS Discipline & Restorative Justice

20 Exclusions* (14 total students)

9 Male 5 Female

Restorative Circles - averaging 2.9 (down in semester 2 from 3.7 in semester 1) a week (participants average 3 staff members, 2-5 students)

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

Professional Development

100% of SWMS Staff participated in at least 15 hours of Professional Development with LSCI trained staff in the 2024-2025 school year

10 SWSD Cert and Classified staff will take their extended, extensive 40 hour training this summer becoming certified level 1 LSCI staff members

Summer 2025- 10 staff members are attending LSCI Level 1 training



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%
2024–2025	76.5%	74%

Edmentum vs iReady

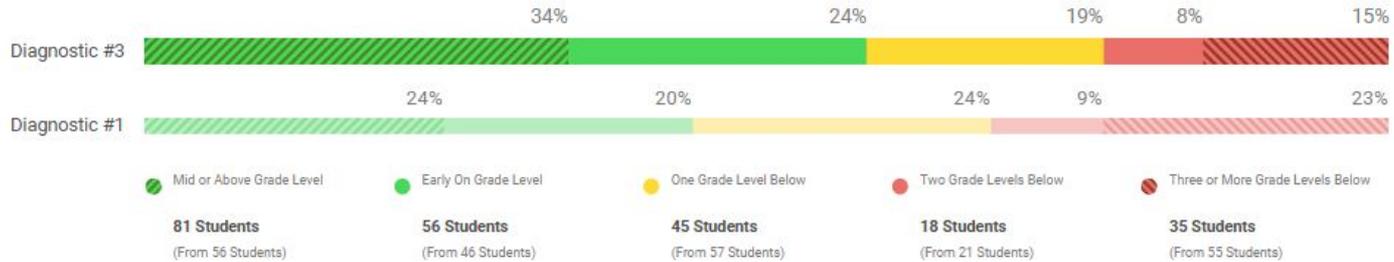
100% of students take iReady at the 6th-8th grade level

15% (Tier 3 students) engage with and participate in intervention via EdMentum.

Goal met in iReady - READING 68% of students, MATH 67% of students

Goal met in Edmentum- READING 85% of students, MATH 81% of students

iReady's Diagnostic End of Year -READING



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

Placement by Domain

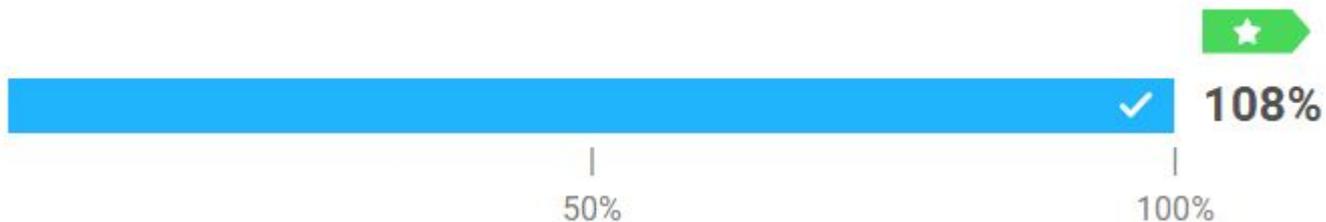


Not assessed (due to grade or domain exempted)

MATH

iReady

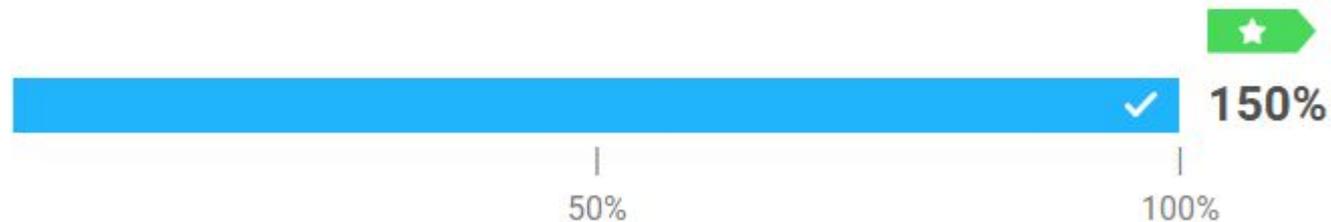
Progress to Annual Typical Growth (Median)



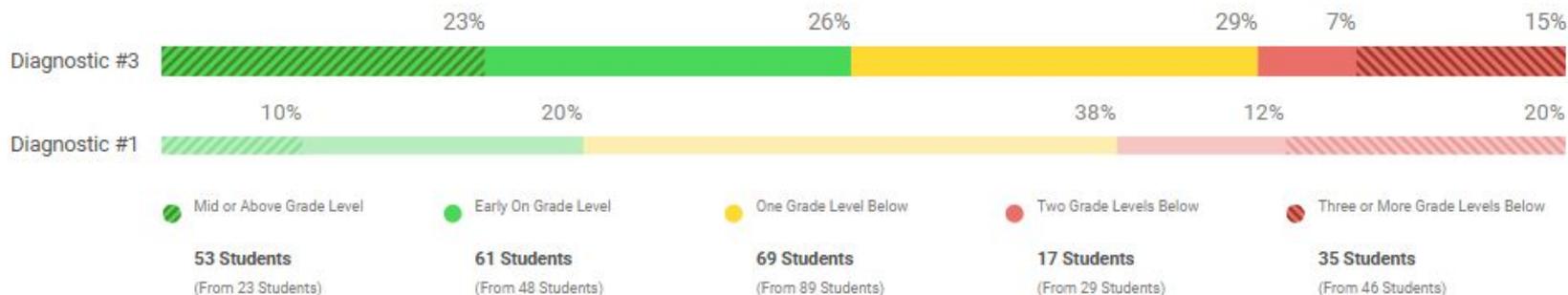
READING

iReady

Progress to Annual Typical Growth (Median)



iReady's Diagnostic End of Year -MATH



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

Placement by Domain



Celebrations

SWMS is beyond proud of our commitment to a cell phone/personal devices free campus.

- Teachers felt they had the opportunity to deepen their relationships with students. Had less to compete with in the classroom and more time focusing on school related topics
- Students noted less pressure to keep up with social information (during school hours), less distraction,
- Less confrontational conversations with students regarding devices
- Less theft (time, resources, time out of class as well taken up with lost/stolen devices)
- More time focused on academics, class discussion, peer collaboration



South Whidbey
Middle School



CELL PHONE POLICY

SWMS's campus and community will participate in a phone, earbud, & personal electronic device free environment. Students will place any device they choose to carry on silent or turned off and store them in backpacks and/or lockers for the entirety of the school day. We will work together to focus on face to face interactions and a positive academic and social environment.

WHY: Cell phones can be detrimental to relationships and learning, which are the two most important aspects of school.

COMMUNICATION: The school office is available to take messages from parent/guardians and get those messages to your student in a timely manner. Students may also use school phones when necessary. Students are able to use their personal devices when school releases at the end of the day.

Celebrations

Cougar Pride recognition and celebrations -

- Cougar of the Week, Cougar Pride Awards, Olympics Awards and Promotion celebrations - 100% of students received recognition in personal progress in some capacity

Student Participation and Celebrations:

- School wide celebrations, activities and field trips
- Athletics
- Conferences
- Clubs (established and new)
- Intramural offerings @ lunch

Classified/Cert staff Student Support Team development

Tier 2 and 3 intervention and collaboration 3 times this year with weekly counselor data review



Looking Ahead

Development of MTSS team

- MTSS data and system development (led by Mrs. Phillips, Ms. Grimm)
- MTSS grade level team leads that meet with Tier 2 students weekly for targeted intervention and support
- Systemic, identified and tracked supports at Tier 1, 2, and 3 (cert staff)

Collaboration with Charlie Health and our ESD SAPs- family and student opportunities to learn about substance abuse + prevention, focusing specifically on vaping for Mid Level students

PD: BCBA/RBT focused training and LSCI continuation

Staff developed and presented family informational/support nights. Topics TBD, Metrics- daily attendance, CEE family and student survey data

Development and growth in Clubs

Reduction in Cell Phone infractions- education on tech, risks and healthy habits

South Whidbey Elementary School Improvement Plan Update - Spring '25





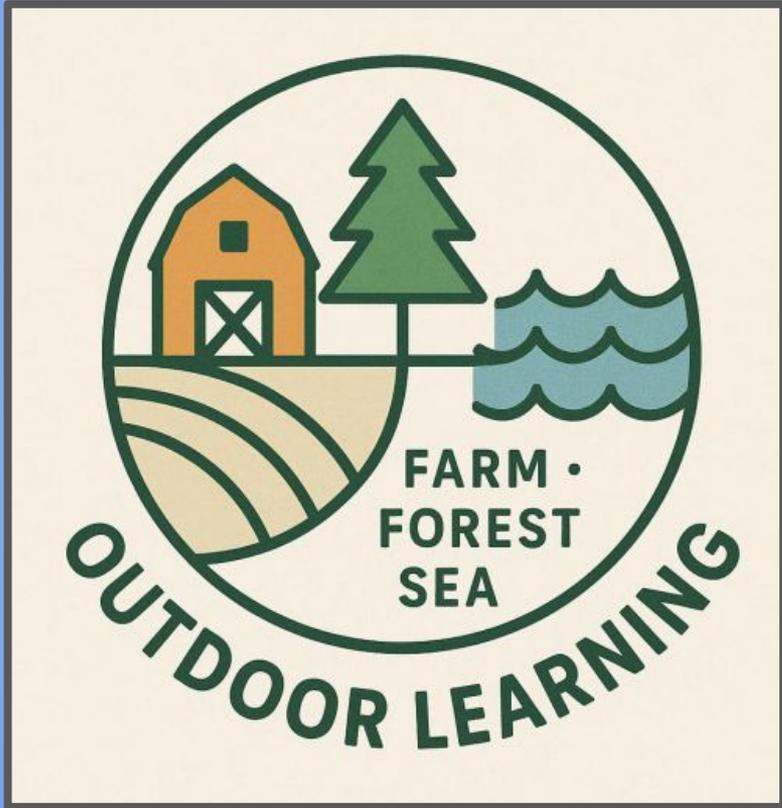
SWES 24-25 Goal #1: Social Emotional Learning (SEL)

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).

We have put emphasis on the following outcomes for the 24-25 school year:

- 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.

Farm, Forest & Sea - Outdoor Learning Programs

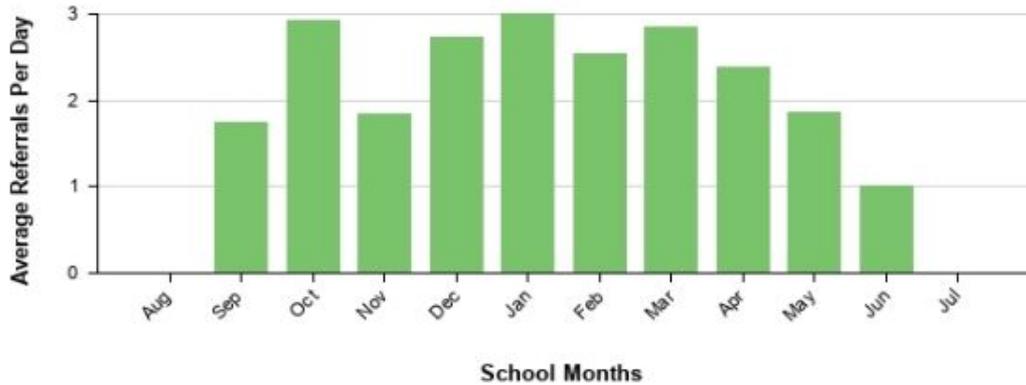


In spite of the loss of significant state funding for our Outdoor Learning Program, our community is already stepping up to assure that these critical programs will continue.



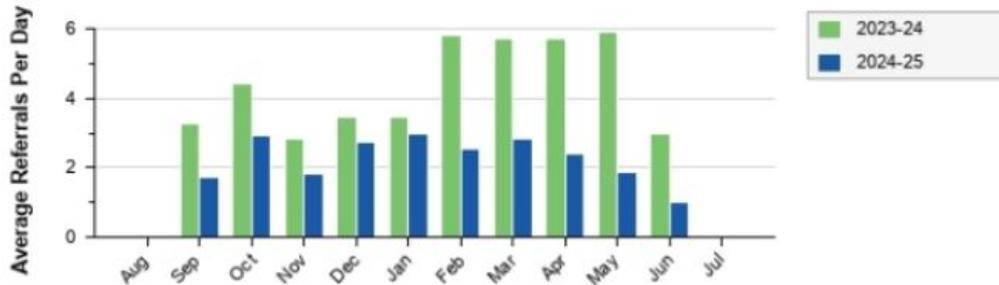
Average Referrals Per Day Per Month

All, 2024-25



Average Referrals Per Day Per Month - Multi-Year

All, 2023-24 - 2024-25



SWIS Comparison Data

for daily behavioral referral forms submitted for the 23-24 school year compared to the 24-25 school year.

COMPARISON OF REFERRALS BY LOCATION

Data Table			
Location	2023-24	2024-25	
Classroom	203	78	▲
Hallway/Breezeway	46	22	
Playground/Outdoor Area	221	188	
Cafeteria	31	22	
Bus	136	4	
Gym	57	32	
Office	1	2	
Bathroom/Restroom	14	2	
Commons/Common Area	0	1	
Library	0	5	
Art Room	12	10	
Special Event/Field Trip	4	0	▼
Totals:	805	424	

Cafeteria Intervention Outcomes

Our SWIS Data shows that we have made excellent progress in our focus on cafeteria behaviors with a **29% decrease in cafeteria “blue slip” behavior write-ups.**

We believe that our new “School Wide Positive Behavior Acknowledgement” awards has been critical in this positive shift! Additionally, these new awards were not implemented until after spring break - so we anticipate even greater decreases next year.

Our cafeteria award is the **Golden Tray Award.**



Golden Tray Award Continued

It is awarded weekly to classes that show exceptional lunchroom behavior: using good manners, having appropriate voice level, staying seated, raising their hands to use the restroom, cleaning up after themselves, and being ready when their teacher arrives.

Weekly class winners have their table beautifully decorated on Monday - and students in that class get to provide an impromptu “talent show” for other students in the cafeteria. Awarded by: Lori, our cafeteria supervisor.



Other School Wide Awards Implemented This Year

Golden Whistle Award: Will kick off in Fall of '25 - awarded to classes that line up right away when the whistle blows and demonstrate safe, respectful, responsible, and kind play! Awarded by: Debbie Sam, Joanne - playground supervisors

Clean Sweep Award: Awarded to classes that have tidy and clean classrooms! Floors of these classrooms are left ready for vacuuming and surfaces are kept clean. Awarded by: Colleen / Alex and Diane - custodial team.

Bubbles Award: Awarded to classes that stand out as an example of how to be in the hall. These classes are quiet in the hallway, use a zero voice level, move quietly, and work to stay together as a group. Awarded by: Deann and Tressa, office staff.

Recess Intervention Outcomes

- Our recess referrals have **decreased by 15% this year.**
- We believe the interventions we have implemented will continue to support positive behavior. These include:
 - Four consistent playground supervisors for all recesses, assigned to specific Zones.
 - Close supervision of soccer, wall ball and GaGa pit, where the majority of write-ups occur.
 - Consistent use of restorative circles to solve playground disagreements.
 - Mediators to help support younger children in healthy play.
 - Students engaged in discussing the rules of these games and involved in processing issues and disagreements that arise, with facilitated adult support.

Trusted Adult / Classroom Referral Outcomes

Classroom based behavioral referrals decreased from a total of 203 referrals for the 23-24 school year to 78 for the 24-25 school year. **This is a 62% decrease in classroom based referrals.**

A 62% decrease in classroom behavioral referrals strongly suggests that students are experiencing a more supportive and trusting school environment.

This decline likely correlates with students feeling there is a safe adult they can turn to when facing challenges, which can lead to improved emotional regulation, fewer disruptive behaviors, and a greater willingness to seek help rather than act out.

When students feel connected to caring adults, they are more likely to resolve issues constructively, reducing the need for disciplinary actions.

Student Support for 25-26

The addition of Kristin Codda as our administrative intern will make a profound difference in our ability to provide needed supports for students for the 25-26 school year.

Kristin's background and two years of training in the Life Space Crisis Intervention (LSCI) program will enable her to work closely with our behavior intervention team to support student behavioral needs.

We will have 2.5 days per week of mental health counseling from Marguerite Berg through our ESD contract. In addition, we will have one-day per week of Amber Nichols time through Island County Mental Health programs.

We will once again partner with South Whidbey Schools Foundation to submit a grant to the Whidbey Community Foundation to fund a part-time (2 days per week) mental health therapist.

We will continue to engage in our bi-monthly Student Support / Multi Tiered System of Support (MTSS) team meetings - looking at our SWIS Data to determine specific Tier 1, 2 and 3 needs of our students for SEL and behavioral supports. T

Student Support for 25-26 Contd.

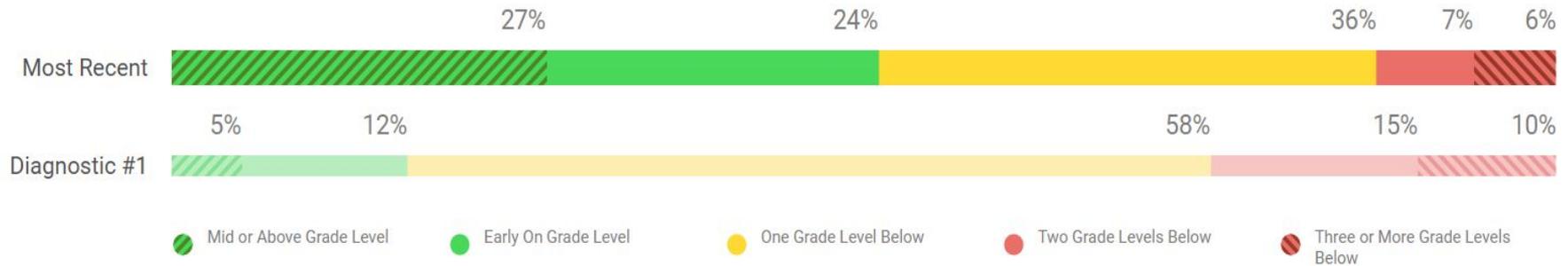
- Manya Ralkowski, Board Certified Behavior Analyst (who joined our district on a part-time basis this year) has had major positive impacts on our ability to effectively support students with behavioral support needs.
- While Manya has served two-days per week at SWES, we are hopeful that her hours will be increased moving forward, as the behavioral needs of our students have expanded greatly.
- Manya's work includes supporting our behavior technicians, providing support and guidance for our teachers and paraeducators - and supporting the development of behavior support plans through observation and engagement with students.

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.

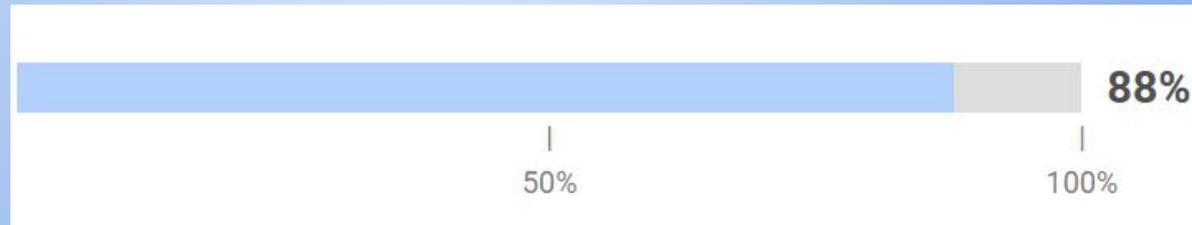
Objective: By June of 2025, 65% of students will meet or exceed grade level expectations in math as determined by our final I-Ready Diagnostic Assessment or other diagnostic as identified by grade level teaching teams, improving from 56% from 2023-2024 school year.

SWES I-Ready - 24/25 Final Data - Math 1st-5th



Year	At or Above Grade Level
24/25	53%*
23/24	56%
22/23	52%
21/22	53%

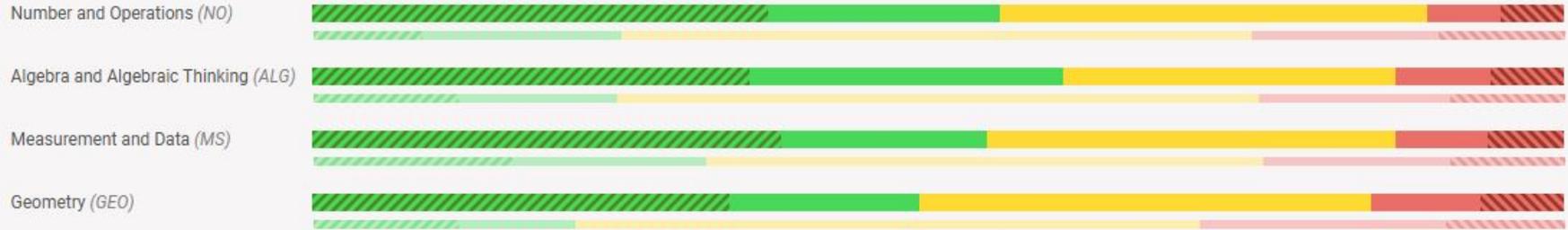
Progress Toward Annual Typical Growth



* Does not include 5th grade (assessed in winter) or K (WA Kids)

SWES I-Ready Math Progress By Domain

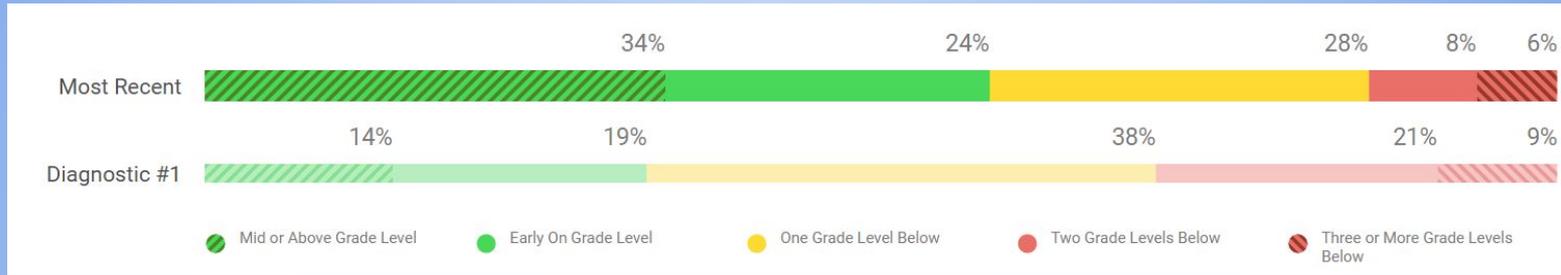
▼ Placement by Domain



SBAC Math Results 5th Grade

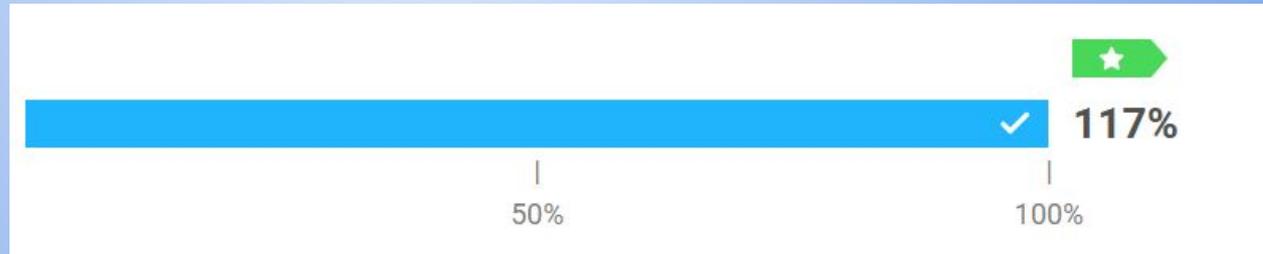
	Advanced	Proficient	Foundational	Below
2023/2024	20%	18%	29%	33%
2024/2025	25%	20%	25%	30%

I-Ready - 24/25 Final Data - Reading 1st-5th



Year	At or Above Grade Level
24/25	60%*
23/24	58%
22/23	54%
21/22	55%

Progress Toward Annual Typical Growth



* Does not include 5th grade (assessed in winter) or K (WA Kids)

I-Ready Reading Progress By Domain



SBAC ELA Results 5th Grade

	Advanced	Proficient	Foundational	Below
2023/2024	16%	40%	16%	28%
2024/2025	24%	37%	18%	21%

SWES Attendance Rates



YEAR	Daily Attendance
2024/2025	90.9%
2023/2024	91.2%
2022/2023	89.3%
2021/2022	90.5%

Happy Summer!



**Any Questions for Susie and
Kristin regarding SWES?**

Thank you!

Wrap-Up / Questions?