

# 2025-2026 School Improvement Plan

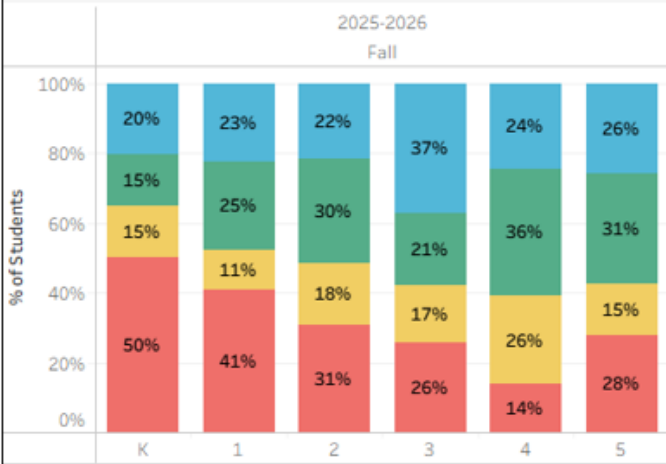
## Spring Board Presentation

<b>South Bay Elementary School</b>	<i>Data from OSPI Tableau District Preview: Report Card October 2025 Enrollment</i>
<b>Principal:</b> Chantale Packard, 3 yrs	<b>Enrollment:</b> 556
<b>Asst. Principal:</b> Connor Merrill, 5 yrs	<b>Free/Reduced Lunch:</b> 40.1%
	<b>Multilingual:</b> 9.0%
	<b>BIPOC:</b> 47.3%
	<b>Special Education:</b> 23.7%

<b>Goals</b>
<b>Strategic Plan Goal: Goal 4- Continuous Growth, All Students, All Subjects.</b>
<b>Outcome: Outcome C- Increased growth rate for students experiencing personal and/or systemic barriers to achievement or opportunity.</b>
<b>Academic Gap Goal: By Spring 2026, K-2 Special Education (SPED) students will demonstrate measurable reading growth, as evidenced by an average DIBELS composite score increase of at least 75 points and/or movement up one performance level from their Fall 2025 baseline.</b>
<p><b>Indicators of Progress:</b></p> <ul style="list-style-type: none"> <li>Kindergarten SPED students have already surpassed the year-end goal with an average growth of 93 composite points. Across K–2, both general education and SPED students are showing strong progress, with averages of 57 points or higher. SPED students have reached 77% of the SIP target in 1st grade and 78% in 2nd grade.</li> <li>In Kindergarten, we’ve seen a 20% increase in students performing at or above grade level and a 20% decrease in those well below. In 1st grade, while growth at or above benchmark was minimal, we saw an 11% reduction in students performing well below grade level—showing strong progress for our most struggling readers.</li> </ul> <p><b>Concern Area:</b></p> <ul style="list-style-type: none"> <li>1st and 2nd grade students in SPED have gaps towards expected growth compared to their general education peers.</li> <li>In 1st grade, proficiency remained essentially unchanged (48% to 47%). Kindergarten showed strong gains, increasing from 35% to 54% at or above benchmark, and 2nd grade rose from 52% to 57%.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Kindergarten students receiving special education services have already met and exceeded the SIP growth target by 18 points; teams will focus on sustaining and stretching students to their full growth potential maximizing skills built in this foundational year.</li> <li>Carefully analyze current intervention plans for 1st and 2nd grade students at all tiers and set micro-goals throughout 2nd semester to carefully analyze and encourage growth; monitor through data team and MTSS meetings.</li> </ul>
<b>Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners</b>
<b>Outcome: Outcome: A- Increased percentage of students meeting social, emotional, and behavioral expectations.</b>
<b>Behavioral or SEL Gap Goal: Reduce the number of major referrals on the playground by 25% over the next school year, decreasing referrals from 289 to 215 or fewer through the implementation of Positive Behavior Interventions and Supports (PBIS), social-emotional learning (SEL), and targeted behavioral interventions.</b>
<p><b>Indicators of Progress:</b></p> <ul style="list-style-type: none"> <li>At mid-year mark in the 24-25 school year there were 145 playground referrals compared to the mid-year mark for this current school year there are only 103, indicating a 29% reduction at the mid-year mark.</li> <li>In 4th &amp; 5th grade we are seeing a significant reduction in referrals going from 65 in January of 2025 to only 24 in January of 2026, a reduction of 63% for this group!</li> </ul> <p><b>Concern Area:</b></p> <ul style="list-style-type: none"> <li>Despite a reduction of playground referrals overall, we are still seeing our highest level of playground referrals happening in our primary grades.</li> <li>Current 2nd grade cohort received the highest level of referrals in the 24-25 school year (142 at mid-year mark) are still receiving the highest number of referrals this school year (50 at mid-year mark). While this is a 64% reduction from the previous year, it is still higher than any other grade level this year.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Focus on interventions and preventative strategies for K-2 recess.</li> <li>Build systems for community support throughout building with a focus on playground.</li> </ul>

# Achievement and Attendance Data

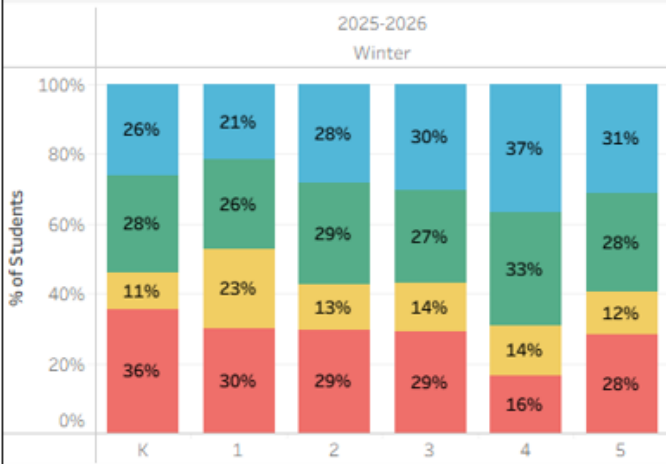
DIBELS Reading Composite Benchmark Performance - SB



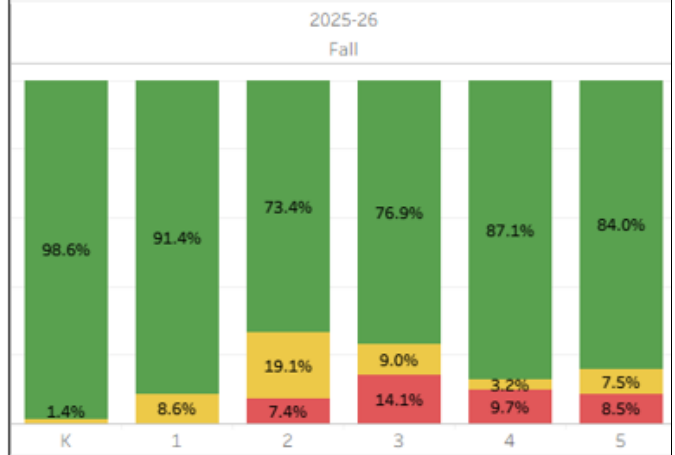
Performance Level

■ Above Benchmark 
 ■ At Benchmark 
 ■ Below Benchmark 
 ■ Well Below Bench.

DIBELS Reading Composite Benchmark Performance - SB

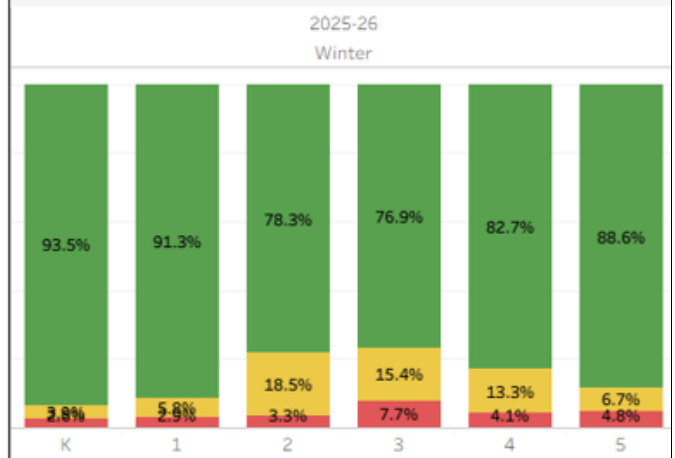


easyCBM Math Risk- SB



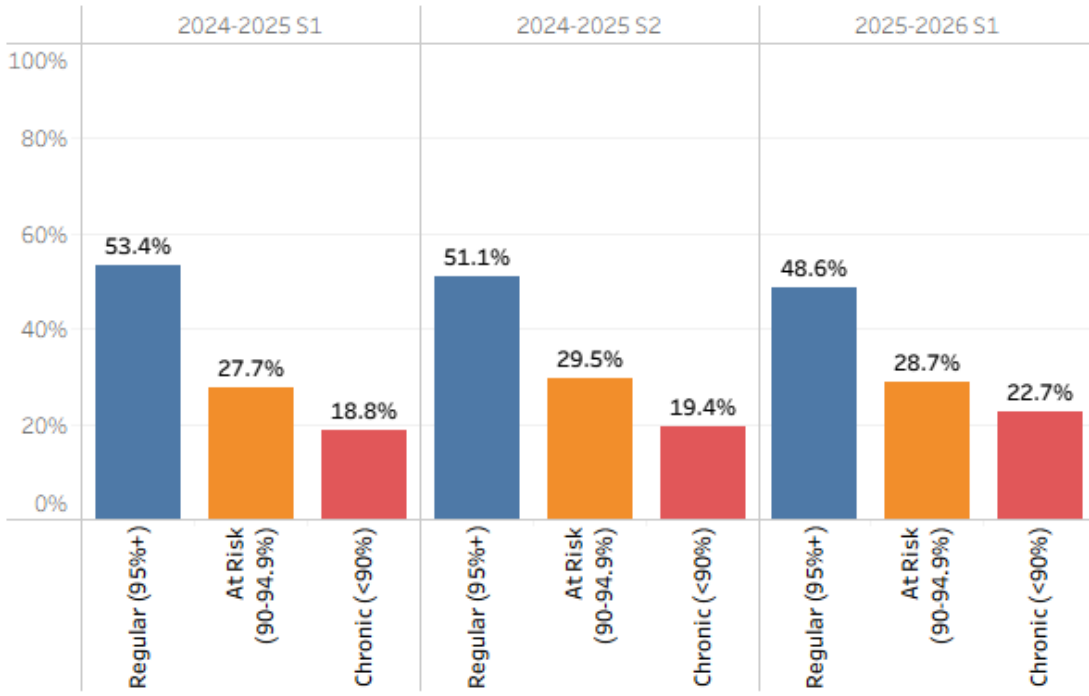
Math Risk ■ Low ■ Some ■ High

easyCBM Math Risk - SB



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

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



Select School

SB

Select Gr

(All)

Select Year

(Multiple values)

Attendance Type

- Regular (95%+)
- At Risk (90-94.9%)
- Chronic (<90%)