

**STANWOOD-CAMANO SCHOOL DISTRICT**

**Stanwood Elementary School**

**SCHOOL IMPROVEMENT PLAN**

**2019 – 2022**

***ADDENDUM 2020-21***



**2019-2020 School Demographics**

<b>Group</b>	<b>Number of Student</b>	<b>% of Students</b>	<b>Group</b>	<b>Number of Students</b>	<b>% of Students</b>
Enrollment (October)	<b>426</b>	<b>100%</b>	Two or More Races	<b>27</b>	<b>6.3%</b>
American Indian/Alaskan Native	<b>4</b>	<b>0.9%</b>	English Language Learners	<b>16</b>	<b>3.5%</b>
Asian	<b>4</b>	<b>0.9%</b>	Homeless/McKinney Vento	<b>2</b>	<b>0.5%</b>
Black/African American	<b>2</b>	<b>0.5%</b>	Low Income	<b>105</b>	<b>24.6%</b>
Hispanic/Latino	<b>40</b>	<b>9.4%</b>	Section 504	<b>9</b>	<b>2.1%</b>
Native Hawaiian/Other Pacific Islander	<b>0</b>	<b>0.0%</b>	Students with Disabilities	<b>92</b>	<b>21.6%</b>
White	<b>349</b>	<b>81.9%</b>	Student Mobility	<b>69</b>	<b>16.2%</b>

**Leadership Team Members**

Name	Position	Name	Position
Staci Lauinger	Principal		
Makenzie Brewer	Teacher (Kindergarten)		
Kristen Chandler	Teacher (First Grade)		
Tessa Deyo	Teacher (Fourth Grade)		
Kadi Ferguson	Teacher (Fourth Grade)		

**Collective Commitment**

*We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano’s children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.*

*We collectively commit that all children will be safe, cared for, and respected. They will graduate from school ready for further education, careers, and a successful future. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities, and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.*

**Mission Statement:**

The purpose of our school is to provide a positive learning environment where instruction focuses on respecting and developing all individuals, empowering them to reach their fullest potential.

**Vision Statement:**

Every student accomplishes higher levels of achievement and success when we, as a system, have a common vision and work in a collaborative culture to continuously improve our leadership and instructional practice.

**Due to the unprecedented times from March 2020 to the present. School Improvement goals and work had to continue in *Distance Learning* and *Hybrid* delivery models. If you were able to meet any of the goals set from last year, please explain:**

Current school improvement plans were published in early 2020 just as the Covid 19 pandemic was coming to light. Though we have carried through with many of the action plans in regard to holding grade level data meetings, continuing to work toward giving access to students experiencing homelessness, and working with families to improve attendance, we have not yet met any of our 2020 goals outlined in our School Improvement Plan.

Given the health, safety, and system instructional restructuring that was required to adapt to the distance, hybrid, and specialized small group learning models, the remainder of those goals will continue to be reviewed and revised for the next school year.

**Washington School Improvement Framework (WSIF)**  
**[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)**

**Current School Data:**

The following data sources are the only system wide data points that are currently available:

Kindergarten - AIMSweb K-2: Letter Naming Fluency, Letter Sound Fluency and Nonsense Word Fluency (beginning January 2021)

First Grade - AIMSweb K-2: Letter Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency

2nd Grade - AIMSweb K-2: Oral Reading Fluency

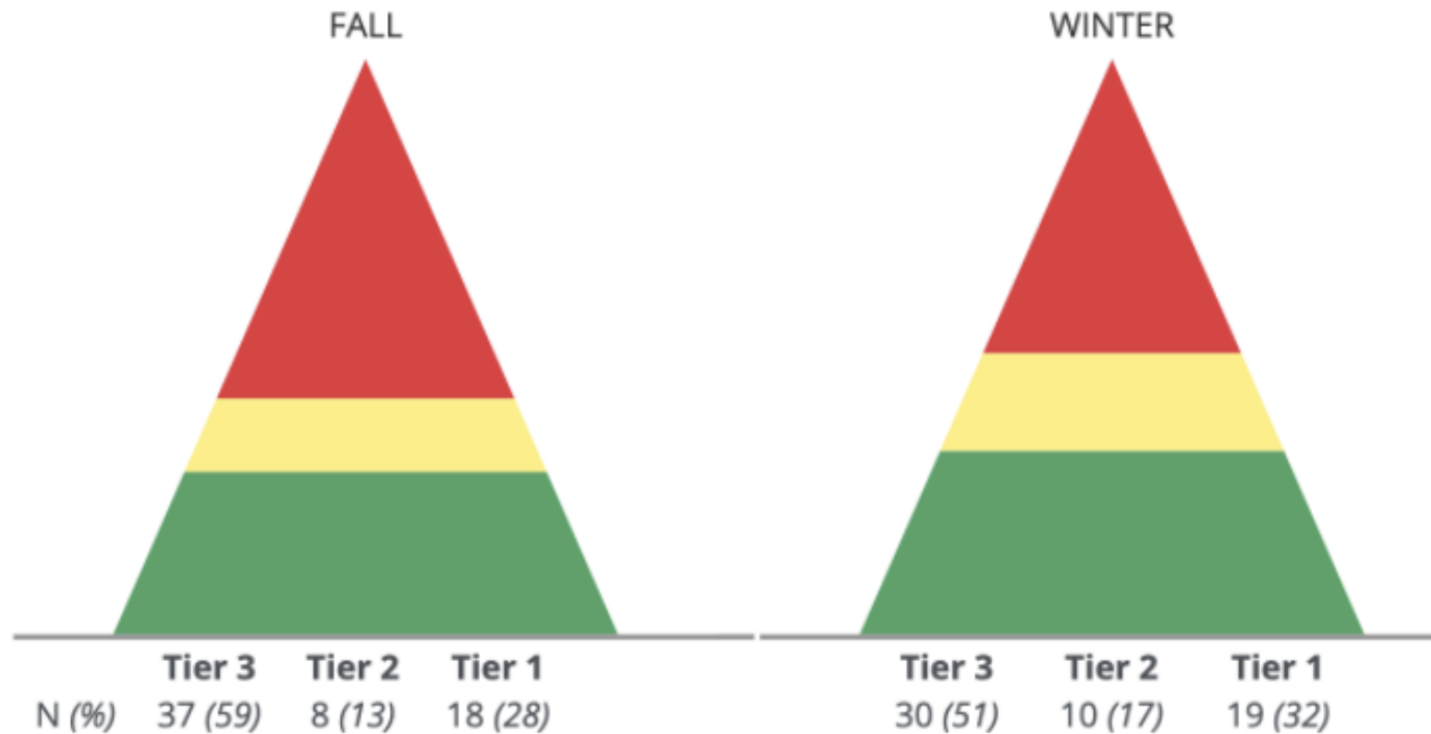
**NOTES:**

Measures of Academic Progress (MAP) assessments in grades K-5 are beginning to be administered in January 2021 at the same time the School Improvement Planning process is taking place. Schools will have data available for review by March 2021.

Social Emotional Learning Survey data is being gathered online in grades 3-5 and in person for grades K-2 beginning in January 2021. Schools will have data available for review by March 2021.

### Kindergarten Test of Early Literacy (TEL)

The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. Tier 3 is indicated in red and includes students who are below standard. Tier 2 is yellow and includes students who are approaching standard. Tier 1 is green and includes students who are meeting the benchmark standard.

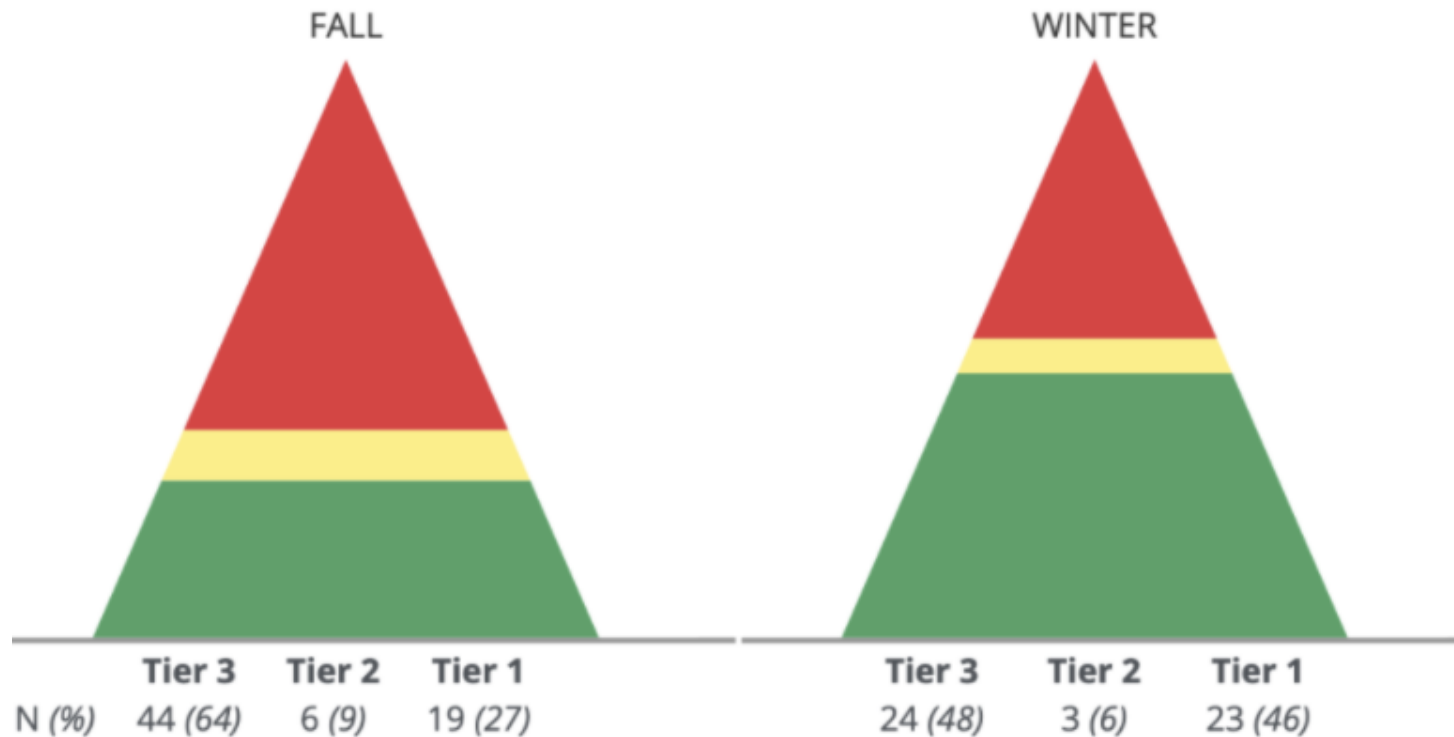


**Tier 3:** In Fall, 37 students (59%) were below average as compared to 30 students (51%) in Spring  
**Tier 2:** In Fall, 8 students (13%) were approaching standard as compared to 10 students (17%) in Spring

**Tier 1:** In Fall, 18 students (28%) were above average as compared to 19 students (32% in Spring

**First Grade Test of Early Literacy (TEL)**

The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. Tier 3 is indicated in red and includes students who are below standard. Tier 2 is yellow and includes students who are approaching standard. Tier 1 is green and includes students who are meeting the benchmark standard.



**Tier 3:** In Fall, 44 students (64%) were below standard as compared to 24 students (48%) in Spring

**Tier 2:** In Fall, 6 students (9%) were approaching standard as compared to 3 students (6%) in Spring

**Tier 1:** In Fall, 19 students (27%) were above standard as compared to 23 students (46%) in Spring  
**Second Grade Oral Reading Fluency (ORF)**

The Oral Reading Fluency (ORF) measures accuracy and fluency with text. Students complete three one-minute timed assessments measuring correct number of words per minute. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. The colors indicate well below average, below average, average, above average and well above average.



In Fall, 16 students (25.8%) were well below average as compared to 12 students (20.7%) in Spring  
 In Fall, 13 students (21%) were below average as compared to 9 students (15.5%) in Spring  
 In Fall, 28 students (45.2%) were average as compared to 31 students (53.4%) in Spring  
 In Fall, 5 students (8.1%) were above average as compared to 3 students (5.2%) in Spring  
 In Fall, 0 students (0%) were well above average as compared to 3 students (5.2%) in Spring



**What does your data review indicate about learning loss by students during the pandemic and necessary action steps to transition back to in-person learning?**

There is evidence of significant learning loss by all students due to inconsistent attendance, emerging technology skills, and family/home dynamics. Norm referenced testing in our primary grades (kindergarten through grade 2) shows that nearly half of all these students began the year below average in the areas of English Language Arts and Math. Early tier 3 interventions this year show that we are working toward tightening the achievement gap as our “working well below average” group is showing the most promising change in percentages. Our first grade group is lessening the gap between well below average and above average at a faster rate than our kindergarten group.

**What are your interim goals and plans based on data?**

**Goals:**

We will use school-wide assessment data to assess areas of growth, determine building needs and to develop an ongoing plan for professional learning and for school-wide and grade level interventions for Tier 2 students.

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Baseline and ongoing assessment using district timelines and assessment tools.	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Principal - Staci Lauinger Assessment Coordinator - DeAnn Larson Leadership Team	MAP, AIMS-Web, CBA DesCartes Tool
Targeted interventions and progress monitoring for students in reading and math.	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Title I/LAP Team - Megan Ovenell Resource Room - Amber Bridgman	Title I/LAP Push-In, Pull-Out Support Really Great Reading Curriculum Resource Room Tutoring Title/LAP Budget Special Ed Budget
Grade level data meetings using the PLC model to review student data and engage in a cycle of inquiry.	Ongoing, 2 x per month, grade level meetings	Principal - Staci Lauinger Grade Level Teams	PDW, Sub release, 20 minute Grade Level Meetings 2 x per month Building Budget Title I/LAP Budget
Family support meetings/nights (?)	Quarterly	Principal - Staci Lauinger Title/LAP - Megan Ovenell	Parent Advisory Council, Title/LAP Budget

**Goal:**

To transition students back to in-person learning and accommodate students for social emotional/wellness

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Use Character Strong materials for weekly student lessons	Ongoing, weekly lessons	Principal - Staci Lauinger Counselor - Katie Reding Classroom Teachers	Character Strong Curriculum/Website & District Slide Decks Counselor Support
Create Growth Mindset lessons to encourage student-like behaviors	Ongoing lessons with stronger emphasis in the fall of 2021	Principal - Staci Lauinger Leadership Team	TCE's Growth Mindset Library Character Strong Curriculum PDWs
Develop family partnership plan for supporting emotional needs of families	Ongoing	Principal - Staci Lauinger Title I/LAP - Megan Ovenell Resource Room - Amber Bridgman	Smore Newsletters, Counselors, SSA, Title I/LAP Family Website, School Website, Parent Advisory Council Meetings, Parent Survey Results
Provide a brush-up training on the use of PAX	Fall, 2021	Principal - Staci Lauinger Leadership Team	Training Videos PDW Implementation Guides
Provide ongoing social opportunities for students and families	Ongoing - Monthly	Principal - Staci Lauinger PTO Board Leadership Team	PTO Budget Building Budget Assemblies (Virtual) Book Clubs

			Virtual Recesses Virtual Lunch Clubs
Identify Students in Need & Take Action	Weekly (Mondays)	Principal - Staci Lauigner Counselor - Katie Reding Behavior Interventionist - Judi Brown	Monday Student Need Meetings with counselor and behavior intervenionist

**Goal:**

Ensure that staff continue to use the District’s Core Four technology platforms, including SeeSaw, Google Classroom, Screencastify and Google Meets. Students should remain fluent in technology and virtual tools so that transitions between hybrid and distance learning is seamless.

**Action Plan**

Action	Timeline	Leads	Resources
Professional Learning for all staff on Core Four technology platforms	Ongoing	Technology TOSA Technology Specialist	PDW District Technology Website Training Videos
Support and training for students on technology and virtual tools	Ongoing	Technology TOSA Technology Specialist	Training Videos Technology Specialist

**Goal:**

Staff will have a greater personal and professional awareness of how equity can be enhanced and assured for each student.

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Staff will engage in reflecting on beliefs, understandings and their own role in promoting social and racial equity	Spring 2021	Principal Staff	PDW Grade Level Meetings Classified Meetings
Character Strong Equity Trainings by Erin Jones	Spring 2021	Principal Staff	District Budget PDW

**\*Note**

[Mirror, Windows, and Sliding Glass Doors](#) protocol was created by Rudine Sims Bishop, Professor Emerita Ohio State University in 1990. Dr. Bishop makes the point that it's crucial for children from marginalized groups to find themselves reflected in books; for books to provide an opening onto worlds beyond their own experience (worlds real or imagined) – because children need to see children that look different in the books they read; and for reading to provide a conduit for children to journey into the world and experience all it has to offer.

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