

STANWOOD- CAMANO SCHOOL DISTRICT #401
DISTRICT IMPROVEMENT PLAN
2016-2019

“One community dedicated to the success of every student”

The Mission Statement

The Stanwood-Camano School District mission is to provide high quality educational opportunities that promote excellence and lifetime learning.

Theory of Action

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.

The Stanwood-Camano 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, 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, respected and will graduate from school ready for further education, continued learning and careers which will lead to a lifetime of success. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities, and a desire to give back. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in the world that does not yet exist.

District Improvement Planning Process Introduction

The Stanwood-Camano School District has worked diligently over the past several years to improve student achievement and graduation rates. The Stanwood-Camano Schools have also been recipients of many distinguished awards for academic improvement and for closing the achievement gap. Although we continue focus on student achievement, we have work to do to ensure every student is successful. The academic work must also be coupled with support for the social-emotional needs of our students.

The following District Improvement Plan was developed, refined, and is being implemented with the administrative leadership team and parents in our community in order for all students in our schools to grow academical.

DISTRICT IMPROVEMENT PARTICIPANTS

District Administration		District Administration	
Jean Shumate, Ed.D	Superintendent of Schools	Staci Lauinger	Principal, Stanwood Elementary
Lloy Schaaf, Ed.D	Assistant Superintendent of Teaching and Learning	Ross Short	Career & Technology Director
Maurene Stanton	Executive Director of Human Resources (Classified)	Keri Von Moos	Principal, Port Susan Middle School
Dan Johnston	Executive Director of Human Resources (Certificated)	Tom Wilfong	Assistant Principal, Stanwood High School
Steve Lidgard	Executive Director of Business Services	Ryan Ovenell	Principal, Lincoln Hill High School,L.A., Saratoga
Gary Platt	Executive Director of Capital Projects (retired)		
Robert Hascall	Director of Special Services		
Jennifer Allen	Principal, Twin City Elementary		
Cherae Almanza	Assistant Principal, Stanwood Middle School		
Crysty Auckland	Assistant Principal, Port Susan Middle School		
Carolyn Coombs	Assistant Principal, Stanwood High School		
Christine Del Pozo	Principal, Stanwood High School	Parent Involvement	
Victor Hanzeli	Principal, Elger Bay Elementary	Amy Anderson	Stanwood High/Elementary Parent
Colleen Keller	Principal, Utsalady Elementary	Nicole Mitchell	Twin City Parent
Tod Klundt	Principal, Stanwood Middle School	Randy Belles	Utsalady Parent
Staci Lauinger	Title Lap Coordinator, Dean of Students SHS	Deborah Hepper	Port Susan Parent
Jeff Lofgren	Principal, Cedarhome Elementary	Sarah Foreman	Stanwood Middle Parent

District-Wide Special Recognitions

- Cedarhome Elementary:
 - 2016 Washington Achievement Award for Closing the Achievement Gap
 - 2014 Washington Achievement Award for Reading Growth
 - 2013 Washington Achievement Award for Reading Growth

- Elger Bay Elementary:
 - 2018 School of Distinction
 - 2016 School of Distinction
 - 2015 Title I recognition for student growth
 - 2010 School of Distinction
 - 2007 School of Distinction
 - 2018 School of Distinction

- Stanwood Elementary:
 - 2014 Washington Achievement Award for High Progress
 - 2013 Washington Achievement Award for High Progress
 - 2008 School of Distinction

- Port Susan Middle School
 - 2014 Washington Achievement Award for High Progress

- Stanwood High School:
 - 2014 Washington Achievement Award for High Progress
 - 2014 School of Distinction Award for Outstanding Improvement in Reading and Math over a 5-year period
 - 2013 Washington Achievement Award for High Progress
 - 2011 Washington Achievement Award for High Progress

- Lincoln Hill High School:
 - 2011 Washington Achievement Award for Improvement

- Saratoga School:
 - 2013 Washington Achievement Award for Reading Growth

- Twin City Elementary
 - 2016 Washington Achievement Award for Closing the Achievement Gap
 - 2016 Washington State Library Grant Award recipient
 - 2015 Washington Achievement Award for High Progress

- 2015 Title I recognition for student growth

District ELA Results 2015-18

Smarter Balanced Test Score Results- Grades 3-8

<u>GRADE</u>	<u>DISTRICT ELA 2015</u>	<u>DISTRICT ELA 2016</u>	<u>District ELA 2017</u>	<u>STATE 2017</u>	<u>District ELA2018</u>	<u>STATE ELA 2018</u>
<u>3</u>	<u>54.4</u>	<u>56.9</u>	<u>61.2</u>	<u>52.6</u>	<u>60</u>	<u>55.5</u>
<u>4</u>	<u>71.1</u>	<u>70.9</u>	<u>69.2</u>	<u>55.2</u>	<u>72.5</u>	<u>57.3</u>
<u>5</u>	<u>65.3</u>	<u>70.2</u>	<u>68.3</u>	<u>58.6</u>	<u>69.7</u>	<u>59.2</u>
<u>6</u>	<u>52</u>	<u>64.1</u>	<u>71.8</u>	<u>55.5</u>	<u>65.5</u>	<u>55.9</u>
<u>7</u>	<u>55</u>	<u>61.1</u>	<u>67.2</u>	<u>60.1</u>	<u>71.3</u>	<u>59.6</u>
<u>8</u>	<u>55.7</u>	<u>65.7</u>	<u>67.6</u>	<u>58.5</u>	<u>68.5</u>	<u>58.9</u>

District Math Results 2015-18

Smarter Balanced Test Score Results- Grades 3-8

<u>GRADE</u>	<u>DISTRICT MATH 2015</u>	<u>DISTRICT MATH 2016</u>	<u>DISTRICT MATH 2017</u>	<u>STATE 2017</u>	<u>DISTRICT 2018</u>	<u>STATE 2018</u>
<u>3</u>	<u>64.6</u>	<u>57.3</u>	<u>66.0</u>	<u>57.8</u>	<u>54.5</u>	<u>57.5</u>
<u>4</u>	<u>68.9</u>	<u>65.3</u>	<u>65.3</u>	<u>54.3</u>	<u>69.3</u>	<u>53.8</u>
<u>5</u>	<u>57.6</u>	<u>67.6</u>	<u>69.2</u>	<u>48.6</u>	<u>60.1</u>	<u>48.5</u>
<u>6</u>	<u>50.2</u>	<u>54.6</u>	<u>66.3</u>	<u>48.2</u>	<u>56.6</u>	<u>48.2</u>
<u>7</u>	<u>50.1</u>	<u>57.8</u>	<u>55.9</u>	<u>49.9</u>	<u>58.9</u>	<u>49.0</u>
<u>8</u>	<u>47.1</u>	<u>53.6</u>	<u>49.7</u>	<u>47.6</u>	<u>51.9</u>	<u>40.6</u>

District High School Results 2015-18

<u>GRADE</u>	<u>Grade 11</u>	<u>STATE 2017</u>	<u>DISTRICT 2018</u>	<u>STATE 2018</u>
<u>ELA</u>	<u>79.7%</u>	<u>73.6</u>	<u>76.1</u>	<u>69.5</u>
<u>Math</u>	<u>suppressed</u>	<u>25.9</u>	<u>42.4</u>	<u>40.6</u>
<u>Biology EOC</u>	<u>77.2%</u>	<u>71.5</u>	<u>21.4</u>	<u>30.3</u>

District Improvement Goals 2016-2019

Goal I - Students in grades 3-8 will increase student growth and proficiency in English Language Arts by 5% as measured by the Smarter Balanced Assessment. Students in grades 9-12 will increase proficiency in English Language Arts by 5%.

Goal II - Students in grade 3-8 will increase student growth and proficiency in Mathematics by 5%. Students in grades 9-12 will increase proficiency in Mathematics by 5%.

Goal III - Parent involvement will be a key component in achievement of the proficiency goals and parent support will be integrated into all School Improvement Plans.

Goal IV- Special Populations (Special Education, EL, and Poverty) will decrease the disparity gap by 5% in core areas of ELA and math and will be addressed in all School Improvement Plans.

Goal V- The District Graduation rate will increase to 90% by 2020 and the participation rate at the high school will be 95% by 2020.

GOAL AREA: Equity for all students

Subcategory: Interventions

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
<p>Identify the struggling students targeted for interventions based on data, regularly progress monitor and adjust interventions based on the data</p> <p>The cycle should include:</p> <ul style="list-style-type: none"> -Identification -Intervention -Assessment (intervention of Student) -Adjust Intervention 	<p>Building Principal Title 1 Reading/Math Facilitators Leadership Teams</p>	<p>September 2018</p> <p>Progress monitoring should be ongoing throughout the year and at a minimum, quarterly</p> <p>Continuing 2016-2018</p>	<p>Staff time Progress monitoring data</p>	<p>Students entering and exiting based on progress Data taken on a regular basis. Interventions being modified and adjusted Data conferences with students</p>
<p>Identify learning gaps in special population and plan for classroom and district supports</p>	<p>Building principals Lloy Schaaf Dan Johnston</p>	<p>June 2016–June 2019</p>	<p>IXL Read Live! Fast Track Phonics Think Central Review of the claims for patterns and gaps from the SBAC</p>	<p>Grade levels/schools review claims and creating a plan that outlines gaps and resources</p>
<p>Implement professional development that will increase teachers’ and paraeducators’ ability to use formative assessments, effective interventions and modifications</p>	<p>Building Principals Title 1/LAP Reading/Math Facilitators Leadership Teams Special Education Staff</p>	<p>Ongoing 2016-2019</p>	<p>Time allocated at staff meetings After school trainings</p>	<p>Attendance records Teachers implementing formative assessments Walkthroughs/Data Snaps</p>
<p>Formative assessment on a daily basis</p>	<p>Teachers</p>	<p>Ongoing 2016-2019</p>	<p>Formative assessments</p>	<p>Teachers are able to use formative assessment to inform instruction.</p>

Teacher should be asking themselves, "Did the kids get it and how do they know?"				This will be seen in walkthroughs and will be discussed in principal teacher conversations
Consistently use research based interventions and modifications to support struggling students	Teachers Student Support Teams	Ongoing throughout the 2016-2019 school years	Examples of research based interventions and sharing interventions between schools	Classroom observations of teachers using interventions and increase in student achievement

GOAL AREA: Equity for all students

Subcategory: Special Education - To provide support to identified special education students within special education programs and in general education classes.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Ensure that all teachers are providing quality specially designed instruction for all students	Building Principals Robert Hascall Lloy Schaaf	2016-19 Ongoing	ESD Specialists Other Districts Collaboration Time	Observable quality instruction during walkthroughs
Ensure that all principals have a strong understanding of quality specially designed instruction and how it looks in a classroom as well as processes and procedures related to compliance	Robert Hascall Lloy Schaaf	2016-19 Ongoing	ESD Specialists OSPI Other Districts Collaboration Time IEP online	All administrators familiar with IEP online and able to access this resource.
Monitor Special Education program related to compliance/WACs	Robert Hascall School Psychologists	Ongoing	Time	All IEPs and Evaluations are in compliance every month 2016-2019
Provide IEP Writing training for all new special education teachers	Robert Hascall Lloy Schaaf	September 2019	WEA/OSPI	All IEPs Compliant Safety Net secured with no IEP errors
Identify existing Special Education support materials and fidelity of use K-12 and update programs as funding is available	Robert Hascall Special Education Staff Dan Johnston	2016-2019	Time Fiscal	Consistent use of the following materials and curriculum: Language! SMS and SHS Read Live PSMS and SMS Journeys support materials – elem. Implementation of Transmath 2016 Success Maker (math) PSMS

				Math You See (elementary) Assistive technology
Implement research based interventions, accommodations, and modifications to support Special Education students	Robert Hascall Building Principals Special Education Staff	September 2016-2019	Administrator time	Classroom observations noting the use of research based interventions
Monitor the use of periodic assessments for progress and to determine program effectiveness and student growth (AIMSweb)	Robert Hascall Special Education Case Managers School Psychologists	Ongoing and at a minimum quarterly for secondary or trimester for elementary	Access to AIMSweb	Progress reports are completed in IEP Online: Quarter for secondary Semester for elementary
Provide professional development to train staff (both Special Education and General Education (including para-educators) Topics to include: Tourette Syndrome, Effective Modifications, Interventions, ADHD, PTSD, Autism, Use of educational support material including assistive technology	Robert Hascall Special Education Staff (School Psychologist, Speech Language Pathologist, Occupational Therapist) Outside consultants	Ongoing 2016-2019	After school trainings Before school year training	Attendance records Teachers effectively using modifications and interventions from training as evidenced by walkthroughs/data snaps
Coordinate implementation of Student Support Teams to allow for evaluation system with the Response to Intervention model	School Principals Robert Hascall	Ongoing beginning 2017-2019	Administrative time to observe schools with active teams	Active teams in all buildings

GOAL AREA: Equity for all students

Subcategory: EL Education - To provide support to English Learners (EL) both

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Communicate existing classroom and district supports. Address what they are and what more is needed	Robert Hascall Building Principals EL Staff	November 2016- 2019	EL Secondary Teacher EL Elementary -Teachers EL Para-Educator	Communications out to building staff by building principals and Robert Hascall
Establish expectations and determine schedule for administering and reviewing periodic assessments	Robert Hascall Building Principals EL Teachers	November 2015- 2019	Meeting time with EL Staff.	Ongoing progress monitoring done by EL staff using AIMSweb and/or Curriculum-Based Assessments
Review effectiveness of EL interventions and program and adjust as indicated by data	Classroom Teachers Building Principals EL Staff Robert Hascall	Regularly, at a minimum, Quarterly 2016-2019	Meeting time with EL Staff.	Services have been adjusted based on student progress. Agendas Calendared dates
Provide professional development to all staff on how. to effectively work with EL students	EL Staff Robert Hascall	Continuing 2016-2019	Time allocated at staff meetings Staff to provide after school trainings Guided Language Acquisition Training (GLAD) for Twin City Teacher	In-Service Evaluations Follow-up by EL Staff GLAD techniques implemented in TCE classrooms
Coordinate with the Parent Advisory Council to provide opportunities for parent involvement	EL Staff Robert Hascall Title I Coordinator/Staff	Throughout 2016-19	EL Staff Title I/LAP Staff	Attendance Records Agendas

Provide professional development for EL staff through Cooperative at ESD	EL Staff Robert Hascall Jennifer Allen	Throughout 2017-2019	Release time for training Title I support for membership in cooperative	EL strategic plan Parent Advisory Council agenda with notes
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GOAL AREA: Equity for all students

Sub category: Poverty - To provide support to students in poverty/trauma.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Staff will be trained on the needs of students in poverty, EL and special education	District Building Principals	Ongoing 2016-19	Book Study: <i>Engaging Students With Poverty in Mind</i> and <i>Teaching Students with Poverty in Mind</i> Time to Meet	Meeting Times Agendas Reflection/Evaluations from Staff
Staff will look at district data in the subcategory of poverty and make a plan for addressing student needs (look at claims and target areas for patterns)	Dan Johnston District Building Principals	Ongoing 2016-19	Time to Meet District Data Open Educational Resources (OER)	Agendas Documented Areas of Need Documented Plan for Addressing Needs
Introduce staff to the impacts of trauma on student learning	Maurene Stanton Building Principals	2016-19	Training in leadership Team/Staff meetings	Agendas Observations in classrooms Teacher testimonials
Stanwood-Camano School District will partner with the Stanwood Area Foundation and other community resources related to applying for a grant to end second generational poverty	Lloy Schaaf	2017-19	Community Partners	Receipt of Grant

GOAL AREA: Content

Subcategory: Implement the Washington State Learning Standards

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Integrate Technology in content areas to support student learning	Mark Wayland Dan Johnston Lloy Schaaf Principals	On-going through studios and modeling with focus on elementary and high school	TOSA time	Studios/PDW Wednesdays/ Modeling by TOSAs/Teachers implementing technology integration strategies as evidenced by walkthroughs/data snaps
Implement new Math Expressions Program with teacher leaders	Lloy Schaaf	2017-2019	Title II dollars for release time and training by the publisher.	
Review of Overall Teaching and Learning plan for the district Adoptions Professional Development	Cabinet	Ongoing 2016-2019	Time	Articulated Plan Developed

GOAL AREA: Instruction

Subcategory: Fully implement the 5 Dimensions of Teaching and Learning in every classroom everyday.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Conduct studios with new teachers for the purpose of Observing the 5 dimension in action and supporting understanding of the 8 mathematical practices	Lloy Schaaf	June 2016- June 2019	Center for Education (CEL) Instructional Coaches District Dollars	Professional development schedule Agendas Reflection forms from studio days Follow-up with teachers who attended studios (how they used what they learned from the studios)
Professional development for administrators to calibrate observations and evaluation scoring	Lloy Schaaf Dan Johnston	Ongoing	Leadership meeting time	Agendas for district leadership team meetings Discussion/notes on observing/calibrating/scoring
Training for new staff on 5 Dimensions	Lloy Schaaf Dan Johnston Building Principals	Ongoing 2016-2019	August training days, after school classes for clock hours	Agenda for August trainings Reflection forms from new staff

GOAL AREA: Strengthen the Instructional Core to Improve Student Learning and Achievement

Subcategory: Continue to implement the new teacher evaluation system and focus on the administrative evaluation

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Provide initial and ongoing evaluation training for teachers (comprehensive and focused)	Maurene Stanton Lloy Schaaf	Ongoing 2016-19	Center for Education Leadership (CEL) Curriculum dollars	Evaluations of trainings; successful evaluations
Use Google Docs to allow staff to share resources with one another, including professional development on Google Docs	-Building Administrators -Technology Coordinators	2016-19 Ongoing	Training time (after school or during Professional Development Wednesdays)	Google Docs Agendas from trainings
Website link to forms	Human Resources	Continue to update yearly	Time	All forms linked to district website
Focus on New Teacher Induction	Lloy Schaaf Principals	August 2016-2019	Curriculum Dollars/TPEP Grant	Conduct new teacher after school trainings/meetings Agendas, attendance records and evaluation forms from trainings. Scheduled checks on new teachers by principals and district office staff

GOAL AREA: Parent Involvement

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Each school will have a parent involvement goal or strategy in their School Improvement Plan	Building Principals	When plans are updated	OSPI website	Written goal or strategy in the plan
A plan for volunteer training will take place at each school	Building Principals	Ongoing August 2015-19	District Office provided training	Training agendas and sign-in sheets
Identify student academic need and develop a plan for parent involvement in the specific areas of need. (Example: Watch Dogs being trained to work with students who need math fact fluency support or Spirit Guard at the High School being trained in math support for struggling math students)	Building Principals		<ul style="list-style-type: none"> -Time to look at data -OSPI NPTA -Website -Parent Training Time -Watch Dogs -Parent Volunteers 	<ul style="list-style-type: none"> -Written Plans (w/identified needs) in Building Plan -Agendas and Training Dates
Incorporate learning from the collective commitment work into the District Improvement Plan.	District Writing Team		Information gathered from the collective commitment process	Information shared at leadership retreat. Evidence of themes from collective commitment integrated in the District Improvement Plan.
Involvement of Parents in the District Improvement Planning Process/ Including Parents/Community in	Lloy Schaaf	Continuous	Meeting time Curriculum Training Room	Agenda Attendance Sheets Parent suggestions noted in minutes

development of the collective commitment			Online access	<ul style="list-style-type: none"> <input type="checkbox"/> Parent training on Skyward <input type="checkbox"/> Stronger Communication at the District Level <input type="checkbox"/> Focus on positive communication <input type="checkbox"/> Consider one parent PTA/Booster Club/PTO <input type="checkbox"/> Volunteer Information in one place at the District Level
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GOAL AREA: Improvement of Student Participation Rate in State Testing by meeting or exceeding 95% participation rate as a district

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Schools not meeting participation rate to have strategies and activities in their school improvement plans	Assistant Superintendent	Yearly	School Improvement Plans	School Improvement Plans
Parent letters informing parents about testing and how their child(ren) can be successful	Assistant Superintendent/District Assessment Coordinator	Yearly	OSPI	Parent letters from each building
Communication with parents who are choosing to opt their child(ren) out of testing high school focus on student who have not met graduation requirement	Building Principals	Yearly	Principals' schedules	Evidence of communication
Teacher Training on Interim Assessments/Practice Assessments	District Assessment Coordinator	2016-18	Professional Development offerings Smarter Balanced Interim Assessments/Practice Assessments	Training took place on January 15, 2016, November 1, 2017 with ongoing support available for individual teachers