

Stanwood Elementary School

School Improvement Plan

2018-19

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.

School Mission

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.

SES SIP 2018-19

English/Language Arts, Math and Attendance

Leadership Team 2018-19: Kimberly Burt, Jennifer Collins, Kadi Ferguson, Jenny Sepulveda, and Staci Lauinger. All team members help plan and facilitate Professional Development Wednesday meetings with staff.

Continuous Improvement: Stanwood Elementary School staff works collaboratively to develop quality instruction and assessments in order to help all students achieve academically and emotionally. The dynamics of the population have dictated the work we are doing to address trauma-sensitive students and families. Staff is diligently working to connect with families to provide help and support. We are working to refine our Student Success Team (SST) process to better and more efficiently meet the needs of our students. The SES PTO is working to provide more family activities to help students and families feel more connected to the school environment.

School Strengths: Third, fourth, and fifth grade Smarter Balanced Assessment (SBA) data from 2018 shows results higher than the state average in the areas of math and ELA. Fifth grade was higher than the state average in science. Staff has been trained in Adverse Childhood Experiences (ACEs) to work with students of diverse backgrounds and abilities.

English/Language Arts and Math Goals:

To improve student knowledge and skills in reading and math as measured by student performance on the Smarter Balanced Assessment. There will be at least 10% increase in the number of students meeting standard in reading and math in grades 3-5.

To improve student knowledge and skills in reading and math as measured by student performance on the Smarter Balanced Assessment. There will be at least 10% increase in the number of students meeting standard in reading and math in the special population subgroups (i.e. ELL, Low Income, Special Education, and Title I) in grades 3-5.

Attendance Goal:

To improve building-wide attendance to achieve a goal of at least 90% of the student body present and on time each day.

Focusing on the following will help us achieve our academic goals, and are addressed along with the attendance goal in the included table:

- ✓ Strengthen the instructional core to improve student learning and achievement by using collaboration, data and professional development. (Grade level data meetings have been implemented)
- ✓ Conduct PDW trainings for emotional and academic needs of students who exhibit Adverse Childhood experiences. The purpose is to refine intervention strategies to help raise student achievement.

This data is taken directly from the Office of Superintendent of Public Instruction's Washington State Report Card and reflects demographics and assessment results from the 2017-18 school year.

This information was used to assist us in developing our school-wide goals in the areas of ELA, Math and Attendance.

<http://reportcard.ospi.k12.wa.us>

Data was reviewed by the entire Stanwood Elementary School Staff, again as individual grade level teams, and was finalized by the SES Leadership Team in the fall of 2018.

Students Meeting standard on the general state assessment in 2018			
	English Language Arts	Math	Science
3rd	60.9%	62.6%	
4th	75.0%	60.7%	
5th	65.9%	55.3%	58.8%

Students meeting standard on the general assessment in 2016, 2017 and 2018



Student Enrollment Information

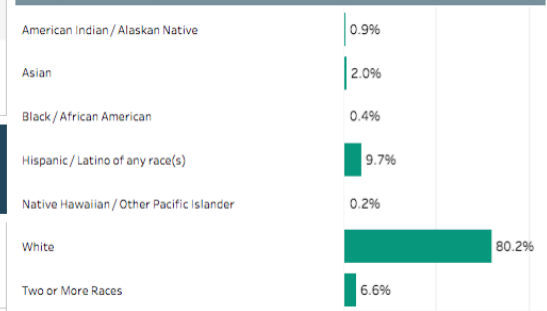
Enrollment



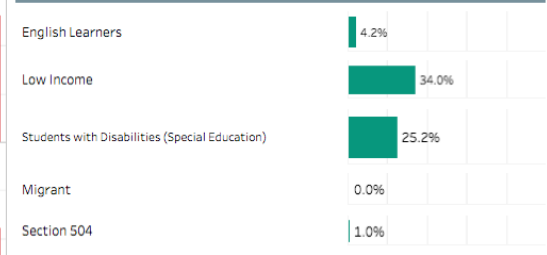
Gender (Percent of October Enrollment)



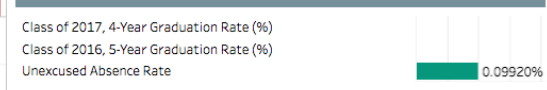
Race/Ethnicity (Percent of October Enrollment)



Special Programs (Percent of May)



Other Measures



Educator and Finance Data will be released at a later date

SES SIP GOAL	ACTIVITIES TO ACHIEVE THIS GOAL	PROFESSIONAL DEVELOPMENT	RESOURCES	MONITORING EFFECTIVENESS	ACTIVITY ADDRESSING EQUITY OF ALL STUDENTS	WHO IS RESPONSIBLE/ INVOLVED?
<p><i>The following subgoal is meant to address our ELA/Math Goals</i></p> <p>Subgoal 1:</p> <p>Strengthen the instructional core to improve student learning and achievement by using collaboration, data review and professional development.</p>	<p>Identify multiple data sources for students at each grade level K-5</p> <p>Implement grade level data meetings</p> <p>Identify students on verge of a level 3 in ELA and Math</p>	<p>Use PDW meeting time to review data for measuring student growth in the areas of reading and math</p> <p>Grade level teams collaborate to analyze data and student progress</p> <p>Use PDW & Grade Level Data time to do this</p>	<p>Data sources include: OSPI report card, SBA, Fall MAP (2nd grade only), Fall AIMSweb, WAKIDS, Really Great Reading, classroom assessments and student work</p> <p>Professional Development Wednesdays and Grade Level Data Meetings</p> <p>PDW, Grade Level Meetings, Assessment Data from AIMSweb, Really Great Reading, Reflex, IXL, and Think Central</p>	<p>Students will be progress monitored regularly in reading and math utilizing classroom based assessments, MAP, AIMSweb, WAKIDS, Really Great Reading and Smarter Balance Assessment (SBA)</p> <p>Individual Grade Level data brought to Data Team Meetings & plan to further monitor and adjust instruction</p> <p>Student growth goals will be monitored and reviewed in data meetings</p>	<p>Make sure all students have basic needs of supplies and materials to use in class(es)</p> <p>Use differentiated instruction from Journeys and Math Expressions to help meet the needs of all students</p> <p>Train staff on referral process for SST; use SST for implementing strategies to meet the needs of individual learners</p>	<p>Principal Leadership Team Reading Specialist</p> <p>Principal Grade Level Teams</p> <p>Principal Grd Lvl Teams SST Team SpEd Teacher Title I Staff</p>

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<p>Subgoal 1 Cont...</p> <p>Strengthen the instructional core to improve student learning and achievement by using collaboration, data review and professional development.</p>	<p>Create goals and identify classroom interventions for targeted students</p> <p>Increase volunteer support in the area of math</p> <p>Focus on fidelity to Daily Math Routines and implement Reflex Math</p> <p>Increase strategies for improving academic vocabulary</p>	<p>SST training for team and teachers; Vocabulary Instruction Training (PDW); Staff completes student growth component during the evaluation process; Reflex Math training webinar</p> <p>Reflex Math training webinar; Daily Math Routine observations & visitations</p> <p>Dave Irwin Visit in September, School-wide vocabulary Activities</p>	<p>SST Team, Math Expressions, Journeys, Reflex Math, IXL, volunteers</p> <p>Watchdogs and other volunteers</p> <p>Reflex Math Program, Math Expressions</p> <p>Dave Irwin, PDW & Assembly Time, Vocabulary Cards</p>	<p>SST referred students will be monitored in the classroom by identified SST monitoring practices and with teachers through the evaluation process and measured during a specified timeframe as noted on the student growth template</p> <p>Measured by data reports from Reflex and district fact fluency timings and AIMSweb assessments</p> <p>Survey teachers use of strategies, observations, students' use of new vocabulary</p>	<p>Volunteers used for all students – priority given to closing the achievement gap</p> <p>Reflex and Math Expressions on-line tools address the needs of all learners – differentiated for all levels</p>	<p>Principal All Teachers</p> <p>Principal All Teachers Watchdog Coordinator Office Staff PTO</p> <p>Leadership Team Mark Wayland Principal Teachers</p> <p>Principal All Teachers Dave Irwin Leadership Team</p>

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<p><i>The following subgoal is meant to address our ELA/Math Goals</i></p> <p>Subgoal 2:</p> <p>Meet the emotional and academic needs of students who exhibit ACEs (Adverse Childhood Experiences) by utilizing intervention strategies to help raise student achievement.</p>	<p>Review information regarding student with complex trauma</p> <p>Learn strategies for helping students and staff with anxiety</p> <p>Implement recently Purchased Second Step Curriculum</p>	<p>PowerPoint presentation regarding complex trauma. (Review)</p> <p>Collaboration time to work identifying ACE students in each classroom.</p> <p>Mattea and DeAnn Larson to do ongoing 15 – 20 minute trainings at PDW – lessons learned for dealing with anxiety at school</p> <p>Counselor to model Second Step lessons in classrooms</p>	<p>HR Director Principal</p> <p>Principal, Teachers, Counselor</p> <p>Handouts, PDW Time, Fidgets</p> <p>Second Step Curriculum & Time allocated to model lessons</p>	<p>Progress Reports Attendance Reports Discipline Referrals Family Feedback Teacher Feedback</p> <p>Progress Reports Attendance Reports Discipline Referrals Family Feedback Teacher Feedback Teacher Survey</p> <p>Observed lessons, decrease in behavior referrals, teacher feedback, family feedback</p>	<p>Include all students in classroom instruction and activities</p> <p>Make anxiety reducing supports available to all students (fidgets, all teachers trained, etc)</p> <p>Open friendship groups and offer counselor support for any student</p> <p>Materials are designed for all students</p>	<p>HR, Principal, Leadership Team Staff Counselor Psychologist</p> <p>Mattea & DeAnn Larson Principal, Psychologist & Counselor All Teachers</p> <p>Principal Teachers Counselor Behavior Interventionist</p>

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<p>Subgoal 2 Cont...</p> <p>Meet the emotional and academic needs of students who exhibit ACEs (Adverse Childhood Experiences) by utilizing intervention strategies to help raise student achievement.</p>	<p>Utilize outside resources to train staff on strategies to help social and emotional needs of students</p> <p>Taproot Theater Bullying prevention (and acceptance) program</p> <p>Research school-wide behavior programs</p>	<p>Share articles or book study related to complex trauma related to student achievement</p> <p>Visit neighboring districts (Evergreen Elementary) & share with staff</p> <p>Visit Schools with school-wide programs & share with entire staff during PDW</p>	<p>Articles, Books, Dave Irwin, Maurene Stanton, Evergreen Elementary</p> <p>PTO FUNDS, Assembly Time, Taproot Theater</p> <p>Neighboring Districts, Evergreen Elementary, Time to Visit & Time to share out with staff</p>	<p>Survey of teachers Teacher Feedback Counselor Feedback SST referrals and feedback</p> <p>Decrease in HIB reports, behavior referrals</p> <p>Decrease in HIB reports, behavior referrals, teacher and family surveys</p>	<p>Open friendship groups and offer counselor support for any student Materials designed for all students</p> <p>Assembly for all students</p> <p>School-wide program to be used with all students</p>	<p>Teachers Principal Counselor Dave Irwin Maurene Stanton Principal</p> <p>Behavior Interventionist to schedule, PTO funded, Principal to lead assembly</p> <p>Principal, Leadership Team, Behavior Interventionist, Staff</p>

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<p><u>Attendance Goal:</u></p> <p>To improve building-wide attendance to achieve a goal of at least 90% of the student body present and on time each day.</p>	<p>Monday Doors & Greeting Students at the Door</p> <p>Class Attendance Competition, morning announcements & assembly recognition</p> <p>Engaging morning activities</p> <p>Inform Parents of the importance of attendance</p> <p>School-wide agreement to call home after two missed days</p> <p>School Nurse to check on health related absences</p>	<p>Staff PDW – importance of good attendance & brainstorm ideas to encourage attendance</p> <p>PDW</p> <p>PDW – morning routines</p> <p>Newsletters</p> <p>PDW Time</p>	<p>PDW Time, PPT, Stickers and other incentives</p> <p>Class Attendance Record Sheets, Certificates & Incentives, Assembly Time, Newsletters,</p> <p>Chromebooks, stickers</p> <p>Newsletters & Parent Trainings – add on to HIB</p> <p>Attendance Reports, Health Concern Reports</p>	<p>Improved Attendance Reports and less tardies reported</p> <p>Improved Attendance Reports and less tardies reported</p> <p>Use Grade Level Data Teams to review progress</p>	<p>Open to all students, looking at special populations to address attendance concerns through special ed, ELL or 504 supports</p> <p>Using SST to help address attendance issues for struggling students</p>	<p>Principal Leadership Team Office Staff SST Team 5th Grade Student Council Counselor Nurses</p> <p>All Teachers Principal</p> <p>All Teachers Principal SST</p>