STANWOOD-CAMANO SCHOOL DISTRICT

Stanwood Elementary

SCHOOL IMPROVEMENT PLAN
2019 – 2022

Staci Lauinger
PRINCIPAL

2018-2019 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	491		English Language Learners	15	3.1%
American Indian/Alaskan Native	4	0.8%	Homeless/McKinney Vento	26	5.3%
Asian	6	1.2%	Low Income	184	37.5%
Black/African American	3	0.6%	Section 504	15	3.1%
Hispanic/Latino	45	9.2%	Students with Disabilities	124	25.3%
White	402	81.9%	Student Mobility	17	3.5%
Two or More Races	31	6.3%			

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

Leadership Team Members

Name	Position	Name	Position
Staci Lauinger	Principal	Kadi Ferguson	Fourth Grade Teacher
Jen Collins	Second Grade Teacher	Kimberly Burt	Fourth Grade Teacher
Jenny Sepulveda	Third Grade Teacher	Nichale VanScoy	Fifth Grade Teacher

District Collective Commitment Statement:

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, 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 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 mission of Stanwood Elementary is to provide a positive learning environment where instruction focuses on respecting and developing all individuals and 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 collaborativeculture to continuously improve our leadership and instructional practice.

What were your SIP goals from last year and did you school hit the target? Why or why not:

Goal:

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 all students (including special population subgroups, i.e. ELL, Low Income, Special Education and Title l) meeting standard in reading and math in grades 3-5.

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

Reflection:

In the spring of 2019, we showed a small increase in the percentage of 3rd,4th and 5th graders meeting standard in reading as measured by student performance on the Smarter Balanced Assessment; 71.3% met standard, this is an increase from the 2017-18 school year in which 68.2% met standard in the area of reading.

In the spring of 2019, we showed a small increase in the percentage of 3rd,4th and 5th graders meeting standard in math as measured by student performance on the Smarter Balanced Assessment; 62.9 % met standard, this is an increase from the 2017-18 school year in which 59.8% met standard in the area of math.

In the spring of 2019, we showed a small increase in the percentage of the student body present and on time each day; 87.6% of our student body was present and on time each day, this is a slight increase from the 2017-18 school year, in which 86.9% were present and on time each day.

Target:

We did not meet the 10% increase target in English/Language Arts or Math.

We did not meet the target of 90% of the student body present and on time each day.

Why or Why not:

In our data carousel from October, 2019, we learned that across grade levels our students are struggling in the areas of informative text; determining main idea, citing evidence and writing informative pieces. We believe a focus on this area will increase our achievement in reading overall.

In our data carousel from October, 2019, we learned that across grade levels our students are not as proficient in basic math operations as needed to be in order to show an increase in achievement on the Smarter Balanced Assessment in grades 3 – 5. This is our second year focusing on math fact

fluency and basic operations. We believe continued focus in these areas will increase our achievement in math overall and will boost our students' confidence in mathematics.

We have an ongoing attendance classroom incentive program at SES. Additionally, we have asked all classroom teachers to reach out directly to students missing more than two days of school per month. This has helped with some chronic absences, yet our attendance improved only slightly from the previous year. Last year's kindergartners entered the year with only 59.7% readiness, according to the Washington Kindergarten Inventory of Developing Skills (WAKIDS) assessment. This was down from 72.1 % readiness the previous year. Our kindergarten class had the lowest attendance rate of all grade levels. We believe there is a direct correlation between readiness and attendance. Additionally, 8 students were excluded from school for disciplinary reasons for four or more days of school.

Needs Assessment

1. **What are the data points you are using to complete your needs assessment?**

☒ Washington School Improvement Framework

☒ Washington Kindergarten Inventory of Developing Skills (WaKIDS)

☒ Smarter Balanced Assessment/Interim Assessment Blocks

☒ Progress Monitoring Data

☒ Curriculum Based Assessments

☒ English Language Proficiency Data

☐ Special Education Eligibility/Disproportionality Data

☒ School Climate data

☒ Discipline Referrals

☐ Healthy Youth Survey

☐ Graduation rate data

Needs Assessment Narrative:

Our certificated staff participated in a data carousel on October 9 and October 16, 2019 where we reviewed the Office of Superintendent of Public School Report Card for Stanwood Elementary. Included in the information reviewed were current data and trend data results for the Smarter Balanced Assessment in English/Language Arts and Mathematics, AIMSweb Reading Results, the Washington Kindergarten Inventory of Developing Skills assessment (WAKIDS) and attendance and discipline records. We also reviewed this data by demographic and subcategory groups, including English Learners, Low Income, Students with Disabilities, Gender and Race.

2. What are your school's areas of strength?

We have a small upwards trend in both English/Language Arts and Mathematics overall. 31.9% of our students in grades 3 – 5 are demonstrating high growth in Mathematics and 39.4% of these students are demonstrating high growth in English/Language Arts according to the Smarter Balanced Assessment from spring of 2019.

Our student growth percentiles, according to the Smarter Balanced Assessment results, have steadily increased in the area of English/Language Arts for the last three years.

According to our data carousel and the information reviewed from the Online Reporting System (ORS) which displays data results from the Smarter Balanced Assessment, our students show strength in the following areas:
Composing full narrative writings and citing evidence from literary text;
Making inferences and/or drawing conclusions from literary text
Basic understanding of fractions;
Representing mathematical data

3.

What are your school's areas of needed growth?

Our percentage of 5th graders demonstrating achievement in the area of mathematics, according to the Smarter Balanced Assessment, continues to be low; 51.2% of our 5th graders met standard in mathematics in the spring of 2019. This is concerning as our students will be leaving for middle school and the mathematical rigor will increase.

In 2018, 65% of our English Language Learners made progress toward proficiency according to the English Language Proficiency Assessment (ELPA21), however in the spring of 2019, only 35.7% made progress toward proficiency. We did have a large number of students exit from the program the year before, so it is possible that this is the reason for the decrease in percentage making progress.

Our student growth percentiles, according to the Smarter Balanced Assessment results, have steadily decreased in the area of Mathematics for the last three years.

According to our data carousel and the information reviewed from the Online Reporting System (ORS) which displays data results from the Smarter Balanced Assessment, our students show relative weaknesses in the following areas:
Comprehending and writing informational texts;
Applying appropriate grammar usage in writing;
Generating and identifying mathematical patterns;
Solving problems with multiple operations

4.

Based on your analysis, what specific areas of needed growth will your school focus? What is your rationale for this focus; why these above others? What has your improvement work identified as potential root causes, (what is happening or not happening in your school?)

We are currently working on increasing understanding of informational text; this includes academic vocabulary, text structures/features and appropriately citing evidence. We believe that our low-socio economic population and our English Language Learners not making significant growth is partially due to low-language homes and having enough access to informational language rich conversations and informational text. There has not been enough focus on academic vocabulary and strategies for understanding difficult text. A focus on understanding how to use context clues as well as text features to understand informative text will likely increase achievement in other academic areas as well, such as mathematics and science. A focus on academic vocabulary, context clues and text structures/features will support our struggling learners in all areas, but will have a great impact on our English Language learners and low socio-economic families in particular.

We are also focusing on computational fluency. We are continuing our use of Reflex Math (a computational fluency program for grades 2 – 5). Our kindergarten and first grade classes are also focusing on computational fluency (increasing their ability to quickly recall math facts and partners of ten). Computational fluency is a basis for understanding fractions, is used in all aspects of math, and gives students confidence as the mathematical rigor increases.

District Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.

(G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.

(G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.

(G4): Ninety five percent participation rate on state assessments.

(G5): Ninety percent of all students and all subgroups meeting 9th grade on track for graduation by 2027.

(G6): Ninety percent of all students and all subgroups graduating in four years by 2027.

(G7): Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.

(G8): Seventy seven percent of EL students making annual progress by 2027.

Identify 3-5 high leverage action steps for each goal:

Goal: *Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.*

By June 2020, 75% of our students will meet or exceed the standard in English/Language Arts as measured by the Smarter Balanced Assessment.

By June 2020, 70% of our students will meet or exceed the standard in Math as measured by the Smarter Balanced Assessment.

Action Plan

Action	Timeline	Leads	Resources
Strengthen the instructional core to improve student learning and through grade level collaboration, continual reviews of data and professional development.	2019-2020	All Staff	Grade Level Data Meetings, Data from AIMSweb, Reflex Math and Classroom Based Assessments Title/Learning Assistance program Professional Development Funds to release grade levels for

			collaboration and professional learning
Responding to data by making instructional shifts in the classroom; presenting updated data to team every three weeks	2019-2020	All Staff	Using classroom based assessments and observational data to assess student academic growth in the areas of English/Language Arts and Math – every 3 weeks ongoing checkpoints from grade level data meetings

Goal: *Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.*

These groups are currently meeting the standard of 55% median growth in ELA: White – 57.5%, Hispanic – 58.5% - all other subgroups are below the 55% median growth standard.
By June 2020, our students in the following subgroups will meet the standard of 50% median student growth in English/Language Arts: Low Income, Homeless and Students with Disabilities.

These groups are currently meeting the standard of 55% for median growth in Math: Hispanic – 56%, Homeless – 57% - all other subgroups are below the 55% median growth standard.
By June 2020, our students in the following subgroups will meet the standard of 50% median student growth in Math: Low Income, and Students with Disabilities.

Action Plan

Action	Timeline	Leads	Resources
Ensure that our homeless students not at standard in English/Language Arts are	2019-2020	Title l/Megan Ovenell Staci Lauinger	Title l funds and program Really Great Reading Curriculum

receiving Title l services and therefore receiving targeted, individualized instruction at their level.			Regular McKinney Vento updates from Michelle Kunzman
Students with Disabilities subgroup (currently 49% median growth in Math and 47% in English/Language Arts) will receive specially designed instruction in English/Language Arts and Math through small group instruction.	2019-2020	All Staff Special Education Staff	Journeys and Math Expression curriculum Really Great Reading

Goal: *Seventy-seven percent of EL students making annual progress by 2027.*

In the spring of 2019, 27.3% of our English Language Learners met standard and were exited from program; 35.7% were progressing toward annual progress. Stanwood Elementary does not have enough English/Language Arts students in grades 3 – 5 to show a report for median growth on the state's report card. By June 2020, 50% of our English Language Learners will be progressing toward proficiency (on track to graduate the program within 6 years – 2026).

Action Plan

Action	Timeline	Leads	Resources
Review English Language Learners list to ensure that all that are not at standard in English/Language Arts are receiving Title l services as well. In Title l,	2019-2020	All Staff Caitlin Pratt	Title l/Learning Assistance Program Really Great Reading Caitlin Pratt Read Naturally Journeys Reading Program

as well as with Caitlin Pratt, students will receive pull-out, targeted instruction at their own level.			
Identify English Language Learners at each grade level for targeted classroom interventions/growth monitoring during our grade level data meetings	2019-2020	All Staff Title l Staff	Funds from Learning Assistance Program/Title l for Professional Development and Data Meetings to track progress Journeys Intervention Lessons
All staff will participate in learning strategies to engage and help build vocabulary for English Language Learners	January 15, 2020	English/Language Learning Staff – Joyce Zeigen Principal All Staff	Special Services Funds Professional Development Wednesday

Goal: *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

By June 2020, 90% of all students will meet attendance standards.
By June 2020, our Homeless Students will grow from 66.7% to 70 percent meeting attendance standards and our kindergartners will grow from 84% to 90% meeting attendance standards.

Based on our current data we need to focus on our kindergarten students and our Homeless subgroup of students.

Action Plan

Action	Timeline	Leads	Resources
Regular communication to families about the importance of attending school and the impact that absences have on academic growth	2019-2020	All Staff	Attendance Secretary Newsletters School Website Student Handbook School Messenger Teachers
Daily attendance review and targeted contact with students who have 3 or more absences per month and referral to Community Truancy Board for those not making progress	2019-2020	Attendance Secretary Principal	Attendance Letters Attendance Conferences Students Support Team Community Truancy Board

Goal: *Ninety five percent participation rate on state assessments.*

By June 2020, 95% of third, fourth, and fifth grade students will participate in the Smarter Balanced assessment.

Our participation rate has historically met this goal. We will continue to focus on participation using the following actions.

Action Plan:

Action	Timeline	Leads	Resources
Communicate assessment schedule to all families	March 2020	All Staff Principal Assessment Coordinator	Smarter Balanced Assessment Parent Letter
Contact families of potential opt-out students to discuss concerns/issues prior to accepting opt out form	March 2020	Principal	Prior opt-out data

Plan for Year 2 & 3

Please explain the key improvement actions planned for the subsequent years of this plan. High level explanation of what you anticipate doing as part of continuous improvement.

2020-2021:

In the fall of 2020, we will conduct our annual data carousel to review the previous year's data in English/Language Arts, Mathematics, English Language Proficiency Assessment (ELAP21), Attendance, and progress in all special subgroups based on the Smarter Balanced Assessment. We will also review AIMSweb data for all grade levels and look at student growth percentiles compared to previous years. We will use this data to look for new grade level and/or building trends to assist us in developing a professional learning plan for the school year.

We will also continue our grade level data meetings to ensure that every classroom is focused on working toward building and district goals at their own level, I would anticipate that these meetings are being refined in how we collect and look at data together. This year we will be using the new AIMSweb + for assessing progress in English/Language Arts (and for grades K and 1 in Mathematics) which will give us significantly more targeted data to look at with our grade level teams. We will continue our work with focusing on informational text, academic vocabulary and computational fluency as well and will look at targeted professional learning that is more individualized for our varied staff.

We will continue to use our Title l/Learning Assistance Plan funds for collaboration and data meetings and will continue to give access to Homeless and English Language Learners through Title l and/or our Learning Assistance Program.

Our leadership team will look at further attendance related incentives to encourage our kindergartners and homeless students to come to school. I will encourage teachers to refer attendance related issues to our student support team in preparation for a further referral to the Community Truancy Board if needed.

We will review the master schedule and address supplemental services such as English Learners, Title, and Special Education to ensure these programs are not negatively impacting core instruction.

We will look for higher performing Title l schools in the area to visit and observe how they target subgroups for increasing student growth.

We will continue our collaboration with Josephine's Early Childhood Education and Assistance Program (ECAP) to communicate kindergarten readiness standards and to collaborate around meeting the needs of our incoming families.

2021-2022:

In the fall of 2021, we will conduct our annual data carousel to review the previous year's data in English/Language Arts, Mathematics, English Language Proficiency Assessment (ELAP21), Attendance, and progress in all special subgroups based on the Smarter Balanced Assessment. We will also review AIMSweb + data for all grade levels and look at student growth percentiles from Smarter Balanced Assessment compared to previous years. We will use this data to look for new grade level and/or building trends to assist us in developing a professional learning plan for the school year.

We will also continue our grade level data meetings to ensure that every classroom is focused on working toward building and district goals at their own level, I would anticipate that these meetings are continually being refined in how we collect and look at data together.

We will continue to use our Title l/Learning Assistance Plan funds for collaboration and data meetings and will continue to give access to Homeless and English Language Learners through Title l and/or our Learning Assistance Program.

THE STANWOOD-CAMANO SCHOOL DISTRICT IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER

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