

# STANWOOD-CAMANO SCHOOL DISTRICT

Stanwood Middle School

## SCHOOL IMPROVEMENT PLAN

2019 – 2022

Tod Klundt

PRINCIPAL



### 2018-2019 School Demographics

Group	Number of Student	% of Students	Group	Number of Students	% of Students
Enrollment (October)	486	100%	Two or More Races	28	5.8%
America Indian/Alaskan Native	5	1%	English Language Learners	4	.8%
Asian	5	1%	Homeless/McKinney Vento	22	4.5%
Black/African American	5	1%	Low Income	161	33.1%
Hispanic/Latino	54	11%	Section 504	36	7.4%
Native Hawaiian/Other Pacific Islander	2	.4%	Students with Disabilities	50	10.3%
White	387	79.6%	Student Mobility	14	2.9%

#### Washington School Improvement Framework (WSIF)

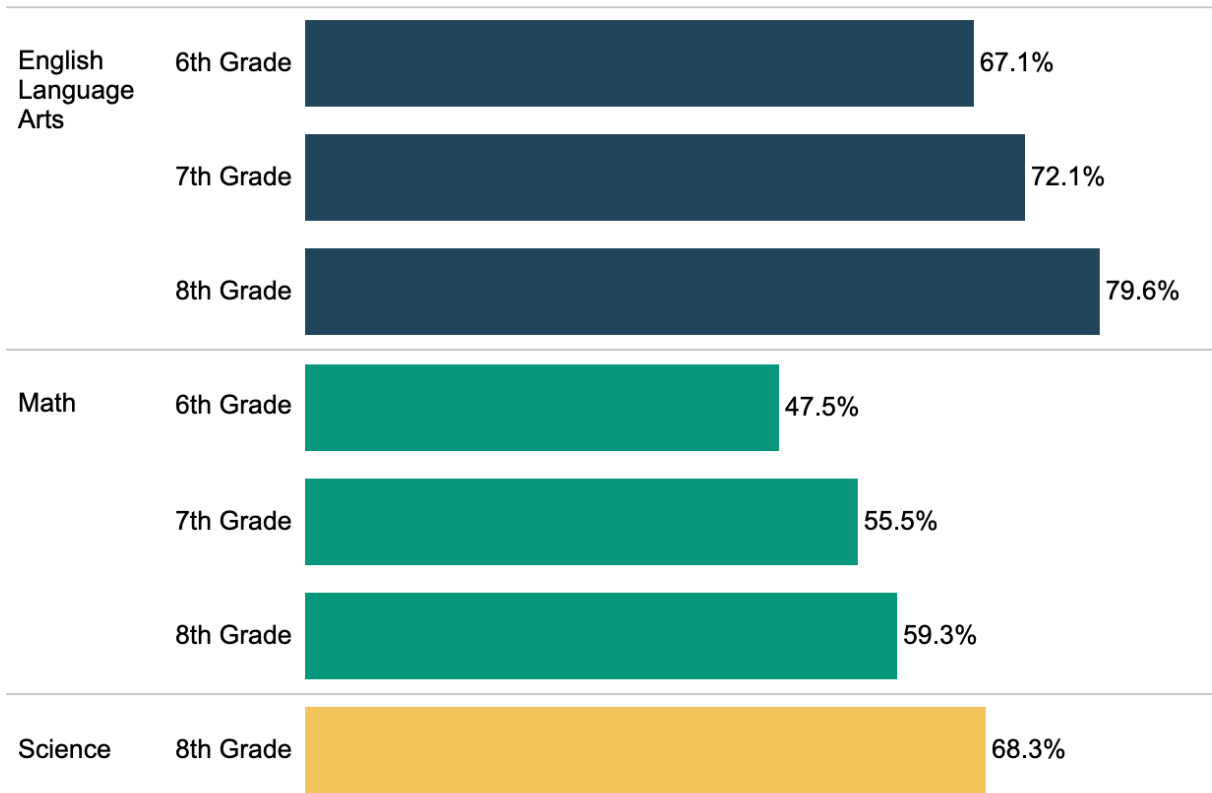
[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)

Stanwood Middle School SBA Results 2018-2019

**Stanwood Middle School**

**2018-19**

General



### Leadership Team Members

Name	Position	Name	Position
Tod Klundt	Principal	Diana Mailloux	Special Education
Holly Christmas-Harris	Assistant Principal	Kiah Thomas	Math
Dave Gelatt	Fitness	Larry Wall	CTE
John Getzinger	Social Studies		

#### **Stanwood-Camano School District 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 Stanwood Middle School is to provide every student an opportunity to grow academically, emotionally, socially and physically in a safe and nurturing learning environment. We believe in developing positive self-esteem in students as they become responsible, self-sufficient individuals who display caring, honest and sincere attitudes.

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

**Goal:**

Goal 1: The percentage of Stanwood Middle School students meeting standard on the Mathematics portion of the Smarter Balanced Assessment in the spring of 2019 will exceed their previous average as a cohort by 2% or more.

Goal 2: The percentage of Stanwood Middle School students meeting standard on the ELA portion of the Smarter Balanced Assessment in the spring of 2019 will exceed their previous average as a cohort by 2% or more.

Goal 3: All parents will receive information about ways to be involved at Stanwood Middle School.

**Reflection:**

Goal 1: As a school, the percentage of students meeting standard on the Mathematics portion of the Smarter Balanced Assessment in the spring of 2019 increased by 4.6%

Goal 2: As a school, the percentage of students meeting standard on the ELA portion of the Smarter Balanced Assessment in the spring of 2019 increased by 6.6%.

Goal 3: Parents received multiple emails/school messenger calls every week with the list of activities and how to be more involved at Stanwood Middle School and the Stanwood Middle School PTO.

**Why or Why not:**

Goal 1: The math team continues to work on aligning curriculum to Common Core Standards and working as a team to implement best practices for students during collaboration time and release time.

Goal 2: The ELA team works toward both grade level and vertical alignment using the Common Core Standards as a guide to better help students understand how to use text based evidence to support their inferences and conclusions during collaboration and release time.

Goal 3: The administrators and office staff, in conjunction with the PTO, worked to improve communication home to where families could find many different pathways to be involved at Stanwood Middle School.

## Needs Assessment

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

- Washington School Improvement Framework
- 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

**1. Needs Assessment Narrative:**

According to the data from the Healthy Youth Survey, our students have deep needs in the area of social and emotional learning. According to the HYS, over 20% of our current seventh grade class have considered suicide, with over 7% having attempted suicide. This same cohort reports hating being at school (10%), with over 40% reporting they never receive praise at school.

As a result of this information, it is becoming increasingly vital that our staff actively receive professional development in trauma informed practices/how to best support students with high Adverse Childhood Experiences (ACES). It is also imperative that Stanwood Middle School continue to work with families in order to build a strong support for all of students.

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

The veteran staff at Stanwood Middle School continues to see growth for our students in all areas of the Smarter Balanced Assessment, continually showing 5.3% better scores in Math, 13.5% better scores in ELA, and 21.6% better scores in Science. The Stanwood Middle School staff works toward aligning the curricular resources available and finding multiple pathways for student success. Our staff makes strong connections with students, actively working toward ways to engage students for their success.

Stanwood Middle School's long standing advisory program allows students to make a connection with their learning by charting their academic progress, exploring future schooling and career options, and working toward student led conferences in the spring.

Stanwood Middle School also has a rich after school array of options for all students, including four seasons of WIAA sports, and clubs for student interests that include gaming, STEM, reading, homework, and art.

**3. What are your school's areas of needed growth?**

Twenty-five percent of our student population (double the state average) has high ACEs/Trauma. As a result, our staff needs professional development for trauma informed/ACEs best practices. Also, our staff would like more resources when it comes to best practices with homeless, students with disabilities, and section 504 students.

Our staff would like to see continued/better cross-collaboration, more resources for current curriculum/better defined curriculum for all departments (outside of Math), and stronger department level collaboration.

While Stanwood Middle School has a very robust perfect attendance program, there is room for growth and how to best increase attendance for all students.

**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?)**

As the pressing need to address the social and emotional needs of our students rises to the top of our needs list, Stanwood Middle School will bring in presenters for our Wednesday staff meetings to help faculty build their repertoire of trauma informed practices.

Through analysis of our Smarter Balanced Assessment and internal data, our Math team will continue to work with the pilot of the Envision curricula and push our students to stick with math in the face of adversity/failure and show grit and determination to finish.

We will make an intentional effort to connect with students who perform at an Level 1/Level 2 level on the Smarter Balanced Assessment in Math/ELA to encourage students to not give up in the face of difficulty.

We will continue our perfect attendance reward system sponsored by the PTO and also look at ways to connect with students who are struggling with attendance and find ways to encourage broader groups for better attendance.



**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 9<sup>th</sup> 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.*

Our goal for 2019-2020 is to increase the percentage of students meeting standard on the Smarter Balanced Assessment for all and every subgroup. For all groups and subgroups above 50% on the Smarter Balanced Assessment, we will increase by 5% in ELA and Mathematics. For all groups and subgroups below 50% on the Smarter Balanced Assessment, we will increase by 10% in ELA and Mathematics.

**ELA data from 2018-2019:**

All – 73.1%

Hispanic/Latino of any race(s) – 69.2%

Two or More Races – 78.6%

White – 73.7%

Female—78%

Male—68.6%

Low-Income – 56.1%

Homeless – 50.0%

Section 504 – 53.8%

Students with Disabilities – 22.6%

**Math data from 2018-2019:**

All – 54.2%

Hispanic/Latino of any race(s) – 63.5%

Two or More Races – 60.7%

White – 53.2%  
 Female—55%  
 Male—53.5%  
 Low-Income – 40.6%  
 Homeless – 30.8%  
 Section 504 – 39.5%  
 Students with Disabilities – 15.1%

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Math Department pilots Pearson Envision Curriculum	2019-2020 School Year	All Math Teachers	Release days prior to school year, PDW Wednesdays, Release time during the school year, common planning
Have more non-fiction reading and writing strategies in content areas	2019-2020 School Year	All Teachers/Admin	Planning and collaboration release time; PDW; CCS

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

Our goal for 2019-2020 is to increase the median growth by five percent for every subgroup.

**ELA data from 2018-2019:**

Low-Income – 49.5%  
 Homeless – 50.0%  
 Section 504 – 51%  
 Students with Disabilities – 35.5%

**Math data from 2018-2019:**

Low-Income – 43%  
 Homeless – 43%  
 Section 504 – 45.5%  
 Students with Disabilities – 22.5%

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Curriculum Alignment	2019-2020	All Teachers/Admin	PDW, common planning, release time
Targeted interventions for Level 1 and Level 2 students by department and cross department review of needs for students in current curriculum	2019-2020	All Teachers/Admin	PDW, common planning, release time
Organizational strategies and study opportunities for students in advisory.	2019-2020	Advisory Teachers/Admin	PDW, common planning, release time as needed

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

We will improve attendance by two percent for all students and every subgroup in 2019-2020.

2018-2019 data:

All: 83.3%

Homeless: 65.4%

Low-Income: 75.3%

Section 504: 83.8%

Students with Disabilities: 68%

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Perfect Attendance Awarded during Advisory	2019-2020	Administration/Office Staff	Perfect Attendance Certificates Monthly/Monthly Prizes

Attendance Rewards for Advisory Classes	2019-2020	Administration/Office Staff	Monthly award to the advisory with best attendance/improved, etc.
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**Goal:** *English Proficiency: Seventy-seven percent of EL students making annual progress by 2027.*

Our goal for 2019-2020 is to increase the percentage of English Language students making annual progress by 15%.

**Action Plan**

Action	Timeline	Leads	Resources
Utilizing Read-Write & text in native language(s)	2019-2020 School Year	Cate Perry	Read-Write, Google Translate, Newsela, Audio
Increase educational interventions for our EL/Sped population	2019-2020 School Year	Special Ed Teachers	As needed

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

During the 2020 SBA testing, all students will participate.

**Action Plan**

Action	Timeline	Leads	Resources
Early information to families regarding bell schedule and testing plan.	March 2020	Administration/Counselor	School messenger
Test taking tactics/step for success	March 2020	Advisory teachers/Counselor	None

## 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:

- Master schedule to include support for students in need of remediation to find success at grade level.
- Continue work with Trauma Informed Practices/ACEs as a school—PD as necessary for all staff.
- Continued focus on students performing at the L1/L2 level to add necessary supports within the day, including strategies for advisory with organization and homework completion.
- Continued work to monitor and adjust attendance rewards to encourage non-attending students to have better attendance.
- Work with students failing one or more classes to add levels of support to better prepare for rigors of high school success.
- Continued alignment of all curriculum to include non-fiction reading and writing strategies.
- Continued work with Pearson/Envision alignment.
- Better utilization of para support in all classrooms for students needing to find success.

### 2021-2022:

- Revision of 2020-2021 Plan to best suit student needs for student success.
- Continued work toward becoming a Trauma Informed Practices/ACEs school.
- Continual curriculum adjustment/change to best support student growth.
- Continual focus on attendance information to students and families as well as promoting better/best attendance through rewards.

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