

**STANWOOD-CAMANO SCHOOL DISTRICT  
ELGER BAY ELEMENTARY  
SCHOOL IMPROVEMENT PLAN  
2019 – 2022  
(2020-2021 ADDENDUM)**



**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>366</b>		Two or More Races	<b>27</b>	<b>7.4</b>
American Indian/Alaskan Native	<b>4</b>	<b>1.1</b>	English Language Learners	<b>9</b>	<b>2.5</b>
Asian	<b>2</b>	<b>0.6</b>	Homeless/McKinney Vento	<b>8</b>	<b>2.2</b>
Black/African American	<b>NA</b>	<b>NA</b>	Low Income	<b>146</b>	<b>39.9</b>
Hispanic/Latino	<b>30</b>	<b>8.2</b>	Section 504	<b>8</b>	<b>2.2</b>
Native Hawaiian/Other Pacific Islander	<b>1</b>	<b>0.3</b>	Students with Disabilities	<b>76</b>	<b>20.77</b>
White	<b>302</b>	<b>82.5</b>	Student Mobility	<b>NA</b>	<b>NA</b>

**Leadership Team Members**

<b>2020 - 2021</b>		<b>2019 -2020</b>	
<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Victor Hanzeli	Principal	Victor Hanzeli	Principal
Seri Chaplik	Librarian / Distance Learning PE	Dana Anderson	Title I / Reading Specialist
Stacey Main	G1 Teacher	Kurt Blom	PE Teacher / Technology Specialist
Erin Slagg	G5 Teacher	Tricia Drinnon	G4 Teacher / Assessment Coordinator
Mark Wayland	G4 Teacher	Linda James	Special Education Teacher
Sherri Webb	Paraeducator / Health Room Assistant	Kathleen Nelles	G1 Teacher

### **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.

### **Stanwood-Camano School District Theory of Action**

Every student accomplishes higher levels of achievement and success when we, as a system, support a collaborative culture of improvement, have a common vision and understanding of powerful teaching and learning, and continuously improve our instructional and leadership practice.

### **Elger Bay Elementary Mission Statement:**

To collaborate with a shared vision of deliberate and unified goals to maximize student learning in a supportive environment.

### **Elger Bay Elementary Vision Statement:**

- To inspire students to be lifelong learners who will become responsible, contributing members of society.
- To motivate the Elger Bay Elementary Staff to collaborate and to become active in the student improvement process.
- To build an academic environment with the highest educational standards aimed at improving student achievement.

**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 for last year. Please explain:**

Current school improvement plans were published in early 2020 just as the Covid 19 pandemic was coming to light. To that end, there were only a few of the tasks / goals that were completed. That includes the following:

1. One of our attendance goals was developing greater communication through newsletter and website to promote the value of strong attendance. Using the weekly interactive electronic newsletters allowed us to send important information about attendance, messages from our counselors, support programs and processes. In addition, teachers used electronic communication methods (meetings, SeeSaw, Google, Email) to communicate regarding the value of attendance. This system became ever more important as we moved into distance learning last spring.
2. Consideration of unique instructional accommodations to help move forward student growth. This reflection cycle remains critical as we move through each phase of Covid-19 pandemic impacted instruction.

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.

### EBE Kindergarten Test of Early Literacy (TEL)

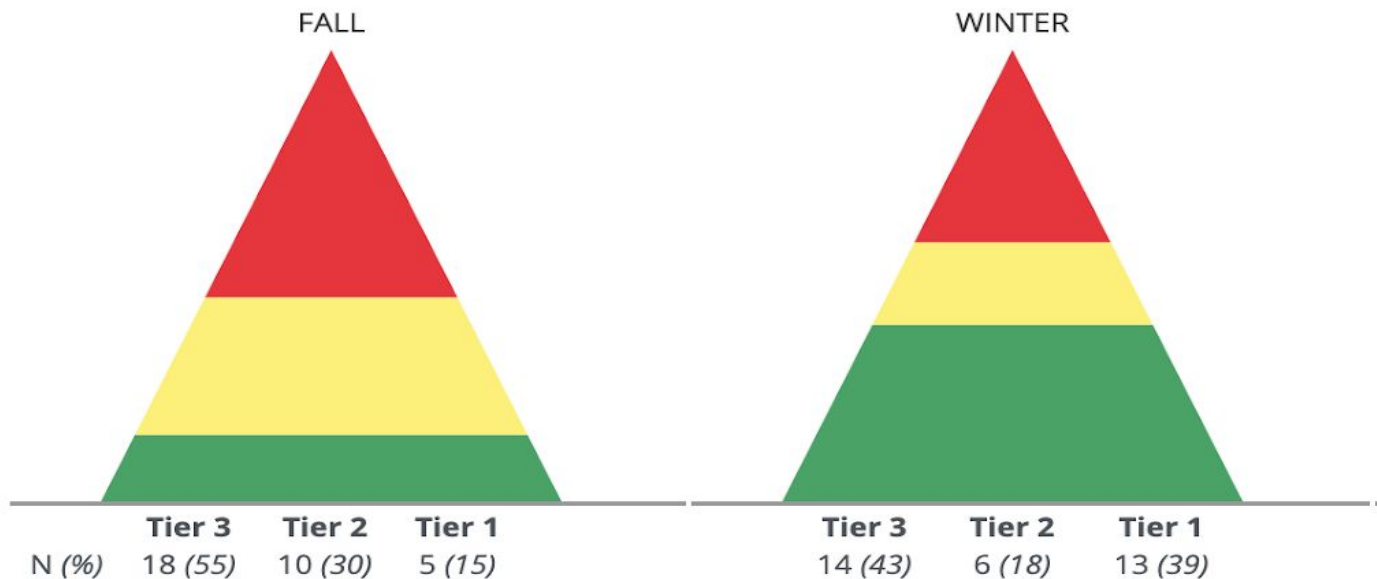
The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. Tier 3 is indicated in 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:** Following the Fall benchmark assessment window, 18 students (55%) were below average as compared to 14 students (43%) following the Winter window.

**Tier 2:** Following the Fall benchmark assessment window, (10) students (30%) were approaching standard as compared to 6 students (18%) following the Winter window.

**Tier 1:** Following the Fall benchmark assessment window, 5 students (15%) were meeting standard as compared to 13 students (39%) following the Winter window.

#### Tier Transition Summary



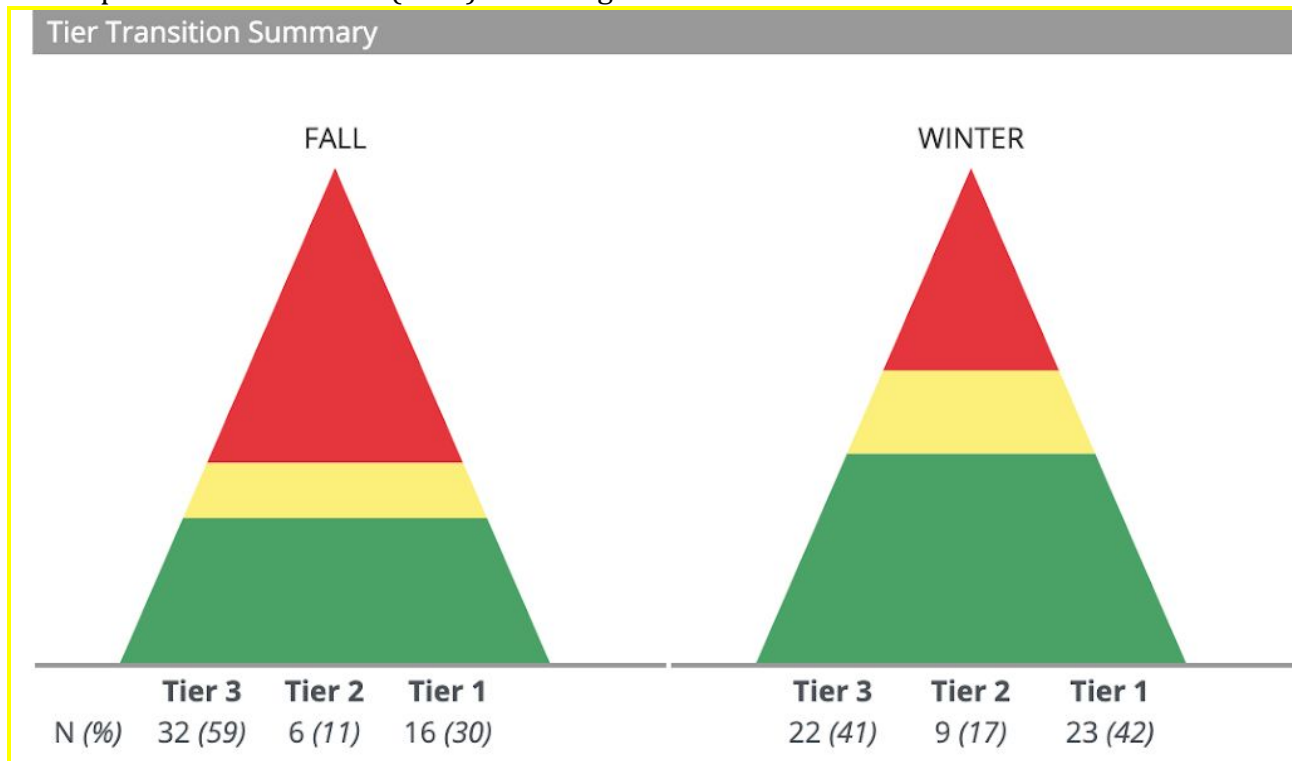
### EBE First Grade Test of Early Literacy (TEL)

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:** Following the Fall benchmark assessment window, 32 students (59%) were below average as compared to 22 students (41%) following the Winter window.

**Tier 2:** Following the Fall benchmark assessment window, (6) students (11%) were approaching standard as compared to 9 students (17%) following the Winter window.

**Tier 1:** Following the Fall benchmark assessment window, 16 students (30%) were meeting standard as compared to 23 students (42%) following the Winter window.



## EBE Second Grade Oral Reading Fluency (ORF) - Fall and Winter - 2020-2021

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.

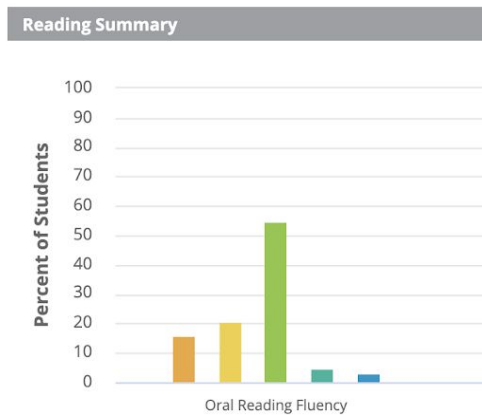
**Well Below Average:** Following the Fall benchmark assessment window, 10 students (16%) were well below average as compared to 16 students (11%) following the Winter assessment.

**Below Average:** Following the Fall benchmark assessment window, 13 students (21%) were below average as compared to 11 students (19%) following the Winter assessment.

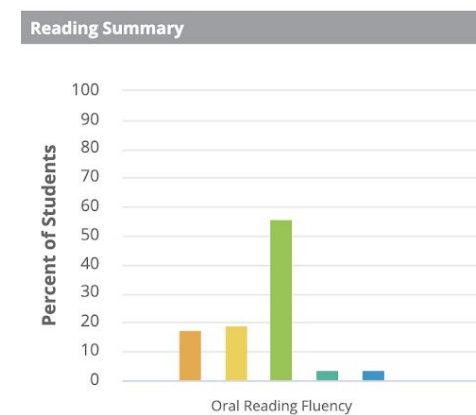
**Average:** Following the Fall benchmark assessment window, 34 students (55%) met the average as compared to 32 students (56%) following the Winter assessment.

**Above Average:** Following the Fall benchmark assessment window, 3 students (5%) were above average as compared to 2 students (4%) following the Winter assessment.

**Well Above Average:** Following the Fall benchmark assessment window, 2 students (3%) were well above average as compared to 2 students (4%) following the Winter assessment.



Oral Reading Fluency		
Level	# of Students	% of Students
Well Below Average	10	16.1%
Below Average	13	21%
Average	34	54.8%
Above Average	3	4.8%
Well Above Average	2	3.2%
School Median Percentile	37	



Oral Reading Fluency		
Level	# of Students	% of Students
Well Below Average	10	17.5%
Below Average	11	19.3%
Average	32	56.1%
Above Average	2	3.5%
Well Above Average	2	3.5%
School Median Percentile	32	

**FALL - WINTER**



**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?**

We find that there is learning loss by all students based on anecdotal teacher evidence, inconsistent attendance, technology skills, and varied family dynamics impacting social emotional learning by students. Norm referenced tests in Mathematics and English/Language Arts (ELA) will provide better evidence of current academic levels and will guide our future planning for instruction and interventions.

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

**Goal #1:**

In order to be in our best possible position to begin addressing the learning loss of students, it will be necessary for the elementary schools to acquire norm referenced progress data on each student.

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
K-5 MAP Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Assessment Coordinator Principal Building Leadership Team	District Provided Assessment through NWEA (MAP)
K-5 AIMSweb Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Reading Facilitator Principal Building Leadership Team	District Provided Assessment through AIMSweb
Grade level data meetings using the PLC model to review student data and engage in a cycle of inquiry	Ongoing	Principal Teachers	PDW Sub Release Time Student Support Teams

**Goal #2:**

Building grade levels will develop and implement Social Emotional Learning (Character Strong / PurposeFull People) curriculum on a regular basis, with even stronger emphasis as students return in person to classroom school.

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Use Character Strong materials for student lessons	Ongoing	Counselor Classroom Teachers Principal	Character Strong Website District Google Classroom
Create lessons to encourage a positive growth mindset	Ongoing	Classroom Teachers Principal	Character Strong / PurposeFULL People Website Growth Mindset Folder (shared Google Drive Resource hosted by TCE/Jennifer Allen.
Develop family partnership plan for supporting emotional needs of families	Ongoing	Principal Counselor Student Support Advocate	Smore Newsletters Counselors Student Support Advocate Family Support Meetings

**Goal #3:**

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**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Professional Learning for all staff on Core Four technology platforms	Ongoing	Technology TOSA Technology Specialist	PDW NWESD training materials
Support and training for students on technology and virtual tools	Ongoing	Technology TOSA Technology Specialist	Training Videos PDW Technology Specialist

**Goal #4:**

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>
Mirrors, Windows and Sliding Glass Doors* Protocol for classroom library review	Spring 2021	Principal Classroom Teachers Librarian Title/LAP Coordinator	ESD Literacy Coach

Equity Training Modules w/ Erin Jones from Character Strong	Spring 2021	Principal Classroom Teachers Leadership Team Elementary Principals	Character Strong / Erin Jones / Equity Modules PDWs (3.31.21 and others TBD)
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**\*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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