

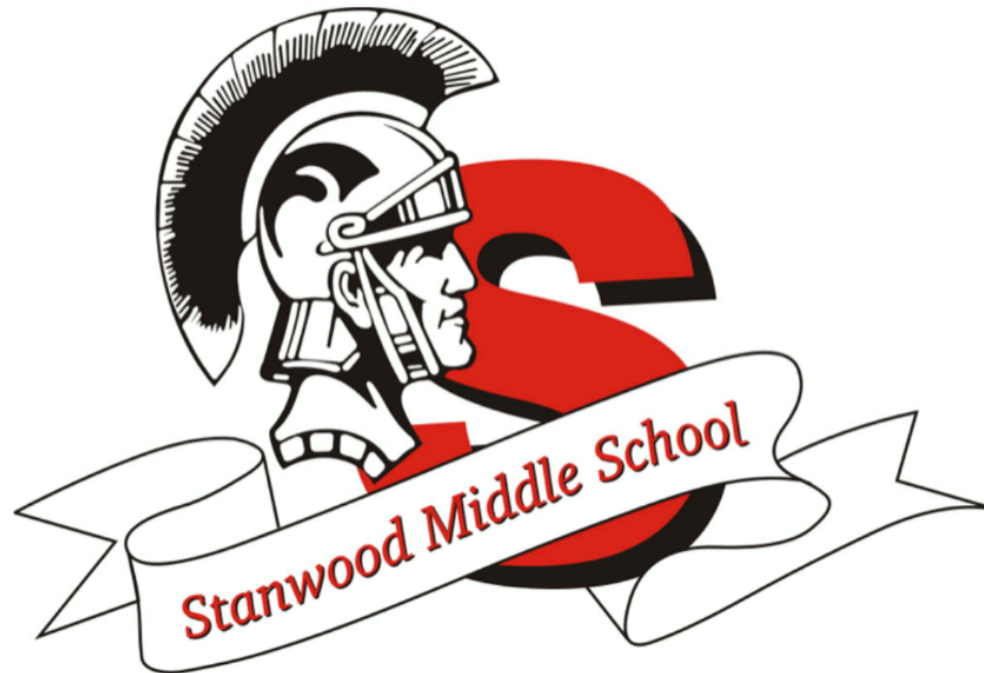
STANWOOD-CAMANO SCHOOL DISTRICT

STANWOOD MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 – 2022

ADDENDUM 2020-21



2019-2020 School Demographics

| Group | Number of Student | % of Students | Group | Number of Students | % of Students |
|--|--------------------------|----------------------|----------------------------|---------------------------|----------------------|
| Enrollment (October) | 506 | | Two or More Races | 35 | 6.92% |
| America Indian/Alaskan Native | 5 | 0.99% | English Language Learners | 6 | 1.19% |
| Asian | 3 | .059% | Homeless/McKinney Vento | 18 | 3.56% |
| Black/African American | 3 | 0.59% | Low Income | 180 | 35.57% |
| Hispanic/Latino | 64 | 12.65% | Section 504 | 45 | 8.89% |
| Native Hawaiian/Other Pacific Islander | 2 | 0.40% | Students with Disabilities | 47 | 9.29% |
| White | 394 | 77.87% | Student Mobility | | |

Leadership Team Members

| Name | Position |
|------------------------|---|
| Tod Klundt | Principal |
| Holly Christmas-Harris | Assistant Principal/Athletic Director |
| Shannon Austin | Language Arts/Leadership |
| Jenna Berg | CTE/Language Arts |
| Michelle Rockwood | Band/Choir |
| Kiah Thomas | Math |
| Larry Wall | CTE/Keyboarding/Yearbook/Social Studies |

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.

Vision 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.

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

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 from last year, please explain:

Despite not being able to measure goals due to cancellation of Smarter Balanced Assessment spring 2020, we continued to press forward toward our SBA goals by continually working on the following actions:

- Implementation of Savvas math curriculum
- Align curriculum via Priority Standards and collaboration with Port Susan Middle School
- Targeted interventions for students struggling with learning via Homework Support Class
- Focus on Trauma Informed Learning/SEL via adoption of Character Strong

Current School Data:

Quarter 1 grade comparison

Current 6th grade students T1: 21% failing 1 or more classes

Current 7th grade students T1: 30% failing 1 or more classes (11% in 2019)

Current 8th grade students T1: 32% failing 1 or more classes (21% in 2019)

Number of Each Grade for Fall 2020-21 School Year

| | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | I | F | P |
|--------------|-----|-----|-----|-----|----|----|----|----|----|-----|----|----|-----|----|
| Q1 | 813 | 133 | 119 | 155 | 66 | 54 | 71 | 57 | 34 | 103 | 11 | 54 | 243 | 55 |
| Q2 | 723 | 108 | 128 | 123 | 73 | 59 | 88 | 50 | 41 | 99 | 19 | 59 | 344 | 78 |
| Sem 1 | 746 | 146 | 107 | 149 | 86 | 49 | 91 | 52 | 38 | 96 | 17 | 67 | 288 | 60 |

Quarter 1 excessive absences attendance comparison

| | |
|----------------|-----------|
| 2020-21 | 22 |
| 2019-20 | 7 |

Quarter 1 student survey

Assigned Coursework

- 58.4% of 6th grade students felt pretty confident that they can complete assigned school work.
- 49.3% of 7th grade students felt pretty confident that they can complete assigned school work.
- 53.2% of 8th grade students felt pretty confident that they can complete assigned school work.

Distance Learning Tools

- 89.4% of 6th grade students rate themselves a 3 or higher (5 point scale) on their ability to use tools provided by the school for distance learning.
- 90.2% of 7th grade students rate themselves a 3 or higher (5 point scale) on their ability to use tools provided by the school for distance learning.
- 87.32 of 8th grade students rate themselves a 3 or higher (5 point scale) on their ability to use tools provided by the school for distance learning.

Equity Survey Results

84% of students feel comfortable reporting student-student racism to an adult in our school.

64% of students can identify an adult in our school with whom they feel comfortable discussing racial issues.

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?

Our data, at this time, shows that students are missing the schedule and structure of being in the building with their teachers. However, with the focus on priority standards across all classes and grade levels, coupled with students' ability to navigate the various platforms for on-line learning, most students are confident in their ability to complete work and learn during this time.

In addition to the priority standards delivered through Google Classroom, our other primary focus is on the social and emotional needs of our students. As a staff, our commitment to know the status and reach out to every student to offer support academically and emotionally includes weekly class meetings, daily student check-ins, the consistence messaging of morning announcements and routines, the strong and consistent use of Character Strong in advisory, class meetings, and the daily announcements, weekly students of concern meeting, and all six building level paraprofessionals offering help through time for homework help. Until we return to in-person learning, we continue to add to our onsite groups to offer additional support as we are able to.

What are your interim goals and plans based on data?

Goals:

To provide all students with the opportunity to engage in distance learning throughout the transition to onsite.

Action Plan

| Action | Timeline | Leads | Resources |
|---|---------------------------------------|--|--|
| Implement weekly data collection based on Wednesday attendance. Send individual emails to students and families. | Throughout the 2020-2021 school year. | Administration and Attendance Secretary | Printout of Wednesday attendance. Teachers having access to submit attendance for Wednesday based on work completion |
| Provide onsite opportunity for MENI (Mckinney Vento, English Learners, Non-Internet) students onsite for para support. | Throughout the 2020-2021 school year. | Paraeducators, School Psychologist, Counselors, Administration | Work with para schedule to continue to provide a safe onsite support option. |
| Implement weekly data collection based on Friday grade report from Skyward. Individual emails to students and families. Work to schedule students time with para support online to bolster success. | Throughout the 2020-21 school year. | Paraeducators, Administration, Office Staff | Printout of grades each week, work with paras to schedule students who are struggling. |
| Create homework support class elective for students struggling with online platform. | Second semester 2020-21 school year. | Administration, Teachers, Counselor | Weekly flex report tracking student progress to schedule struggling students. |

Goals:

To provide all students with the opportunity to engage in social emotional connections throughout distance learning and the transition to onsite.

Action Plan

| Action | Timeline | Leads | Resources |
|--|---|--|--|
| Send a Daily Check-in to all students. | Daily during Distance Learning | Administration & Counselor | Google Form shared through Google Classrooms and first and second period classes; results monitored daily by Counselor and Admin |
| Provide Morning Announcements, Virtual Clubs, Lunch Groups, Weekly Class Meeting, ASB Meetings | Throughout 2020-21 School Year | Administration, Certificated Staff, Counselor, Leadership Students | Google Meets, Online Calendars, Leadership Meetings, Google Classroom |
| Provide Student Hours, Consistent Schedule Online, Weekly Overview | Throughout Distance Learning and Hybrid Model | All Staff | Student Schedule, Office Hours Established, Weekly Parent/Student Communication (S'More) |
| Recognize students for going above and beyond during Distance Learning | Throughout Distance Learning and Hybrid Model | All Staff | Google Slides, Morning Announcements, Class Meetings, mail to families |

Goals:

Equity Goal: To educate both staff and students on racism and build equity awareness in order to create a safe environment for everyone to feel accepted. This includes creating a safe place and manner for students to be willing to report and discuss racial issues at school to a staff member.

Action Plan

| Action | Timeline | Leads | Resources |
|--|---|--|--------------------------------------|
| Provide professional development to all staff about equity | Throughout 2020-21 School Year | District & Building-Level Administration | District & Building |
| Educate students about issues of equity. | Throughout 2020-21 School Year during Class Meetings and Advisory | Building Administrators, Advisory Committee, and Counselor | Character Strong, District, Building |

Goals:

To provide all students with a consistent learning platform, focusing on the priority standards identified.

Action Plan

| Action | Timeline | Leads | Resources |
|--|--|---|---|
| Provide Google Classroom Consistency (Drop/Due Dates, Weekly Overview, Naming Conventions, Organization, Technology Support) | Throughout 2020-2021 School Year | Certificated Staff (Summer Committees), Administration/Secretaries /Counselors | Google Classroom Training, Professional Development, Collaboration Time |
| Implement Priority Standards | Summer, Mid-Point Check In, End of Year Evaluation | All Department Leads, All Certificated Staff, District Office Support, Administration | Standards Document, Identifying Priority, Ongoing Check Ins. |
| Create homework support elective for students struggling with online platform. | Second semester 2020-21 school year. | Administration, Teachers, Counselor | Weekly flex report tracking student progress to schedule struggling students. |

Goals:

All safety protocols will be established and followed throughout the 2020-2021 school year. As students return to in person instruction, safety measures will continue to be communicated to all involved.

Action Plan

| Action | Timeline | Leads | Resources |
|--|---|---|---|
| Organize Small Group Cohorts | Onsite MENI groups throughout 2020-2021 | School Psychologist, Paraeducators, Secretaries | Establish Classrooms, Schedule Created, Transportation Schedule |
| Implement School Safety Guidelines | Throughout 2020-2021 School Year | Administration, School Nurse, Staff | Written Protocols & Checklist, Standard Procedures, Attestation Paperwork |
| Organize Furniture/Restroom Layout and Structure | Throughout 2020-2021 School Year | Custodial Staff & Administration | Maximum Capacity Signs, Cleaning Supplies available, Tables/Chairs/Desks to maximize spacing. |

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