STANWOOD-CAMANO SCHOOL DISTRICT

Utsalady Elementary 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)	**319**	**100%**	Two or More Races	13	4.08%
American Indian/Alaskan Native	**1**	**0.31%**	English Language Learners	3	0.94%
Asian	**4**	**1.25%**	Homeless/McKinney Vento	7	2.19%
Black/African American	**2**	**0.63%**	Low Income	90	28.21%
Hispanic/Latino	**22**	**6.9%**	Section 504	13	4.08%
Native Hawaiian/Other Pacific Islander	**3**	**0.94%**	Students with Disabilities	75	23.51%
White	**274**	**85.99%**	Student Mobility		

Leadership Team Members

Leadership Team		Social Emotional Learning Team	
Susan Dowd	Kindergarten Teacher	Julie Echols	Principal
Riitta Dunning	2nd Grade Teacher	Jessica Mati	School Counselor
Julie Echols	Principal		
Wendy Henken	2nd Grade Teacher		
Deanna Khoury	PE Teacher		
Keri Tedrow	3rd Grade 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.

Mission Statement:

At Utsalady Elementary, we believe…
- Alignment to the Washington State Learning Standards will provide coordinated and focused instruction for all students.
- Teachers trained in and using best practice instruction will promote *"…problem solving, invention, discourse, inquiry, challenge, and achievement by all students."* (2007, Teacher's Development Group)
- Collaboration between staff builds teamwork and enables Utsalady Elementary to provide equitable instruction across and between grade levels.
- Providing targeted student interventions allows all students to experience success.
- Supplying opportunities for parent and community involvement enriches the school environment and supports student learning.

Vision Statement:

Our theory of action and vision statement: if we the Utsalady Elementary School community, both staff and families, work in a collaborative culture to align materials resources and standards with best instructional practices for students then all students will make high growth in all academic areas. We know all of our students can become active participants in their education and can achieve at high levels in all areas.

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:

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. The 2019-2020 School Improvement goals included 76% of students meeting or exceeding standard on the English Language Arts portion of the Smarter Balanced Assessment and 65% of students meeting or exceeding standard on the Math portion of the Smarter Balanced Assessment.

   Though 3rd, 4th and 5th grade students did not take the Smarter Balanced Assessment, our staff worked toward that goal on behalf of students. Actions and activities included the following:
   a. Professional learning focused around alignment of Journey's materials to grade level standards.
   b. Grade level data meetings focused on reading.
   c. Designing interventions to support student learning needs.
   d. Training 3- 5 Grade teachers in the using Interim Assessment Blocks.
   e. Interventions were implemented to support our students in different subgroups and increase student growth for across all demographics.

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.
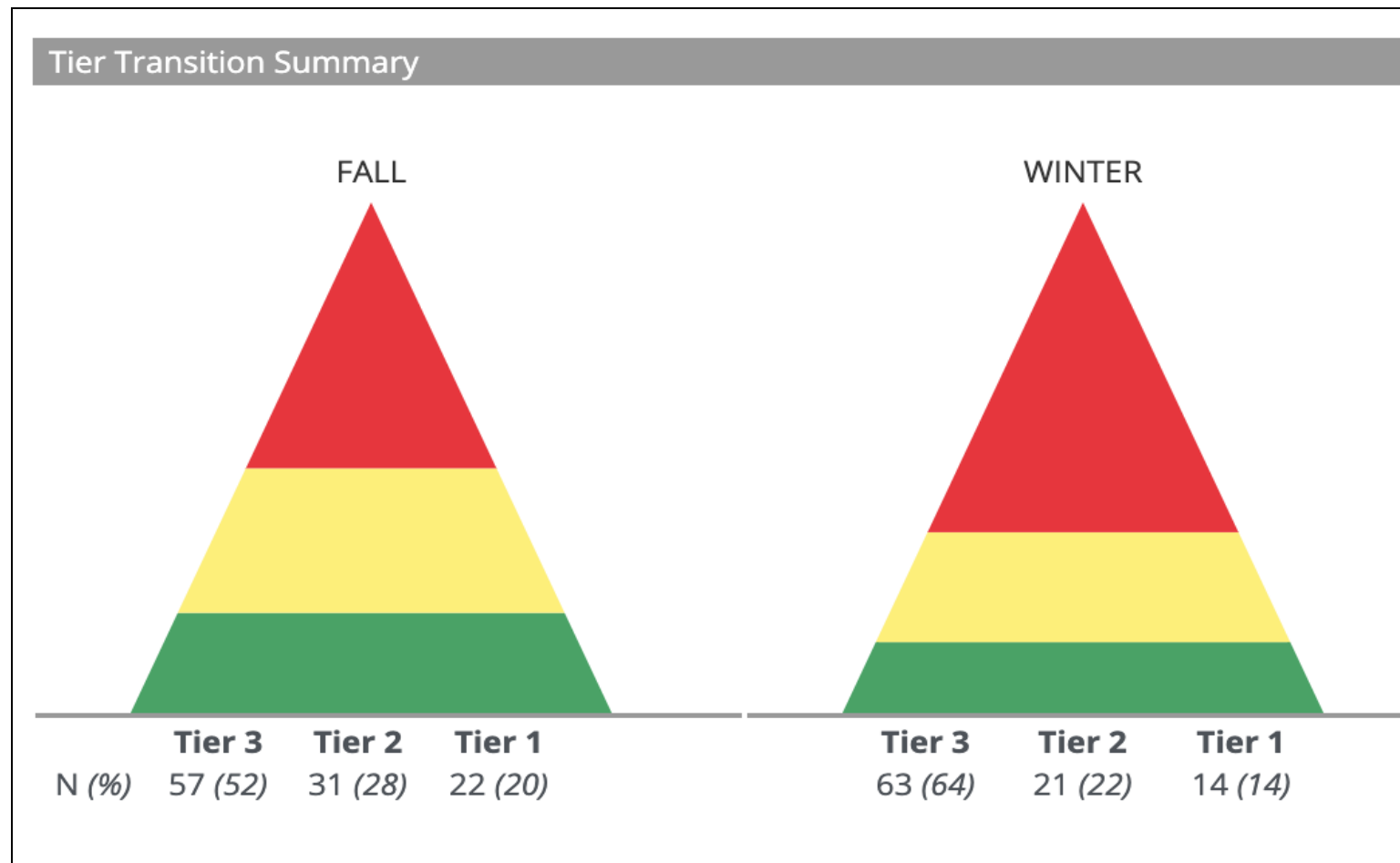
Kindergarten Test of Early Literacy (TEL):
The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark 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: In Fall, 57 students (52%) were below average as compared to 63 students (64%) in Winter benchmark.
Tier 2: In Fall, 31 students (28%) were approaching standard as compared to 21 students (22%) in Winter.
Tier 1: In Fall, 22 students (20%) were meeting standard as compared to 14 students (14%) in Winter.

Tier Transition Summary

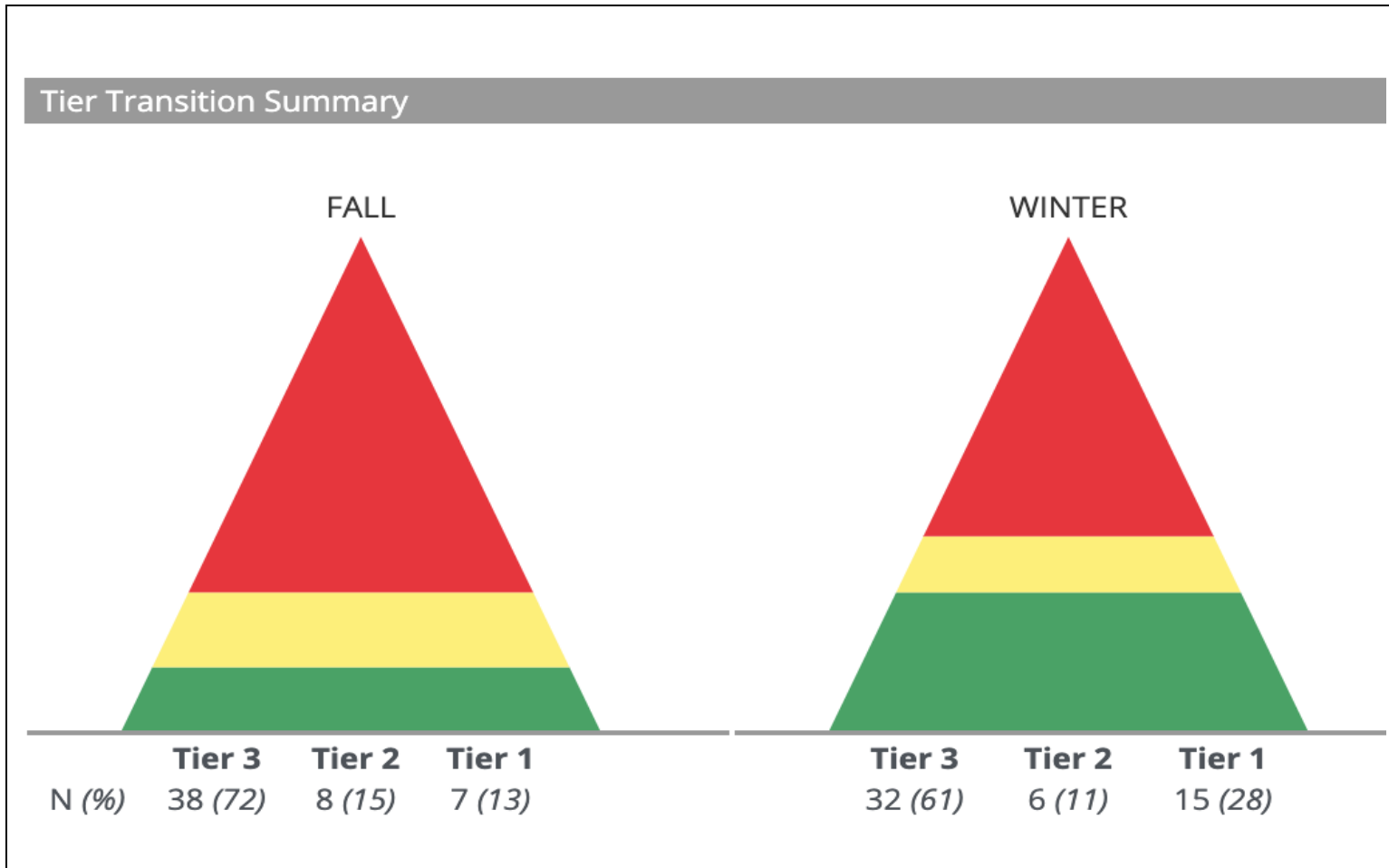|	FALL				WINTER		
	Tier 3	Tier 2	Tier 1		Tier 3	Tier 2	Tier 1
N (%)	57 (52)	31 (28)	22 (20)		63 (64)	21 (22)	14 (14)

First GradeFirst 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: In Fall, 38 students (72%) were below average as compared to 31 students (61%) in Winter benchmark.
Tier 2: In Fall, 8 students (15%) were approaching standard as compared to 6 students (11%) in Winter.
Tier 1: In Fall, 7 students (13%) were meeting standard as compared to 15 students (28%) in Winter.

Tier Transition Summary

FALL

	Tier 3	Tier 2	Tier 1
N (%)	38 (72)	8 (15)	7 (13)

WINTER

Tier 3	Tier 2	Tier 1
32 (61)	6 (11)	15 (28)

Second Grade Oral Reading Fluency (ORF)

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.
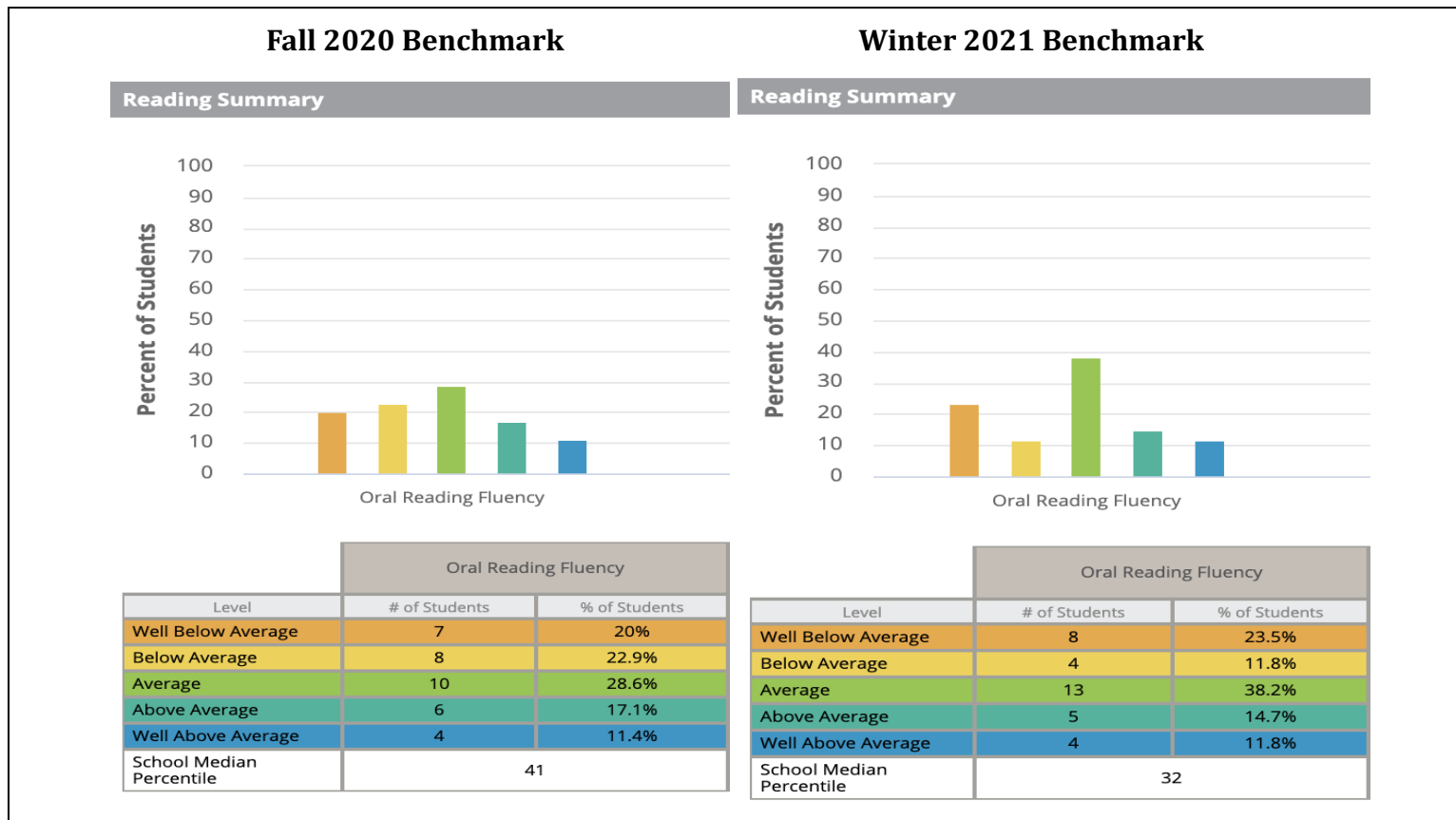
Well Below Average: In Fall, 7 students (20%) were well below average compared to 8 students (23%) in Winter.
Below Average: In Fall, 8 students (22.9%) were below average compared to 4 students (11.8%) in Winter.
Average: In Fall, 10 students (28.6%) were average compared to 13 students (38.2%) in Winter.
Above Average: In Fall, 6 students (17.1%) were above average compared to 5 students (14.7%) in Winter
Well Above Average: In Fall, 4 students were well above average (11.4%) compared to 4 students (11.8%) in Winter benchmark.

Fall 2020 Benchmark

Reading Summary

Oral Reading Fluency

Oral Reading Fluency		
Level	# of Students	% of Students
Well Below Average	7	20%
Below Average	8	22.9%
Average	10	28.6%
Above Average	6	17.1%
Well Above Average	4	11.4%
School Median Percentile	41	

Winter 2021 Benchmark

Reading Summary

Oral Reading Fluency

Oral Reading Fluency		
Level	# of Students	% of Students
Well Below Average	8	23.5%
Below Average	4	11.8%
Average	13	38.2%
Above Average	5	14.7%
Well Above Average	4	11.8%
School Median Percentile	32	

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:

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:

Action	Timeline	Leads	Resources
K-5 MAP Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Assessment Coordinator Principal Building Leadership Team	District Budget
K-5 AIMSweb Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Reading Facilitator Principal Building Leadership Team	District Budget
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:

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

Action Plan:

Action	Timeline	Leads	Resources
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 Website Growth Mindset Folder
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:

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:

Action	Timeline	Leads	Resources
Professional Learning for all staff on Core Four technology platforms	Ongoing	Technology TOSA Technology Specialist	PDW District Technology Website Training Videos
Support and training for students on technology and virtual tools	Ongoing	Technology TOSA Technology Specialist	Training Videos Technology Specialist

Goals:

Staff will have a greater personal and professional awareness of how equity can be enhanced and assured for each student.

Action Plan:

Action	Timeline	Leads	Resources
Staff will engage in reflecting on beliefs, understandings and their own role in promoting social and racial equity	Spring 2021	Principal Staff	PDW Grade Level Meetings Classified Meetings
Character Strong Equity Trainings by Erin Jones	Spring 2021	Principal Staff	District Budget PDW
Mirrors, Windows and Sliding Glass Doors* Protocol for classroom library review	Spring 2021	Principal Classroom Teachers Librarian Title/LAP Coordinator	ESD Literacy Coach

*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.

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

The Stanwood-Camano School District does not discriminate in employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/Affirmative Action Officer and Civil Rights Compliance Coordinator, Maurene Stanton(mstanton@stanwood.wednet.edu), or the Section 504/American Disabilities Act Coordinator, Robert Hascall (rhascall@stanwood.wednet.edu), Stanwood-Camano School District, 26920 Pioneer Hwy, Stanwood, WA 98292. Telephone: (360) 629-1200.

El Distrito Escolar de Stanwood-Camano School District no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad,condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Título IX / Oficial de Acción Afirmativa y Coordinador de Cumplimiento de Derechos Civiles, Maurene Stanton(mstanton@stanwood.wednet.edu), o la Sección 504 / Coordinador de la Ley de Discapacidades Estadounidenses, Robert Hascall Robert Hascall (rhascall@stanwood.wednet.edu), Distrito Escolar Stanwood-Camano, 26920 Pioneer Hwy, Stanwood, WA 98292. Telefono: (360)629-1200.