

STANWOOD- CAMANO SCHOOL DISTRICT #401
DISTRICT IMPROVEMENT PLAN

2015-18

“One community dedicated to the success of every student”

The Mission Statement

The Stanwood-Camano School District mission is to provide high quality educational opportunities that promote excellence and lifetime learning.

Theory of Action

Every student accomplishes higher levels of achievement and success when we, as a system, have a common vision and work in a collaborative culture to continuously improve our leadership and instructional practice.

District Improvement Planning Process Introduction

The Stanwood-Camano School District has worked diligently over the past several years to improve student achievement and graduation rates. The Stanwood-Camano Schools have also been recipients of many distinguished awards for academic improvement and for closing the achievement gap. Although we continue focus on student achievement, we have work to do to ensure every student is successful. The academic work must also be coupled with support for the social-emotional needs of our students.

The following District Improvement Plan was developed, refined, and is being implemented with the administrative leadership team and parents in our community in order for all students in our schools to grow academically.

DISTRICT IMPROVEMENT PARTICIPANTS

District Administration			District Administration	
Jean Shumate, Ed.D	Superintendent of School		Barb Marsh	Principal, Stanwood Elementary
Lloy Schaaf, Ed.D	Assistant Superintendent of Teaching and Learning		Ross Short	Career & Technology Director
Maurene Stanton	Executive Director of Human Resources		Keri Von Moos	Principal, Port Susan Middle School
Steve Lidgard	Executive Director of Business Services		Tom Wilfong	Assistant Principal, Stanwood High School
Gary Platt	Executive Director of Capital Projects			
Robert Hascall	Director of Special Services			
Jennifer Allen	Principal, Twin City Elementary			
Cherae Almanza	Assistant Principal, Stanwood Middle School			
Crysty Auckland	Assistant Principal, Port Susan Middle School			
Carolyn Coombs	Assistant Principal, Stanwood High School			
Christine Del Pozo	Principal, Stanwood High School			
Victor Hanzeli	Principal, Elger Bay Elementary		Parent Involvement	
Dan Johnston	Director of Assessment and Technology		Amy Anderson	Stanwood High/Elementary Parent
Colleen Keller	Principal, Utsalady Elementary		Nicole Mitchell	Twin City Parent
Tod Klundt	Principal, Stanwood Middle School		Randy Belles	Utsalady Parent
Staci Lauinger	Title Lap Coordinator, Dean of Students SHS		Deborah Hepper	Port Susan Parent
Jeff Lofgren	Principal, Cedarhome Elementary		Sarah Foreman	Stanwood Middle Parent

District-Wide Special Recognitions

- Cedarhome Elementary:
 - 2014 Washington Achievement Award for Reading Growth
 - 2013 Washington Achievement Award for Reading Growth

- Elger Bay Elementary:
 - 2016 School of Distinction
 - 2015 Title I recognition for student growth
 - 2010 School of Distinction
 - 2007 School of Distinction

- Stanwood Elementary:
 - 2014 Washington Achievement Award for High Progress
 - 2013 Washington Achievement Award for High Progress
 - 2008 School of Distinction

- Port Susan Middle School
 - 2014 Washington Achievement Award for High Progress

- Stanwood High School:
 - 2014 Washington Achievement Award for High Progress
 - 2014 School of Distinction Award for Outstanding Improvement in Reading and Math over a 5-year period
 - 2013 Washington Achievement Award for High Progress
 - 2011 Washington Achievement Award for High Progress

- Lincoln Hill High School:
 - 2011 Washington Achievement Award for Improvement

- Saratoga School:
 - 2013 Washington Achievement Award for Reading Growth

- Twin City Elementary
 - 2016 Washington Achievement Award for Closing the Achievement Gap
 - 2016 Washington State Library Grant Award recipient
 - 2015 Washington Achievement Award for High Progress
 - 2015 Title I recognition for student growth

District ELA Results 2015-17
Smarter Balanced Test Score Results- Grades 3-8

<u>GRADE</u>	<u>DISTRICT ELA 2015</u>	<u>DISTRICT ELA 2016</u>	<u>District ELA 2017</u>	<u>STATE 2017</u>
<u>3</u>	<u>54.4</u>	<u>56.9</u>	<u>61.2</u>	<u>52.6</u>
<u>4</u>	<u>71.1</u>	<u>70.9</u>	<u>69.2</u>	<u>55.2</u>
<u>5</u>	<u>65.3</u>	<u>70.2</u>	<u>68.3</u>	<u>58.6</u>
<u>6</u>	<u>52</u>	<u>64.1</u>	<u>71.8</u>	<u>55.5</u>
<u>7</u>	<u>55</u>	<u>61.1</u>	<u>67.2</u>	<u>60.1</u>
<u>8</u>	<u>55.7</u>	<u>65.7</u>	<u>67.6</u>	<u>58.5</u>

District Math Results 2015-17
Smarter Balanced Test Score Results- Grades 3-8

<u>GRADE</u>	<u>DISTRICT MATH 2015</u>	<u>DISTRICT MATH 2016</u>	<u>DISTRICT MATH 2017</u>	<u>STATE 2017</u>
<u>3</u>	<u>64.6</u>	<u>57.3</u>	<u>66.0</u>	<u>57.8</u>
<u>4</u>	<u>68.9</u>	<u>65.3</u>	<u>65.3</u>	<u>54.3</u>
<u>5</u>	<u>57.6</u>	<u>67.6</u>	<u>69.2</u>	<u>48.6</u>
<u>6</u>	<u>50.2</u>	<u>54.6</u>	<u>66.3</u>	<u>48.2</u>
<u>7</u>	<u>50.1</u>	<u>57.8</u>	<u>55.9</u>	<u>49.9</u>
<u>8</u>	<u>47.1</u>	<u>53.6</u>	<u>49.7</u>	<u>47.6</u>

District High School Results 2015-17

<u>GRADE</u>	<u>Grade 11</u>	<u>STATE 2017</u>
<u>ELA</u>	<u>79.7%</u>	<u>73.6</u>
<u>Math</u>	<u>suppressed</u>	<u>25.9</u>
<u>Biology EOC</u>	<u>77.2%</u>	<u>71.5</u>

District Improvement Goals 2016-18

Goal I - Students in grades 3-12 will decrease the amount of non-proficient students in English Language Arts by 5% as measured by the Smarter Balance Assessment.

Goal II - Students in grade 3-12 will decrease the amount of non-proficient students in Mathematics by 5% as measured by the Smarter Balanced Assessment.

Goal III - Parent involvement will be a key component in achievement of the proficiency goals and parent support will be integrated into all School Improvement Plans.

Goal Areas and Activities to Address Improvement as stated in Goal I, II, and III

Equity for All Students

Content

High Quality Instruction/ Focus on Instructional Core

Parent Involvement

Participation Rate

GOAL AREA: Equity for all students

Subcategory: Interventions

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Identify the struggling students targeted for interventions based on data, regularly progress monitor and adjust interventions based on the data The cycle should include: -Identification -Intervention -Assessment (intervention of Student) -Adjust Intervention	Building Principal Title 1 Reading/Math Facilitators Leadership Teams	September 2016 Progress monitoring should be ongoing throughout the year and at a minimum, quarterly Continuing 2015-2018	Staff time Progress monitoring data	Students entering and exiting based on progress Data taken on a regular basis. Interventions being modified and adjusted Data conferences with students
Identify learning gaps in special population and plan for classroom and district supports	Building principals Lloy Schaaf Dan Johnston	June 2015–June 2018	IXL Read Live! Fast Track Phonics Think Central Review of the claims for patterns and gaps from the SBAC	Grade levels/schools review claims and creating a plan that outlines gaps and resources
Implement professional development that will increase teachers’ and paraeducators’ ability to use formative assessments, effective interventions and modifications	Building Principals Title 1/LAP Reading/Math Facilitators Leadership Teams Special Education Staff	Ongoing 2014-2018	“Real time” coaching Time allocated at staff meetings After school trainings	Attendance records Teachers implementing formative assessments Walkthroughs/Data Snaps
Formative assessment on a daily basis	Teachers	Ongoing 2015-2018	Formative assessments	Teachers are able to use formative assessment to inform instruction.

Teacher should be asking themselves, "Did the kids get it and how do they know?"				This will be seen in walkthroughs and will be discussed in principal teacher conversations
Consistently use research based interventions and modifications to support struggling students	Teachers Student Support Teams	Ongoing throughout the 2014-2018 school years	Examples of research based interventions and sharing interventions between schools	Classroom observations of teachers using interventions and increase in student achievement

GOAL AREA: Equity for all students

Subcategory: Special Education - To provide support to identified special education students within special education programs and in general education classes.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Ensure that all teachers are providing quality specially designed instruction for all students	Building Principals Robert Hascall Lloy Schaaf	2015-18 Ongoing	Instructional Coaches ESD Specialists Other Districts Collaboration Time	Observable quality instruction during walkthroughs
Ensure that all principals have a strong understanding of quality specially designed instruction and how it looks in a classroom as well as processes and procedures related to compliance	Robert Hascall Lloy Schaaf	2015-18 Ongoing	ESD Specialists OSPI Other Districts Collaboration Time IEP online	All administrators familiar with IEP online and able to access this resource.
Monitor Special Education program related to compliance/WACs	Robert Hascall School Psychologists	Ongoing	Time	All IEPs and Evaluations are in compliance every month 2015-2018
Provide IEP Writing training for all new special education teachers	Robert Hascall Lloy Schaaf	September 2018	WEA/OSPI	All IEPs Compliant Safety Net secured with no IEP errors
Identify existing Special Education support materials and fidelity of use K-12 and update programs as funding is available	Robert Hascall Special Education Staff Dan Johnston	2015-2018	Time Fiscal	Consistent use of the following materials and curriculum: Language! SMS and SHS Read Live PSMS and SMS Journeys support materials – elem. Implementation of Transmath 2016

				Success Maker (math) PSMS Math You See (elementary) Assistive technology
Implement research based interventions, accommodations, and modifications to support Special Education students	Robert Hascall Building Principals Special Education Staff	September 2015-2018	Administrator time	Classroom observations noting the use of research based interventions
Monitor the use of periodic assessments for progress and to determine program effectiveness and student growth (AIMSweb)	Robert Hascall Special Education Case Managers School Psychologists	Ongoing and at a minimum quarterly for secondary or trimester for elementary	Access to AIMSweb	Progress reports are completed in IEP Online: Quarter for secondary Semester for elementary
Provide professional development to train staff (both Special Education and General Education (including para-educators) Topics to include: Tourette Syndrome, Effective Modifications, Interventions, ADHD, PTSD, Autism, Use of educational support material including assistive technology	Robert Hascall Special Education Staff (School Psychologist, Speech Language Pathologist, Occupational Therapist) Outside consultants	Ongoing 2015-2018	After school trainings Before school year training	Attendance records Teachers effectively using modifications and interventions from training as evidenced by walkthroughs/data snaps
Coordinate implementation of Student Support Teams to allow for evaluation system with the Response to Intervention model	School Principals Robert Hascall	Ongoing beginning 2017-2018	Administrative time to observe schools with active teams	Active teams in all buildings

GOAL AREA: Equity for all students

Subcategory: EL Education - To provide support to English Learners (EL) both

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Communicate existing classroom and district supports. Address what they are and what more is needed	Robert Hascall Building Principals EL Staff	November 2015- 2018	EL Secondary Teacher EL Elementary -Teachers EL Para-Educator	Communications out to building staff by building principals and Robert Hascall
Establish expectations and determine schedule for administering and reviewing periodic assessments	Robert Hascall Building Principals EL Teachers	November 2015- 2018	Meeting time with EL Staff.	Ongoing progress monitoring done by EL staff using AIMSweb and/or Curriculum-Based Assessments
Review effectiveness of EL interventions and program and adjust as indicated by data	Classroom Teachers Building Principals EL Staff Robert Hascall	Regularly, at a minimum, Quarterly 2014-2018	Meeting time with EL Staff.	Services have been adjusted based on student progress. Agendas Calendared dates
Provide professional development to all staff on how. to effectively work with EL students	EL Staff Robert Hascall	Continuing 2015-2018	Time allocated at staff meetings Staff to provide after school trainings Guided Language Acquisition Training (GLAD) for Twin City Teacher	In-Service Evaluations Follow-up by EL Staff GLAD techniques implemented in TCE classrooms
Coordinate with the Parent Advisory Council to provide opportunities for parent involvement	EL Staff Robert Hascall Title I	Throughout 2015-18	EL Staff Title I/LAP Staff	Attendance Records Agendas

	Coordinator/Staff			
Provide professional development for EL staff through Cooperative at ESD	EL Staff Robert Hascall Jennifer Allen	Throughout 2017-2018	Release time for training Title I support for membership in cooperative	EL strategic plan Parent Advisory Council agenda with notes

GOAL AREA: Equity for all students

Sub category: Poverty - To provide support to students in poverty/trauma.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Staff will be trained on the needs of students in poverty, ELL and special education	District Building Principals	Ongoing 2015-18	Book Study: <i>Engaging Students With Poverty in Mind</i> and <i>Teaching Students with Poverty in Mind</i> Time to Meet	Meeting Times Agendas Reflection/Evaluations from Staff
Staff will look at district data in the subcategory of poverty and make a plan for addressing student needs (look at claims and target areas for patterns)	Dan Johnston District Building Principals	Ongoing 2015-18	Time to Meet District Data Open Educational Resources (OER)	Agendas Documented Areas of Need Documented Plan for Addressing Needs
Introduce staff to the impacts of trauma on student learning	Maurene Stanton Building Principals	2015-18	Training in leadership Team/Staff meetings	Agendas Observations in classrooms Teacher testimonials
Stanwood-Camano School District will partner with the Stanwood Area Foundation and other community resources related to applying for a grant to end second generational poverty	Lloy Schaaf	2017-18	Community Partners	Receipt of Grant

GOAL AREA: Content

Subcategory: Implement the Washington State Learning Standards

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Integrate Technology in content areas to support student learning	Mark Wayland Dan Johnston Lloy Schaaf Principals	On-going through studios and modeling with focus on elementary and high school	TOSA time	Studios/PDW Wednesdays/ Modeling by TOSAs/Teachers implementing technology integration strategies as evidenced by walkthroughs/data snaps
Pilot the new Math Expressions Program with teacher leaders	Lloy Schaaf	2017-2018	Title II dollars for release time and training by the publisher.	
Implement use of Math Expressions Assessments in grades k-5 aligned to the Washington State Learning Standards	Staci Lauinger Lloy Schaaf Kris Wayland Jenny Sepulveda Megan Ovenell	August 2015-June 2018	Think Central/Pilot Program	Use in classrooms
Review of Overall Teaching and Learning plan for the district Adoptions Professional Development	Cabinet	Ongoing 2015-2018	Time	Articulated Plan Developed

GOAL AREA: Instruction

Subcategory: Fully implement the 5 Dimensions of Teaching and Learning in every classroom everyday.

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Conduct studios with new teachers for the purpose of Observing the 5 dimension in action and supporting understanding of the 8 mathematical practices	Lloy Schaaf Staci Lauinger, Instructional coach	June 2015- June 2018	Center for Education (CEL) Instructional Coaches District Dollars	Professional development schedule Agendas Reflection forms from studio days Follow-up with teachers who attended studios (how they used what they learned from the studios)
Professional development for administrators to calibrate observations and evaluation scoring	Lloy Schaaf Maurene Stanton	Ongoing	Leadership meeting time	Agendas for district leadership team meetings Discussion/notes on observing/calibrating/ scoring
Training for new staff on 5 Dimensions	Lloy Schaaf Maurene Stanton Staci Lauinger Building Principals	Ongoing 2015-2018	August training days, after school classes for clock hours	Agenda for August trainings Reflection forms from new staff

GOAL AREA: Strengthen the Instructional Core to Improve Student Learning and Achievement

Subcategory: Continue to implement the new teacher evaluation system and focus on the administrative evaluation

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	EVIDENCE
Provide initial and ongoing evaluation training for teachers (comprehensive and focused)	Maurene Stanton Staci Lauinger Lloy Schaaf	Ongoing 2015-18	Center for Education Leadership (CEL) Curriculum dollars	Evaluations of trainings; successful evaluations
Use Google Docs to allow staff to share resources with one another, including professional development on Google Docs	-Building Administrators -Technology Coordinators	2015-18 Ongoing	Training time (after school or during Professional Development Wednesdays)	Google Docs Agendas from trainings
Website link to forms	Human Resources	Continue to update yearly	Time	All forms linked to district website
Focus on New Teacher Induction	Lloy Schaaf Maurene Stanton Staci Lauinger Principals	August 2015-2018	Curriculum Dollars/TPEP Grant	Conduct new teacher after school trainings/meetings Agendas, attendance records and evaluation forms from trainings. Scheduled checks on new teachers by principals and district office staff

GOAL AREA: Parent Involvement

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Each school will have a parent involvement goal or strategy in their School Improvement Plan	Building Principals	When plans are updated	OSPI website	Written goal or strategy in the plan
A plan for volunteer training will take place at each school	Building Principals	Ongoing August 2015-18	District Office provided training	Training agendas and sign-in sheets
Identify student academic need and develop a plan for parent involvement in the specific areas of need. (Example: Watch Dogs being trained to work with students who need math fact fluency support or Spirit Guard at the High School being trained in math support for struggling math students)	Building Principals		-Time to look at data -OSPI NPTA -Website -Parent Training Time -Watch Dogs -Parent Volunteers	-Written Plans (w/identified needs) in Building Plan -Agendas and Training Dates
Involvement of Parents in the District Improvement Planning Process	Lloy Schaaf	Continuous	Meeting time Curriculum Training Room Online access	Agenda Attendance Sheets Parent suggestions noted in minutes <ul style="list-style-type: none"> <input type="checkbox"/> Parent training on Skyward <input type="checkbox"/> Stronger Communication at the District Level <input type="checkbox"/> Focus on positive communication <input type="checkbox"/> Consider one parent PTA/Booster Club/PTO <input type="checkbox"/> Volunteer Information in one place at the District Level

GOAL AREA: Improvement of Student Participation Rate in State Testing by meeting or exceeding 95% participation rate as a district

ACTIVITY	WHO IS RESPONSIBLE	BY WHEN	RESOURCES	Evidence
Schools not meeting participation rate to have strategies and activities in their school improvement plans	Assistant Superintendent	Yearly	School Improvement Plans	School Improvement Plans
Parent letters informing parents about testing and how their child(ren) can be successful	Assistant Superintendent District Assessment Coordinator	Yearly	OSPI	Parent letters from each building
Parent Practice nights offered for hands-on experience with the Smarter Balanced Assessment	Assistant Superintendent District Assessment Coordinator	Yearly	District Assessment Coordinator Smarter Balanced Practice Tests	Parent Nights Scheduled
Communication with parents who are choosing to opt their child(ren) out of testing high school focus on student who have not met graduation requirement	Building Principals	Yearly	Principals' schedules	Evidence of communication
Teacher Training on Interim Assessments/Practice Assessments	District Assessment Coordinator	2016-18	Professional Development offerings Smarter Balanced Interim Assessments/Practice Assessments	Training took place on January 15, 2016, November 1, 2017 with ongoing support available for individual teachers

2015-17 Use of AYP Set-Aside Funds from Title I

A portion of our Title 1 Funds are set aside for professional learning geared toward addressing areas in which we did not meet AYP in the 2015-16 school year. This year is a transition year so AYP funds are still available during the 2017-18 school year.

Of the set-aside, 60% of the funds were set aside to support secondary math:

- A) We are continuing our work with outside math consultant, Mary Ann Stine. She is working with middle school math teachers, secondary special education teachers, Algebra 1 teachers, and is supporting our new Agile Minds curriculum in our "Intensified Algebra classes at the high school. The funds are used to both pay for her contract, and to pay for substitute time to release teachers to engage in the work. In particular, Mary Ann works with our teachers to support the implementation of the state standards, including the 8 mathematical practices.*

The rest of the funds are being used to support our Title I elementary schools and our EL program.

- B) Elger Bay Elementary is using the funds for:
Working with the district's instructional coach to support all teachers in the area of differentiating for student learning in ELA. Specific attention has been given to understanding the needs of students living in poverty and the effects this has on learning to read. Shared lesson planning and sharing strategies for engaging the hard to reach learners are the focus of our professional learning.
- C) Twin City Elementary is using the funds for:
Supporting the learning and implementation of their behavior support program. Teachers are continuing their work in collaborative lesson planning and book studies geared toward reaching students living in poverty. Since Twin City is also our ELL magnet school, attention is being given to academic vocabulary supports, classroom discussions, and collaborative learning.
- D) Stanwood Elementary is using the funds for:
Professional development in the area of supporting students living in poverty. This school has a higher percentage of homeless students and is at the top of the district in terms of free & reduced lunch. They are working to understand their unique learning needs and the special attention is being given to academic supports, classroom discussions, and collaborative learning.
- E) EL program is using the funds for:
Participating in the EL cooperative group at the ESD. The staff will be learning strategies for engaging our students with language development needs. They will in turn, bring information back to work with our Title I buildings and help teachers better understand how to meet the needs of our EL learners in literacy instruction.