

STANWOOD-CAMANO SCHOOL DISTRICT

Elger Bay Elementary

SCHOOL IMPROVEMENT PLAN

2019 – 2022

Victor Hanzeli

PRINCIPAL



2018-2019 School Demographics

Group	Number of Student	% of Students	Group	Number of Students	% of Students
Enrollment (October)	340		Two or More Races	28	8.2%
America Indian/Alaskan Native	4	1.2%	English Language Learners	7	2.1%
Asian	2	0.6%	Homeless/McKinney Vento	6	1.8%
Black/African American	1	0.3%	Low Income	129	37.9%
Hispanic/Latino	29	8.5%	Section 504	7	2.1%
Native Hawaiian/Other Pacific Islander	2	0.6%	Students with Disabilities	69	20.3%
White	274	80.6%	Student Mobility	13	3.8%

Washington School Improvement Framework (WSIF)

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

Leadership Team Members

Name	Position
Victor Hanzeli	Principal
Dana Anderson	Reading Specialist / Title I
Kurt Blom	P.E. / Technology Facilitator
Tricia Drinnon	Grade 4 Teacher
Carolyn Hillier	Grade 1 Teacher
Linda James	Special Education Teacher
Kathleen Nelles	Grade 1 Teacher
Sherri Webb	Paraeducator / Health Room Assistant

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, 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, respected and will graduate from school ready for further education, continued learning and careers which will lead to a lifetime of success. Our children will reflect community values including work ethic persistence, integrity, fiscal responsibility, creativity and a desire to give back. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in the 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.**

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

Goal:

English Language Arts Goal (18-19): Scores for each grade level will improve at least 5% on the spring 2019 Smarter Balanced English / Language Arts Assessment as compared to the 2018 results.

Math Goal (18-19): Scores for each grade level will improve at least 5% on the spring 2019 Smarter Balanced Mathematics Assessment as compared to the 2018 results.

Culture / Community Goal: Increase levels of building security and positive mindset in students and staff in order to build a community invested in the success and safety of all students of Elger Bay Elementary.

Reflection:

As a staff we worked to assimilate and integrate the new technologies available to our students in best support of increasing quality writing practice. In addition, we collaborated to practice with and understand better the English / Language Arts interim assessments provided by Smarter Balanced Assessment. Through our collaborations we were able to find specific areas to support how we teach reading and writing at each grade level.

Target:

Target in math and reading was a 5% increase in our 2019 Smarter Balanced Assessment scores for each grade level over 2018 scores.

Why or Why Not:

None of the grade levels (3,4,5) met the 5% increase target. In fact, several saw scores that declined over the previous year. This followed two years in which EBE was recognized by Washington State for excellent academic growth, so the step backward caught us by surprise.

Staff worked incredibly hard to try and isolate and refine instructional areas of math and writing that would positively impact scores and student learning. A higher number of heavily impacted students, many in Special Education and many trauma impacted students in general education, posed an instructional challenge for classrooms to progress forward academically and meet all of the basic needs of our students.

Needs Assessment

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

- Washington School Improvement Framework
- WaKIDS (Washington Kindergarten Inventory of Developing Skills)
- 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
- Attendance data

Needs Assessment Narrative:

The Elger Bay staff participated in a data carousel that took place over three different professional development Wednesdays:

September 25 and October 9, 2019

- 12 data source stations selected by the leadership team from Smarter Balanced Assessment Math and Reading, ELPA21, WAKids, Attendance broken out as whole scores and as demographic data such as gender, race, low income, Special Education.

November 6, 2019

- Deeper dive carousel in which we examined the results of specific Smarter Balanced Assessment content targets. (Note: These results are posted in the Smarter Balanced Assessment Portal, Online Score Reporting)

What are your school's areas of strength?

Identified areas of strength:

- English / Language Arts Reading Target 1, Key details (literary)
- English / Language Arts Reading Target 9, Central ideas (informational)
- English / Language Arts Reading Target 11, Reasoning and Evidence (informational)
- English / Language Arts Target 14, Language Use
- Math, Analyzing patterns
- Math, Equivalent fractions

- English / Language Arts Writing, Revision
- English / Language Arts Writing Target 2, narrative

What are your school's areas of needed growth?

Identified areas for growth:

- English / Language Arts Reading Target 10, Word Meanings (informational)
- English / Language Arts Reading Target 5 (literary) and 12 (informational), analysis across texts
- English / Language Arts Reading Target 13 (informational text structures and features)
- Math, Represent and interpret data
- Math, Understanding place value for multi digit arithmetic
- Math, Converting measurement
- English / Language Arts Writing Target 4, Composing full informational text
- English / Language Arts Writing Target 9, Editing
- English / Language Arts Writing Target 2 (research and inquiry),

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?)

READING FOCUS

Target 10 and 13, Informational and Literary Text Word Meanings: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines.

Rationale:

When students struggle with the intended meaning of a word or are not familiar with the academic or domain specific meaning of words, it makes comprehension of new material difficult.

Root Cause: Specific root cause is unknown, but like all areas for growth it often comes to balancing the time commitment needed for any given learning experience.

WRITING FOCUS

Target 2, Interpret and Integrate Information: Locate information that supports central ideas and sub topics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Rationale:

Locating information and evidence to support ideas is a critical writing skill and can be practiced in both writing and within instructional talk experiences.

Root Cause:

The struggle to meet the many levels of skill in a classroom makes finding meaningful ways to practice these higher level skills much more complicated. Staff need the opportunity to see and learn from others how it can be done with varied levels of learners in the classroom.

MATH FOCUS

(Target D) Solve problems involving the four operations, and identify and explain patterns in arithmetic.

RATIONALE:

We feel this target has the greatest leverage over improved performance in all areas of mathematics.

ROOT CAUSE:

There is an inherent dilemma in mathematics instruction as teachers work to provide students enough time to master basic operations while still providing them full experiences with all of the other important math strands.

District:**Student Outcomes and Goals:**

- (G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment 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 9th 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): English Language Proficiency: Seventy-seven percent of all 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 for all and every subgroup by 2027.*

By the end of the 2019-2020 school year, 60% of Elger Bay students in each subgroup will meet or exceed proficiency on the English/Language Arts and Mathematics Smarter Balanced Assessment given May 2020.

Action Plan

Action	Timeline	Leads	Resources
<p>For each of the “FOCUS” items listed above we will be applying the following action cycle:</p> <ol style="list-style-type: none"> 1. Collaborate and review Smarter Balanced Assessment interim assessment test items that assess the focus area. 2. Identify the standard across each grade level for alignment and calibration across all grade levels. 3. Review the Smarter Balanced Assessment test specification resource documents in order to identify the specific 	<p style="text-align: center;">November, 2019 - June 2020</p>	<p>Elger Bay Leadership Team</p>	<p>Smarter Balanced Assessment Interim Assessments</p> <p>Smarter Balanced Assessment Test Specification</p> <p>Washington State Standards</p> <p>Available ProD Wednesdays</p> <p>Title / Learning Assistance Program (LAP) professional development funds</p>

<p>demands expected for each target.</p> <p>4. Grade level collaboration to develop academic goal(s) for instructional lessons and activities that promote K-5 alignment and focus for students learning in each of the content areas.</p> <p>5. Consider unique instructional accommodations or efforts to help move forward the growth rate of our lagging growth rate sub groups (see below).</p>			

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

Growth rates this year are significantly lower in English / Language Arts than Mathematics. Math by student demographics sub group Student Growth Percentile (SGP) ranges from 67% to 74% depending on the group. In English / Language Arts, that range runs much lower, 44% (Male), 51% (White), to 53% (Hispanic). In addition, Students w/ Disabilities had an SGP of 39%.

By June 2020 our goal is to increase the percentage meeting the median student growth in English / Language Arts sub groups including male, white, Hispanic, and students with disabilities to 55%.

Action Plan

Action	Timeline	Leads	Resources
<p>For each of the “FOCUS” items listed above we will be applying the following action cycle:</p> <ol style="list-style-type: none"> 1. Collaborate and review Smarter Balanced Assessment interim assessment test items that assess the focus area. 2. Identify the standard across each grade level for alignment and calibration across all grade levels. 3. Review the Smarter Balanced Assessment test specification resource documents in order to identify the specific demands expected for each target. 4. Grade level collaboration to develop academic goal(s) for instructional lessons and activities that promote K-5 alignment and focus for students learning in each of the content areas. 	<p>November, 2019 - June 2020</p>	<p>Elger Bay Leadership Team</p>	<p>Smarter Balanced Assessment Interim Assessments</p> <p>Smarter Balanced Assessment Test Specification Washington State Standards</p> <p>Available ProD Wednesdays</p> <p>Title I / Learning Assistance Program (LAP) professional development funds</p>

<p>5. Consider unique instructional accommodations or effort to help move forward the growth rate of our lagging growth rate sub groups (see below).</p>			

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

By June 2020, 85% of all students and every sub group will meet the attendance standard.

Key sub-groups for us to monitor is last year's kindergarten (current grade 1) and grade 2 (current grade 3).

Action Plan

Action	Timeline	Leads	Resources
<p>Regular communications through newsletter and website to remind families about the value of attending school and the negative impact it can have on a student's learning and overall growth.</p>	<p>2019-2020</p>	<p>Principal</p> <p>Staff</p>	<p>Attendance Letters</p> <p>Attendance Conferences</p>

Weekly attendance review and targeted contact with students who have 3 or more unexcused absences in a month.	2019-2020	Principal Staff Office Registrar	Attendance Letters Attendance Conferences

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

Ninety-five (95) percent of G3, G4, and G5 students will participate in the Smarter Balanced Assessment.

Our participation rate has sometimes fluctuated as we are home to a district special program where the IEP team and families sometimes elect to withhold students from the testing experience. In addition, we have noticed a slight uptick in parents electing to withhold their elementary students from testing due to the emotional stress and anxiety it may cause.

Action Plan

Action	Timeline	Leads	Resources
Communicate the assessment calendar to families at least one month in advance.	March 2020	Principal Assessment Coordinator Teaching Staff	Smarter Balanced Assessment Parent Letter EBE website School Messenger
Speak directly to any opt-out families to discuss their concerns to see if they can be accommodated.	February - March 2020	Principal Assessment Coordinator	

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:

During the 2019-2020 school year we have absorbed several new staff members in teaching and support roles. In addition, we experienced a significant increase in overall number of students attending Elger Bay.

We are anxious to begin putting our action plan as described in this school improvement plan in place and monitor our progress when scores are returned on Smarter Balanced Assessment. To that end we plan to review our Smarter Balanced Assessment scores and determine if we have made enough positive impact on our instruction that we can select new goals or continue forward with these.

- Review data and scores in Mathematics, English / Language Arts, and Science through the lens of cohort groups (same group of students, following years), whenever possible, to see the progress toward our previous goals and determine whether same course or adjusted course of action is required.
- Determine as a staff which Smarter Balanced Assessment Targets and Claims students are mastering.
- Consider renewing or revising specific goals for each content area.
- Alongside our district level improvement plan, establish Elger Bay professional development opportunities to help staff increase instructional skill set and to collaborate on how to best provide students with meaningful and engaging learning experiences.

2021-2022:

- Review data and scores in Mathematics, English / Language Arts, and Science through the lens of cohort groups (same group of students, following years), whenever possible, to see the progress toward our previous goals and determine whether same course or adjusted course of action is required.
- Determine as a staff which Smarter Balanced Assessment Targets and Claims students are mastering.
- Consider renewing or revising specific goals for each content area.
- Alongside our district level improvement plan, establish Elger Bay professional development opportunities to help staff increase instructional skill set and to collaborate on how to best provide students with meaningful and engaging learning experiences.

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