

**STANWOOD-CAMANO SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019 – 2022**



2018-2019 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	4,724		Two or More Races	292	6.2
America Indian/Alaskan Native	42	.9	English Language Learners	151	3.2
Asian	60	1.3	Homeless/McKinney Vento	170	3.6
Black/African American	37	.8	Low Income	1421	30.1
Hispanic/Latino	505	10.7	Section 504	212	4.5
Native Hawaiian/Other Pacific Islander	18	.4	Students with Disabilities	760	16.1
White	3770	79.8	Student Mobility	179	3.8

Washington School Improvement Framework (WSIF)

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

Leadership Team Members

Name	Position	Name	Position
Jean Shumate	Superintendent	Christine Del Pozo	Stanwood High School Principal
Lloy Schaaf	Assistant Superintendent	Carolyn Coombs	Stanwood High School Assistant Principal
Maurene Stanton	Ex. Director of Human Resources	Tom Wilfong	Stanwood High School Assistant Principal
Dan Johnston	Ex. Director of Human Resources, Director of Technology and Assessment	Ross Short	Career and Technical Director
Robert Hascall	Director of Special Services	Denise Eichler	Stanwood High School Dean of Students
Mark Carter	Director of Student Services and Safety	Ryan Ovenell	Lincoln Hill Principal, Lincoln Academy Principal, and Saratoga Principal
Cherae Almanza	Port Susan Middle School Principal	Crysty Auckland	Port Susan Middle School Assistant Principal
Tod Klundt	Stanwood Middle School Principal	Holly Christmas	Stanwood Middle School Assistant Principal
Jeff Lofgren	Cedarhome Principal	Kris Wayland	Cedarhome Dean of Students
Victor Hanzeli	Elger Bay Elementary Principal	Staci Lauinger	Stanwood Elementary Principal
Jennifer Allen	Twin City Elementary Principal	Julie Echols	Utsalady Elementary Principal
Monica McDaniel	Lead Teacher Saratoga		

Mission Statement:

Stanwood-Camano School District's Mission is to provide high quality educational opportunities that promote excellence and life-long learning.

Vision Statement:

One community dedicated to the success of each student.

The Stanwood-Camano 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.

What were you DIP goals from last year ? Did you achieve your targets? Why or why not:

Goals:

- Goal I- Students in grades 3-8 will increase student growth and proficiency in English Language Arts (ELA) by 5%.
- Goal II- Students in grades 3-8 will increase student growth and proficiency in Mathematics by 5%.
- Goal III- Parent involvement and support will be integrated into all school improvement plans.
- Goal IV- Special Populations (Special Education, EL, and Poverty) will decrease the disparity gap by 5% in ELA and Math and will be included in all School Improvement Plans.
- Goal V- The District Graduation rate will increase to 90% by 2020 and the participation rate at the high school will be 95%.

Targets:

Students in grades 3-8 increased scores on the English Language Arts(ELA) Smarter Balanced Assessment in most cases. The increases were not 5% except for grade 8 where students scored 68.5 in 2018 and 75.6 in 2019. In grade eight we did meet our goal. Students in grades 3-8 did make gains in mathematics and did score above the state average. Only grades seven and eight made the goal of 5% gains. All school improvement plans did incorporate parent involvement. We still have significant work to do to reduce the disparity gap with special populations, however, our graduation rate is on track to achieve the 90% goal set.

Reflection:

We met some of our targeted goals and made 2-3% increases in our other goals. In all cases, our scores were significantly above the state average. We did not meet all of our goals for a variety of reasons. Significant work needs to be focused on the disparity between all students and special populations.

Needs Assessment

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

Washington School Improvement Framework

WaKIDS

Smarter Balanced Assessment/Interim Assessment Blocks

Progress Monitoring Data

Curriculum Based Assessments

English Language Proficiency Data

Title III Data

Special Education Eligibility/Disproportionality Data

School Climate data

Discipline Referrals

Healthy Youth Survey

Graduation rate data

Other: Staff reported escalation in inappropriate behavior, mental health issues and lack of social emotional learning.

Needs Assessment Narrative:

The Stanwood-Camano School District scores above the State of Washington on the Smarter Balanced Assessment(SBA) for English/Language Arts and mathematics. Our on time graduation rate is 84.6% for the 4 year cohort, which when reviewing the Smarter Balanced Assessment results are relatively low. We have had contact with some of the school districts in the area where the graduation rate is higher than ours. One thing we have learned is that the student data in those districts when students exit the schools is followed up on and “cleaned up” in order to have the most accurate entrance and exit data, which impacts graduation rate. Some districts have required fewer credits to graduation previously. With the advent of the 24 credit requirement, this will not make a difference. The move to the 24 credit requirement provides an increased challenge for all students beginning with the class of 2021.

The Health Youth Survey (HYS) shows that our students feel that there are opportunities for pro social involvement both in school and in the community. Eighty-nine percent of our 8th graders feel safe at school and our students have a higher commitment to school than students across the state. Our 8th graders have less suicide ideation than their peers across the state as well. Ninety-two percent of our 6th grade students feel safe at school. Concerns that the HYS outlines follow:

- Fifty-four of 6th grade students have considered suicide.
- Nineteen percent of 6th graders say there is no adult they can turn to.
- Thirty-nine percent of 8th graders feel that teachers try to put a stop to bullying almost always.
- Seventeen percent of our high school students feel an adult will try to stop bullying.
- Twenty-nine percent of 10th graders and fifteen percent of 12th graders said they had been bullied in school.
- Forty-five percent of 10th graders and fifty-four percent of 12th graders said they tried vape devices.
- Fifty-one percent of tenth graders and sixty-seven percent of 12th graders said they had taken at least one or two sips of alcohol.
- Twenty-seven percent of 10th graders and twenty-four percent of 12th graders said they had seriously considered attempting suicide.

The Stanwood-Camano School District has been engaged in developing a Collective Commitment to our students. This work extended over the course of two years. During this work, themes became evident. Strengths included the following:

- Increasing behavior supports students for students.
- Focus on lower class sizes.
- Attention to Staffing needs by increasing counseling support adding a Dean of students to Cedarhome Elementary and para educator support for student behavior needs.
- Curriculum adoptions included K-5 science and mathematics updates. Currently, secondary math teachers are piloting a promising program called Envision. Edgenuity has been included as an on-line option. There have been new high school science offerings and an updated freshman science program.
- Behavior interventions have included adoption of PAX at the majority of the elementary schools and continued Right Response Training.
- We have begun and continue to work on inclusion of special populations.
- We have implemented the twenty-four graduation requirements.

Needs as we look at the themes in the Collective Commitment include:

- Continued updating of curriculum and instructional resources.
- Continued professional development on curriculum and instruction as well as behavior interventions.
- Continued work on Social Emotional Learning.
- Continued focus on graduation requirements.
- Curriculum alignment to the Washington State Learning Standards (WSLS).

What are your district's areas of strength?

District areas of strength include the following:

- Scores in English/Language Arts and mathematics associated with "all students" as they are above the state average.
- Curriculum and Instruction review is on-going.
- Students feel safe at school.
- Bullying is being addressed at all levels.
- Class sizes are being addressed.
- Staffing needs are addressed through the Dean of Students at Cedarhome and additional counseling.
- Twenty-four credit graduation requirement being supported by summer school options and other learning options.

What are your district's areas of needed growth?

District areas of needed growth include the following:

- There is a distinct disparity between “All students” and special populations including special education, low income and English Learners.
- We must support all learners in special areas including special education, low income and English Learners.
- We need to continue to move toward inclusion of all students.
- We need to continue to develop learning around behavior supports.
- We need to increase our graduation rate.
- We need to further develop our students’ social-emotional learning.
- We need to update curriculum and instructional resources and fund these resources.
- We need to further integrate technology as it supports learning.
- We need to continue to support staffing as student needs develop and change.

Based on your analysis, what specific areas of needed growth will your district 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 district?)

Based on analysis of needed growth our district will focus on the following items as they interface with the Washington School Improvement Framework:

- We must support all learners in special areas including special education, low income and English Learners.
- We need to continue to move toward inclusion of all students.
- We need to continue to develop learning around behavior supports.
- We need to increase our graduation rate.
- We need to develop our students' social-emotional learning.
- We need to update curriculum and instructional resources and fund these resources.
- We must continue to integrate technology as it supports learning.
- We need to continue to support staffing as student needs develop and change.

If we accomplish these items, we will be able to reach our district goals as established below and driven by the Washington School Improvement Framework (WSIF).

District Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) 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 1: *Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.*

Action Plan

Action	Timeline	Leads	Resources
Professional Development for English Language Arts, math, science and the CEL Instructional Framework for new teachers and on-going for existing teachers, substitute teachers and para educators.	Continuing	Assistant Superintendent for Teaching and Learning/Principals	Curriculum budget, Title II, Title IV, building resources
Continue to update instructional materials.	Continuing	Assistant Superintendent for Teaching and Learning/Principals	Curriculum budget, Title II, Title IV, building resources

Goal 2: *Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.*

Action Plan

Action	Timeline	Leads	Resources
Professional Development for English Language Arts, math, science and the Center for Educational Leadership (CEL) Instructional Framework for new teachers and on-going for existing teachers, substitute teachers and para educators.	Continuing	Assistant Superintendent for Teaching and Learning/Principals	Curriculum budget, Title II, Title IV, building resources
Continue to update instructional materials.	Continuing	Assistant Superintendent for Teaching and Learning/Principals	Curriculum budget, Title II, Title IV, building resources

Goal 3: *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

Action Plan

Action	Timeline	Leads	Resources
Look at other district's attendance practices.	Continuing	Student Service Director Principals	OSPI/Booster Clubs/PTAs
Survey staff for what they would be willing to do/what can be done to incentivize attendance.	Continuing	Principals	OSPI/Booster Clubs/PTAs
Buildings directed to have a plan for increasing attendance.	Continuing	Student Service Director Principals	OSPI/Booster Clubs/PTAs
Continue the work of the Community Truancy Board.	2019-2020	Student Service Director Principals	OSPI/Booster Clubs/PTAs

Goal 4: *Ninety five percent participation rate on state assessments.*

Action Plan

Action	Timeline	Leads	Resources
Buildings will develop a plan for participation rate on the state assessments and include it in their School Improvement Plan.	2019-2020	Building principals	OSPI

Goal 5: *Ninety percent of all students and all subgroups meeting 9th grade on track for graduation by 2027.*

Action Plan

Action	Timeline	Leads	Resources
Stanwood High School Administrative Team will develop a plan for increasing the graduation rate and include this plan in their School Improvement Plan.	2019-2022	High School Principal Administrative team, and Leadership Team	Support as needed through the District Office
Lincoln Hill High School will develop a plan for increasing the graduation rate and include this plan in their School Improvement Plan.	2019-2022	Lincoln High School Principal and Leadership Team	Support as needed through the District Office

Goal 6: *Ninety percent of all students and all subgroups graduating in four years by 2027.*

Action Plan

Action	Timeline	Leads	Resources
Stanwood High School will develop a plan for increasing the graduation rate and include this plan in their School Improvement Plan.	2019-2022	High School Principal, Administrative Team, and Leadership Team	Support as needed through the District Office
Lincoln Hill High School will develop a plan for increasing the graduation rate and include this plan in their School Improvement Plan.	2019-2022	Lincoln High School Principal and Leadership Team	Support as needed through the District Office

Goal 7: *Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.*

Action Plan

Action	Timeline	Leads	Resources
Stanwood High School and Lincoln Hill High School will develop a plan to increase dual credit options and include the plan in their School Improvement Plan.	2019-2022	Career Technical Director, Building Principals. Leadership Teams, Counselors	Support as needed through the District Office

Goal 8: *English Language Proficiency: Seventy-seven percent of students making annual progress by 2027 on English Language Proficiency (ELPA21).*

Action Plan

Action	Timeline	Leads	Resources
Create a vision for the English Learner program- one of inclusion. (Moving toward serving students in home schools)	2019-2020	Caitlin Pratt, Joyce Ziegen, Lloy Schaaf, Cate Perry	Title II English Language Professional Learning @ ESD
Implement Guided Language Acquisition Training (GLAD). (ultimately for all K-5 teachers)	2019-2020	Lloy Schaaf	Title II
Review/Pilot research based curriculum including: <ul style="list-style-type: none"> ● Frames of Fluency ● Elevation 	2019-2020	Caitlin Pratt, Joyce Ziegen, Cate Perry, Lloy Schaaf	Curriculum Dollars
Professional Development around scoring of the ELPA 21, the standards, and strategies.	2019-2020	Cate Perry, Joyce Ziegen	Professional Development Wednesdays
Consider Program Review completed by the Educational Service District 189.	2019-2020	ESD 189	ESD 189 consortium

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:

The Stanwood-Camano School District will continue to work on the goals associated with the Washington State Improvement Framework. The goals follow:

Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) 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.

At the end of 2020, an assessment will be conducted to determine what adjustments need to be made to the District Improvement Plan.

2021-2022:

The Stanwood-Camano School District will continue work on the district goals as above. An assessment of progress will be conducted and appropriate adjustments to the plan will be made.

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.

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