

**STANWOOD-CAMANO SCHOOL DISTRICT  
DISTRICT IMPROVEMENT PLAN  
2019 – 2022  
*ADDENDUM 2020-21***



*“One Community Dedicated To The Success Of Every Student”*

**2019-2020 School Demographics**

<b>Group</b>	<b>Number of Student</b>	<b>% of Students</b>	<b>Group</b>	<b>Number of Students</b>	<b>% of Students</b>
Enrollment (October)	<b>4811</b>		Two or More Races	310	6.44
America Indian/Alaskan Native	<b>39</b>	<b>0.81</b>	English Language Learners	135	2.81
Asian	<b>59</b>	<b>1.23</b>	Homeless/McKinney Vento	133	2.76
Black/African American	<b>42</b>	<b>0.87</b>	Low Income	1,529	31.78
Hispanic/Latino	<b>515</b>	<b>10.70</b>	Section 504	262	5.45
Native Hawaiian/Other Pacific Islander	<b>17</b>	<b>.35</b>	Students with Disabilities	796	16.55
White	<b>3,829</b>	<b>79.59</b>	Student Mobility	13	0.27

### Leadership Team Members

Name	Position	Name	Position
Jean Shumate	Superintendent	Tom Wilfong	SHS Assistant Principal
Lloy Schaaf	Assistant Superintendent	Ross Short	CTE Director
Maurene Stanton	Ex. Director of Human Resources	Denise Eichler	SHS Dean of Students
Steve Lidgard	Ex. Director of Business Services	Ryan Ovenell	LHHS/LA/Saratoga Principal
Dan Johnston	Director of Assessment/Technology/HR	Mark Carter	Director of Student Services/Safety
Robert Hascall	Director of Special Programs	Cherae Almanza	PSMS Principal
Monica McDaniels	Saratoga Lead Teacher	Crysty Auckland	PSMS Assistant Principal
Christine Delozzo	SHS Principal	Tod Klundt	SMS Principal
Staci Lauinger	SES Principal	Holly Christmas-Harris	SMS Assistant Principal
Carolyn Coombs	SHS Assistant Principal	Jeff Logren	CES Principal
Victor Hanzeli	EBE Principal	Kris Wayland	CES Dean of Students
Jennifer Allen	TCE Principal	Julie Echols	UTE Principal

**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.

**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 when they are 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.



**Discussion of previous year's goals:**

Due to the unprecedented circumstances during the 19-2020 and 2020-21 school years the district goals were adjusted to include preparing all teachers to deliver instruction in a distance learning model. Teachers were initially trained on use of google meets and student learning platforms including Google Classroom for grades 3-12 and Seesaw for grades K-2. Feedback from parents/guardians related to implementation of virtual instruction was less than positive. Teachers struggled with technology, but did their best to serve students in the new model. During the summer of 2020, the district engaged Teachers on Special Assignment to offer daily professional development opportunities. This intensive professional development gave our teaching staff more confidence to begin the 2020-21 school year with better outcomes for students.

The Smarter Balanced Assessment (SBA) was not administered by the state in the spring of 2020, as they received a waiver from the Federal Government due to the COVID pandemic. Original district goals were based on the SBA results in the 2018-19 school year.

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

**Current District Data:**

**First semester data shows the following for secondary schools:**

Grades

Stanwood High School- 32% F grades/Incompletes (377 students)

Lincoln Hill High School- 40% F grades/Incompletes (265 students)

Lincoln Academy- 38% F grades/Incompletes (107 students)

Port Susan Middle- 6-8 F grades/Incompletes (403)

Stanwood Middle- 6-8 grades F grades/Incompletes (355)

Attendance – excessive absence, is 10 or more

SHS- 151 students with excessive absences

Lincoln Hill- 30 student with excessive absences

Lincoln Academy- 2 students with excessive absences

Port Susan Middle- 63 students with excessive absences

Stanwood Middle- 100 students with excessive absences

Cedarhome- 28 students with excessive absences

Elger Bay- 63 students with excessive absences

Stanwood Elementary- 41 students with excessive absences

Twin City- 51 students with excessive absences

Utsalady- 53 students with excessive absences

Elementary AIMSweb data continues to indicate learning loss in reading. Elementary grade/reports are completed on a semester basis. Data was not available at the time of this report.

- Each school goes into their specific data in much more depth- this is a quick summary

**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?**

Data review indicates that after the first semester, there are a number of students at the secondary level who are not engaging in distance learning. First semester grades indicate that a significant number of students at the secondary level in both middle and high school have incomplete or F grades. At the high school level, this means that a significant amount of students are not on track to graduate. At the middle level, a significant number of students are not passing classes and will need intervention support as they move into the next grade levels. At the elementary level a significant number of students are falling behind on reading and mathematics and will also need intervention support as they move into the next grade level.

Additionally, parents report anecdotally that their children are struggling in the distance learning model and are struggling socially and emotionally.

In short, our students need to return to in-person learning as soon as we are able to manage the virus. Teachers will need to assess students' achievement levels and be trained and prepared to support students with appropriate interventions at all grade levels. Collaboration among grade bands and across schools district-wide will be critical.

**What are your interim goals and plans based on data?**

**Goal:**

*Transition students back to in-person learning continuing to develop students' social emotional learning.*

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Continue to implement the newly adopted social/emotional curriculum, Character Strong.	Continuing	Maurene Stanton Counselors Building Principals Teachers Assistant Superintendent	The program has been purchased. An additional component of the program related to equity was also purchased in February.
Remind parents and teachers that our first most important goal is to support our students' social/emotional health- once we have that- academics will follow.	Continuing	Maurene Stanton Counselors Building Principals Teachers Assistant Superintendent	Friday Family message Zoom and Google Meet parent and teacher opportunities School Newsletters



**Goal:**

***Transition students back to in-person learning and assess and address student learning needs.***

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Implementation of Measures of Academic Progress (MAP) K-5.	Implement in winter of 2021 and spring	Assistant Superintendent for Teaching and Learning Director of Assessment Building Principals	MAP has been purchased
At secondary level, identify assessments that will identify learning gaps in content areas. This may include formative assessments designed by staff.	Implement throughout the 2020-21 school year.	Assistant Superintendent for Teaching and Learning Director of Assessment Building Principals	Curriculum budget
At high school level support students who are in jeopardy of losing credit and not passing classes through hiring intervention staff.	Implement now and throughout the 2020-21 school year	Assistant Superintendent for Teaching and Learning High School principals	District budget
For Students on IEPs, the IEP team will need to assess students and develop plans to support learning gaps and look at the possibility of compensatory education for special populations.	Implement throughout the 2020-21 school year.	Assistant Superintendent of Teaching and Learning Director of Special Education Building Principals	Funding through special education
Work district-wide and individual buildings to identify necessary and appropriate intervention support.	Continuing	Assistant Superintendent of Teaching and Learning/Building Principals/Teachers	Curriculum dollar Title IV/II

**Goal:**

***Support Distance Learning/Hybrid Learning so the students continue to make progress in learning.***

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Ensure seniors graduate on time.	2020-21	High School Principals Assistant Superintendent Counselors	District dollars for additional support classes, after school classes, summer school, tutors
Support students with incompletes or F grades.	2020-21	Building Principals	District dollars for additional support classes, after school classes, summer school, tutors
Hire Teachers on Special Assignment to support professional development in technology/instruction.	Throughout the 2020-21 school year and beyond if possible	Assistant Superintendent for Teaching/ Learning Director of Technology Teachers on Special Assignment	Technology funds Curriculum funds Title II/IV
Conduct walkthroughs in the virtual and hybrid learning environments.	Throughout the 2020-21 school year	Building Principals	Center for Educational Leadership Resources

**Goal:**

*Ensure equity in teaching and learning through district and building work.*

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Continue work with a district equity team.	On-going	Ex. Director of Human Resources/Assistant Superintendent	District Budget
Contract with professionals in the equity field to support staff and students in making a cultural shift.	On-going	Ex. Director of Human Resources/Assistant Superintendent	Curriculum Budget Title II/Title IV/District Budget
Provide professional development in the area of equity.	On-going	Ex. Director of Human Resources/Assistant Superintendent for Teaching and Learning Building Principals	Curriculum Budget Title II/Title IV/District Budget

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.