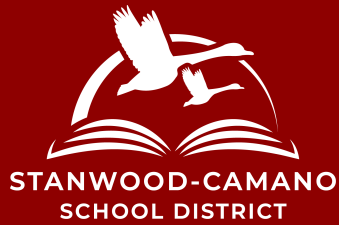# Stanwood High School

STANWOOD-CAMANO SCHOOL DISTRICT

OUR PROMISE

Every student in the Stanwood-Camano School District is **empowered to learn** in an inclusive setting and is **prepared for the future** of their choice.

Educational Equity

We as a district will place equity at the center of all decision making and planning, ensuring that all students and staff have a voice and the resources they need to thrive academically, socially and emotionally in our schools.

Annual Action Plans

All school AAPs used student data to establish

- Goals for students: "students will…"
- Strategies for adults: "teachers will…"

**All school AAPs have goals and strategies in three areas**

- English Language Arts
- Math
- Multi-tiered systems of support (MTSS)/interventions

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2023-2024 AAPs now include …

Plans for Progress Monitoring

- Schools set plans to monitor progress toward goals

  - What goal they intend to measure

  - The data that will be collected to measure progress toward the selected goal

  - Data will be collected, reviewed and acted upon

- Schools will review data in the winter and spring; next steps will be incorporated as appropriate
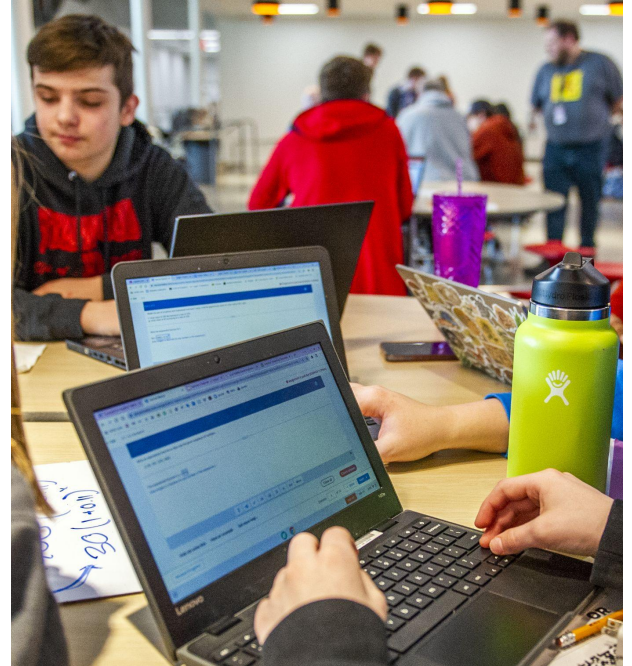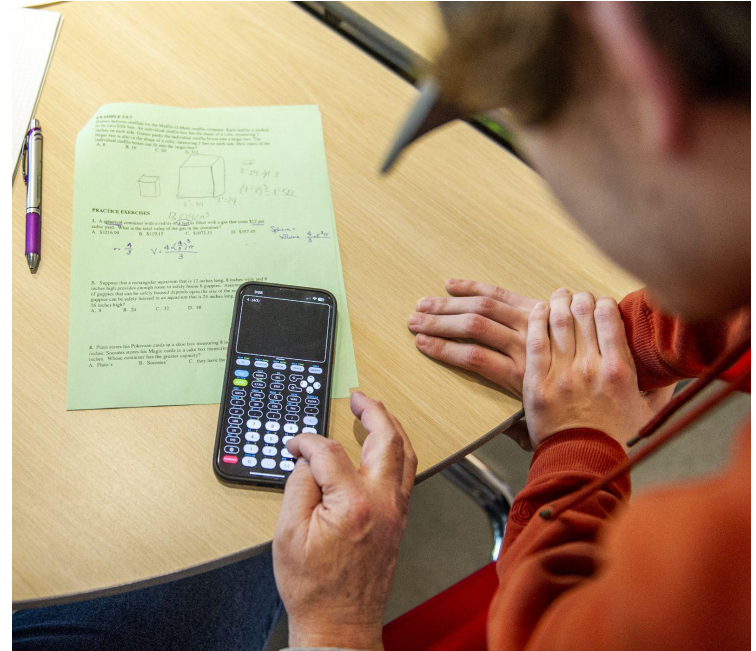

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Math Goal: Staff will

Continue to utilize productive struggle or growth mindset strategies to stay engaged in math.

- Group work — giving students problems as a group and allowing them to work and struggle.
- Have students develop the process for solving problems instead of staff giving the process.

Continue to provide opportunities for students to receive support outside of class

- Monthly Math Nights
- Availability before and after school for help.

Math Goal: Staff will

Provide explicit instruction; break concepts into manageable chunks on the problem-solving process and number sense

- Chunking the lessons into smaller pieces and having success criteria for each.
- Note Taking (with Building Thinking Classrooms) where problems build in complexity.

Identify two specific strategies Staff feel comfortable incorporating in their classroom to build rapport with students

- Greeting students at the door
- Fun Fact Friday
- Group work discussions
- Entry tasks

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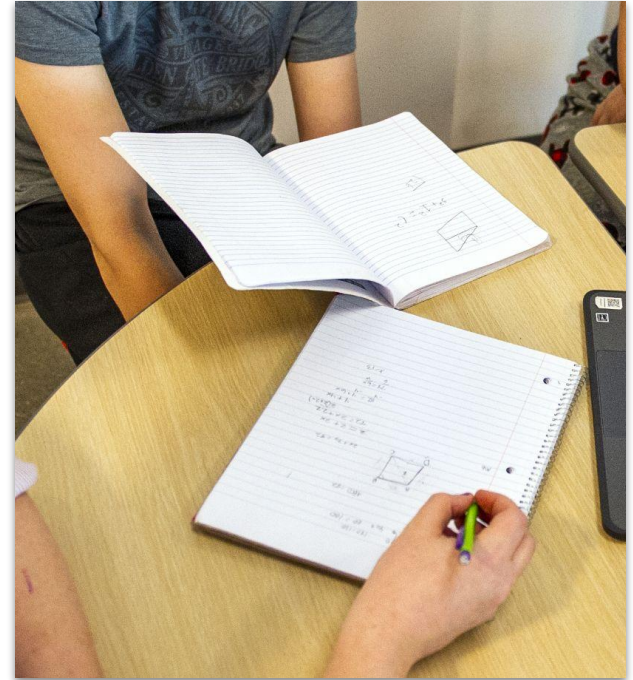
English Language Arts Goal: Staff will

Provide frequent, repeated exposure to new vocabulary.

- Provide texts at appropriately challenging lexile levels.
- Outside Reading Project and Article of the Week.
- Quizlet, Kahoot, book work that does the vocabulary and worksheets that reinforce vocabulary.

Integration of new vocabulary with close reading instruction and practice.

- Introduction, definition and repeated use.
- Identify words in new readings and explore their meanings.

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English Language Arts Goal: Staff will

Scaffold lessons and assignments building toward larger tasks to help students sustain efforts.

- Use of graphic organizers, exit tasks for Outside Reading Program, and chunking assignments.
- Vocabulary development with graphic organizers for Multilingual Learners and students in Special Education, Peer work, Time for students to collaborate, Leveled assignments.

Identify two specific strategies staff feel comfortable incorporating in their classroom to build rapport with students

- Reflective and journal writing.
- Greeting students at the door.
- Show interest in their outside activities.
- Daily Questions

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MTSS Goal: Staff will

Identify two specific strategies that they feel comfortable incorporating in their classroom to build rapport with students and create a positive classroom culture.

- Show interest in their outside activities.
- Welcoming Rituals.
- Warm Up Questions
- Model greetings and goodbyes
- Modeling respect and kindness
- Incorporate student interests in class discussions
- Engagement games
- Greeting students at the door

Progress Monitoring Plan

The goal we are monitoring this year:

Intentional use of multiple tier one strategies to support individual learning strengths and needs:

We chose this goal because:

Intentional focus in these areas will increase student achievement, learning, and belonging.

Progress Monitoring Plan

We collect data during our Instructional Learning Walks. This tool provides us information on the impact of the following:

- Staff learning from each other
- Small group instruction
- Learning Targets
- Student Talk
- Differentiated instruction
- Formative assessments
- First Quarter Grades

What does the data show?

- Student talk, partner work, and group work during instructional time is used.
- Students know what they are learning as Learning Targets are being utilized
- Explicit instruction is being utilized with Direct Instruction
- Scaffolds are used in all classrooms.
- Staff frequently checks for student understanding.
- Staff provides immediate feedback.
- Staff circulates classroom checking in with students.
- Students have choice in their learning.

Administrators conduct Instructional Learning Walks weekly and the Leadership Team and Staff have conducted three learning Walks collecting data to be utilized for next steps. (14 Staff members have completed Instructional Learning Walks)

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Next Steps

- Leadership Team and Staff will continue Instructional Learning Walks to collect data to support our professional learning as a Staff.
- We will continue being intentional using Tier 1 to support all students and staff in our learning and sense of belonging.
- Saturday Academies
- Math Nights
- Emphasizing 7:10 to 7:40 and 2:10 to 2:40 as times for extra student support

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Questions?

Shining Star!

Trace Johnson

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