

STANWOOD-CAMANO SCHOOL DISTRICT

Twin City Elementary

SCHOOL IMPROVEMENT PLAN

2019 – 2022

Jennifer Allen

PRINCIPAL



2018-2019 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	373		Two or More Races	29	7.8%
American Indian/Alaskan Native	5	1.3%	English Language Learners	48	12.9%
Asian	10	2.7%	Homeless/McKinney Vento	22	5.9%
Black/African American	7	1.9%	Low Income	152	40.8%
Hispanic/Latino	74	19.8%	Section 504	20	5.4%
Native Hawaiian/Other Pacific Islander	2	0.5%	Students with Disabilities	62	16.6%
White	246	66%	Student Mobility	12	3.2%

Washington School Improvement Framework (WSIF)

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

Leadership Team Members

Name	Position	Name	Position
Jennifer Allen	Principal	Stefanie Anderson	Fourth Grade Teacher
Lynn Devora-McNabb	2/3 Highly Capable Teacher	Tiffany Erickson	First Grade Teacher
Kate Flickner	Fourth Grade Teacher	Laura Laures	Library/Technology Specialist
Erin Nguyen	Instructional Teacher	JoDonna Olson	Second Grade Teacher
Katie Pickrell	Title/LAP Coordinator		

District Collective Commitment Statement:

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, 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, 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.

Mission Statement:

Our Mission at Twin City Elementary is to create a community of children, staff, and parents who actively work together to provide a safe learning environment that will enable all children to reach their highest potential. We believe academic excellence is achieved through a standards-based design that recognizes learning styles, delivery methods, and curriculum integration in order to meet individual student needs; in promoting responsible behavior by establishing high expectations; and facilitating effective communication and collaborative problem solving among students, staff, and parents.

Vision Statement:

Our Vision is to inspire our students to see themselves as global citizens and lifelong learners who are responsible, contributing members of society; encouraging our families and community to become active participants in education; and structuring our academic environment to consistently meet and exceed the highest educational standards.

What were you SIP goals from last year and did you school hit the target? Why or why not:**Goal:**

By June 2019, 75% of our students will meet or exceed the standard in English/Language Arts and Math as measured by the Smarter Balanced Assessment.

Parent involvement in school activities and learning support at home will increase through improved home language communication and climate and culture will improve through improved safety plans and emergency procedures.

Reflection:

On the spring 2019 Smarter Balanced Assessment for grades 3, 4, and 5 students scored an average of 70.4% in English/Language Arts and 67.3% in Math.

All parent communications were sent home in both English and Spanish including forms, newsletters, school messengers, and website information. Safety plans and emergency supplies were updated based on District Improvement Plan goals.

Target:

We did not meet the 75% target in English/Language Arts or Math.

We did meet the target of home language communication, safety plans and emergency procedures.

Why or Why not:

Our trend in both English/Language Arts and Math was downward in spring 2019. We had a high number of Special Education and English Learner students in grades 3-5 that impacted our Smarter Balanced results overall. We also adopted new math materials in 2018-19 and continue to need to refine alignment to the Common Core State Standards. We used Google Translate for all communications that went home last year. All School Messengers were translated as well. This resulted in improved communication with our English Learner families. A focus on safety plans through staff committees resulted in replenishing our supplies, rewriting our safety procedures and creating student lessons around different emergency scenarios.

Needs Assessment

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

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

Needs Assessment Narrative:

Our staff participated in a data carousel on October 9, 2019 where we reviewed the Office of Superintendent of Public School Report Card for Twin City Elementary. Information reviewed was current and trend data for Smarter Balanced Assessment in English/Language Arts and Math, English Language Proficiency Assessment (ELPA21), Washington Kindergarten Inventory of Developing Skills (WaKIDS), Attendance and Discipline. We also reviewed this data by demographic and subcategory groups, including English Learners, Low Income, Students with Disabilities, Gender and Race.

2. What are your school's areas of strength?

We have been in an upward trend of proficiency in English/Language Arts in all grades. We attribute this to the intensive professional development and curriculum alignment our staff has been participating in since 2016. We have typical and/or high growth for 70% of our students in English/Language Arts. Based on the English Language Proficiency Assessment (ELPA21) data from spring 2019, 20% of our students met transitional status and 72% of our students are progressing.

3. What are your school's areas of needed growth?

Since piloting and adopting new math materials in 2017, we have seen a downward trend of proficiency in Math in all grade levels. We attribute this to a misalignment of instructional practice with materials and inconsistent instructional blocks of time dedicated to math instruction across grade levels.

4. 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?)

We have begun professional development and curriculum alignment as a focus this year in Math. We are working to increase student's academic vocabulary and engagement in math. As of spring 2019, 37% of our students made low growth in the area of math. We hypothesize that one of the root causes for this low growth is that students are struggling with vocabulary and procedures in addition to basic operation number sense. There are several teachers attending math focused professional development on engagement strategies and alignment through ESD189. In addition, we believe that there are varied amounts of time dedicated to math within the master schedule. This will be addressed by looking at supplemental services, such as English Learners, Title I, and Special Education to ensure these programs are not negatively impacting core instruction.

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): Seventy-seven percent of EL 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 (SBA) for all and every subgroup by 2027.*

By June 2020, 75% of our students will meet or exceed the standard in English/Language Arts and Math as measured by the Smarter Balanced Assessment.

Action Plan

Action	Timeline	Leads	Resources
Continued focus on English/Language Arts Common Core State Standards and implementation of Journeys materials K-5	2019-2020	All Staff	Journeys Revision Materials Title I/Learning Assistance program Professional Development Funds
Instructional focus on Math Common Core State Standards and revision to Math Expressions materials K-5	2019-2020	All Staff	Math Expressions Materials Title I/Learning Assistance program Professional Development Funds

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

The following groups are currently meeting the standard of 55% for median student growth: All is 85%, White subgroup is 90% and Low Income subgroup is 74%.

By June 2020, students in our Hispanic, English Learners, and Students with Disabilities subgroups will meet the standards of 50% median student growth.

Action Plan

Action	Timeline	Leads	Resources
Hispanic subgroup (currently 50% meeting standard in median growth) and English Learners subgroup (currently 45% meeting standard in median growth) will receive targeted intervention in academic language in English/Language Arts and Math through core instruction and English Learner interventions.	2019-2020	All Staff	Journeys and Math Expression curriculum <i>Building Academic Vocabulary</i> book study
Students with Disabilities subgroup (currently 51% meeting standard in median growth) will receive specially designed instruction in English/Language Arts and Math through small group instruction.	2019-2020	All Staff Special Education Staff	Journeys and Math Expression curriculum Zearn Kickin' It Really Great Reading Sound Partners Daily Fix-Its

Goal: *Seventy-seven percent of EL students making annual progress by 2027.*

Currently 72% of our English Learner students are progressing toward annual progress. In spring 2019, 45% met standards for median growth.

By June 2020, students in our English Learners subgroup will meet the standard of 50% median student growth.

Action Plan

Action	Timeline	Leads	Resources
Hispanic subgroup (currently 50% meeting standard in median growth) and ELL subgroup (currently 45% meeting standard in median growth) will receive targeted intervention in academic language through English Learner interventions.	2019-2020	All Staff EL Instructional Staff	Frames for Fluency
Students who are identified as English Learners in grades K-4 will receive additional targeted intervention in English/Language Arts through Title I/Learning Assistance Program.	2019-2020	All Staff Title I Staff	Journeys Intervention Really Great Reading Read Naturally

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

By June 2020, 88% of all students and every subgroup will meet attendance standards.

Based on our current data we need to focus on our kindergarten students and subgroup Hispanic students.

Action Plan

Action	Timeline	Leads	Resources
Regular communication to families about the importance of attending school and the impact that absences have on growth in both English and Spanish.	2019-2020	All Staff	Bilingual Secretary Newsletters School Website Student Handbook School Messenger
Daily attendance review and targeted contact with students (and their families) who have 3 or more absences per month.	2019-2020	Office Manager Principal	Attendance Letters Attendance Conferences

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

By June 2020, 95% of third, fourth, and fifth grade students will participate in the Smarter Balanced assessment.

Our participation rate has historically met this goal. We will continue to focus on participation using the following actions.

Action Plan:

Action	Timeline	Leads	Resources
Communicate assessment schedule to all families	March 2020	All Staff Principal Assessment Coordinator	Smarter Balanced Assessment Parent Letter
Contact families of potential opt-out students to discuss concerns/issues prior to accepting opt out form	March 2020	Principal	Prior opt-out data

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:

In the fall of 2020, all staff will conduct a data carousel to review data in English/Language Arts, Math, English Language Proficiency Assessment (ELPA21) and Attendance. Depending on the outcome of our spring 2020 Smarter Balanced Assessment in grades 3-5, review of AIMSWEB benchmark data for grades K-5, and review of English Language Proficiency Assessment (ELPA21) data for English Learner students, we will determine what the focus of our professional development efforts will be. I foresee that we will need to continue our revision work in the area of Math. We will continue curriculum alignment with Math Expressions with a focus on increasing students' academic vocabulary and engagement. We will continue to use our Title I/Learning Assistance Plan funds for collaboration and planning. In addition, we will review the master schedule and address supplemental services such as English Learners, Title I, and Special Education to ensure these programs are not negatively impacting core instruction.

2021-2022:

In the fall of 2021, all staff will conduct a data carousel to review data in English/Language Arts, Math, English Language Proficiency Assessment (ELPA21) and Attendance. Depending on the outcome of our spring 2021 Smarter Balanced Assessment in grades 3-5, review of AIMSWEB benchmark data for grades K-5, and review of English Language Proficiency Assessment (ELPA21) data for English Learner students, we will determine what the focus of our professional development efforts will be. I foresee that we will need to begin to address how to provide interventions for English Learners in the general education classroom rather than as a pull out service. We will review the master schedule and begin clustering students in order to provide intervention as a part of the core instructional blocks rather than separately.

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