

STANWOOD-CAMANO SCHOOL DISTRICT

STANWOOD HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2019 – 2020

CHRISTINE DEL POZO

PRINCIPAL



2018-2019 School Demographics

Group	Number of Student	% of Students	Group	Number of Students	% of Students
Enrollment (October)	1,292	N/A	Two or More Races	73	5.7%
America Indian/Alaskan Native	14	1.1%	English Language Learners	27	2.1%
Asian	13	1.0%	Homeless/McKinney Vento	46	3.6%
Black/African American	14	1.1%	Low Income	326	25.2%
Hispanic/Latino	135	10.4%	Section 504	73	5.7%
Native Hawaiian/Other Pacific Islander	N/A	N/A	Students with Disabilities	205	15.9%
White	1,043	80.7%	Student Mobility	52	4%

Washington School Improvement Framework (WSIF)

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

Leadership Team Members

Name	Position	Name	Position
Emily Elde	Counselor	AJ Brodin	Fine Arts
Zach Ward	Career and Technical Education (CTE)	Jamie Rowe	Health/Fitness
John Restrepo	World Languages	Emily Ware	Language Arts
Alison Dickinson	Mathematics	Sue Britain	Science
Tanya Davenport	Social Studies	Tina Latvala	Special Education
Christine Del Pozo	Principal	Carolyn Coombs	Assistant Principal/Activities Director
Denise Eichler	Dean of Students	Ross Short	Career and Technical Education Director
Tom Wilfong	Assistant Principal/Athletic Director		

Stanwood High School Vision Statement:

Stanwood Spartans are united in cultivating character, modeling respect, teaching leadership and connecting to community.

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 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.

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

Goal #1: Achieve 95% participation rate on English Language Arts (ELA) Smarter Balanced Assessment (SBA) and Math Smarter Balanced Assessments (SBA).

Reflection: We met the goal for both English Language Arts (ELA) Smarter Balanced Assessment (SBA) and Math Smarter Balanced Assessment (SBA).
English Language Arts (ELA) – 98.2%
Math – 98.1%

Target: Target was to meet 95% participation for Smarter Balanced Assessments (SBAs).

Why or Why not:
Target was met for this goal based on the following items we completed.
Families were called if their students did not show up to take the test.
We held make up days for students who had not previously tested on our regularly scheduled days.
The counselors set days to test running start students and other students who had not tested.
We sent letters home about testing and also utilized the auto dialer as additional reminders for families.
Teachers were sent a list of students who did not show for testing so they knew who to send to the library to test.

Goal #2: To have 100% of students successfully complete their English Language Arts (ELA) requirements for graduation by the end of their senior year.

Sub goal for 18-19:

English Language Arts (ELA) – Increase percentage of students passing the English Language Arts (ELA) Smarter Balanced Assessment (SBA) by 3%, going from 67.6% as eighth grade students to 70.6% as tenth grade students.

Reflection: The percentage for tenth grade students passing the English Language Arts (ELA) Smarter Balanced Assessment (SBA) test was 74.2%. We met the goal by 3.6%.

Target: This goal involved two targets – the first one was for 100% of students to meet requirement. We won't know that until the end of the senior year for the students who tested (Class of 2021). The sub goal was to increase percent of students passing from 67.6% to 70.6%.

Why or Why not:

We met the goal by 3.6%. Target was met for this goal based on the following items we completed. Reminder letters were sent to families for students who needed to pass the test. The English teachers conducted test prep lessons to help prepare students for the test. The English teachers focused on specific English Language Arts (ELA) strands that students scored lower in previously.

Goal #3: To have 100% of students successfully complete their math requirements for graduation by the end of their senior year.
Sub goal for 18-19:
Math – Increase percentage of students passing the Math Smarter Balanced Assessment (SBA) by 3%, going from 49.7% as eighth grade students to 52.7% as tenth grade students.

Reflection: The percentage for tenth grade students passing the Math Smarter Balanced Assessment (SBA) test was 48.1%. The percentage achieved was 4.6% lower than the sub goal. The students as a group actually scored lower as tenth grade students than in eighth grade.

Target: This goal involved two targets – the first one was for 100% of students to meet requirement. We won't know that until the end of the senior year for the students who tested (Class of 2021). The sub goal was to increase percent of students passing from 49.7% to 52.7%.

Why or Why not:

The students scored 4.6% lower than the sub goal of 52.7%. The target was not met for this goal. The following items were completed for this goal.
Reminder letters were sent to families for students who needed to pass the test.
The math teachers conducted test prep lessons to help prepare students for the test.
The math teachers focused on specific math strands that students scored lower in previously.
The math teachers worked with other staff (Cate Perry (EL), counselors, and Personal Finance teachers (Z. Ward and J. Brokaw) to provide reviews for students. In the spring students could attend the after school test prep sessions taught by Lincoln Hill High School teacher Brett Baugh. We offered two Algebra I block math sections for struggling students.
Some students took Pre-Algebra at Lincoln Hill High School.

The students struggled in the following areas on the test: interpreting the structure of expressions, writing expressions in equivalent forms to solve problems, performing arithmetic operations on polynomials, solving equations as a process of reasoning and explaining the reasoning, and solving equations and inequalities in one variable.

Goal #4:

To have 100% of students successfully complete their science requirements for graduation by the end of their senior year.

Sub goal for 18-19:

Science – Increase percentage of students passing the science assessment by 3%, going from 69.6% as eighth grade students to 72.6% as eleventh grade students.

Reflection:

The percentage for eleventh grade students passing the Washington Comprehensive Assessment of Science (WCAS) test was 22.4%. We did not meet the sub goal by 50.2%. The students as a group actually scored lower as eleventh grade students than in eighth grade. However, 59.8% of the students did not take the test. Of the students who took the test, 55.7% passed the test. That would mean we actually missed our sub goal by 16.8%.

Target:

This goal involved two targets – the first one was for 100% of students to meet requirement. The graduation requirements for state tests changed so the students did not need to pass the test to graduate. The sub goal was to increase percent of students passing from 69.6% to 72.6%.

Why or Why not:

As the test was not a graduation requirement for the Class of 2020, 59.8% of the class did not take the test. When you focus on the percentage of students who passed the test, we missed our sub goal by 16.8%.

The target was not met for this goal. The following items were completed for this goal.
The Agriculture Science and Science departments collaborated and adjusted curriculum to meet the Next Generation Science Standards (NGSS) standards for both programs.
The science teachers conducted test prep lessons to help prepare students for the test.
The science teachers focused on specific science strands that students scored lower in previously.

The main reason we did not meet our target for this goal was that the test was not required for graduation. A large portion of the class did not take the test. Since the test was not required, students may not have put forth their best effort on the test.

Goal #5:

Stanwood High School will achieve a 100% on-time graduation rate for the Class of 2019.

Reflection:

Out of 296 students, 92.2% graduated on time for the Class of 2019. The percentage of students continuing their high school education was 3% (mainly students on an individual educational plan). The percentage of students who dropped out was 4.7%.

Target:

The target was for 100% of students to graduate on time.

Why or Why not:

The following items were completed for this goal.

- We encouraged students and families to use Skyward to check student progress in their classes.
- We sent out weekly alerts through Skyward when students had missing assignments or failing grades.
- We sent home mid-quarter progress reports for students with grades at C level or below.
- We identified incoming 9th grade students who struggled in middle school. We tried to get them into intervention courses, such as study skills, Algebra I (Agile minds 2 period block), and English 9* (smaller focused class for struggling students).
- We provided a list of resources for families (classroom, mental health, substance abuse, and more).
- We held family meetings with students who were struggling (academically, behaviorally, and mentally).
- We held monthly professional development sessions with the leadership team regarding academic youth development (part of Agile Minds training).
- We had a small group of staff involved with a focus group on Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD) and classroom instructional strategies.

Attendance was tracked by the Dean of Students. Attendance alerts were sent to families through the auto dialer and letters. The Dean of Students conducted parent/guardian conferences. The Dean of

Students had students take the Washington Assessment of the Risks and Needs of Students (WARNS) assessment to gauge what areas they were struggling in.

We created and implemented the Spartans Show Up attendance program to reward students for good class attendance.

Student progress was monitored by the student support team (administrators, nurse, counselors, student support advocate, graduation prevention specialist, and school psychologists).

We did not meet this goal as 92.2% graduated for the class. We have encouraged students who want to drop out to enter the Open Doors program. Students have been contacted and family meetings held to encourage participation in that program.

We also have a transition program for students on an individual educational plan (IEP). Those students can remain in school until age 21.

Needs Assessment

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

- X Washington School Improvement Framework
- WaKIDS
- X Smarter Balanced Assessment/Interim Assessment Blocks
- X Progress Monitoring Data
- Curriculum Based Assessments
- X English Language Proficiency Data
- X Special Education Eligibility/Disproportionality Data
- X School Climate data
- X Discipline Referrals
- X Healthy Youth Survey
- X Graduation rate data

Needs Assessment Narrative:

We have continued to focused on areas of growth and how best to support our students, whether that be academically, behaviorally, and mentally. This is our third year with a graduation intervention specialist who focuses on ninth and tenth grade struggling students. We have mental health counselors, a co-dependency therapist, and a student support advocate to work with students and families. We have a student support team that meets weekly to address student concerns. That team is made up of counselors, student support advocate, school psychologists, school nurse, graduation intervention specialist, and administrators.

We have several intervention classes (English 9*, Algebra I two period block using Agile Minds curriculum, Pre-Algebra). Families get weekly alerts through Skyward when students have missing assignments or failing grades. We send home mid-quarter progress reports for students with grades at C level or below. We hold family meetings with students who are struggling. We provide families with a list of resources for the classroom, mental health, substance abuse, and more.

For state testing, we utilize letters, newsletters, and the auto dialer to notify families of upcoming tests. We provide after school study sessions to help students prepare for the tests. Make up days were held for students who did not show on our regularly scheduled days. Teachers conduct test prep lessons and also review areas the students struggled in the past year.

We have a Dean of Student who focuses on student attendance. She holds family conferences about attendance. Attendance alerts are sent to families through the auto dialer and letters. The Dean created the Spartans Show Up attendance program to reward students for good class attendance.

We have encouraged students who want to drop out of high school to enter the Open Doors program. Students are contacted and family meetings are held to encourage participation in that program.

We have a transition program for students on an Individual Educational Plan (IEP). Those students can remain in school until age 21.

The staff created five goal areas in the 2018-2019 school year based on our data. The goals include the following: Vision (make vision clear and how behavior/character is linked to success/graduation), Discipline (Skyward should automatically trigger an email to parents after 3 tardies that their student has detention and unexcused absences), Department relations (Increasing staff bonding incorporate classified and support staff to promote unity among all departments), Culture (consistency of expectations and behaviors for students and staff – don't be afraid to lead and hold each other accountable), and Student/Parent/Guardian relations (parents calling and getting an automated answer instead of a person, revamp conferences). We are currently revising our vision/mission statements. For discipline, Skyward will not sent out an automatic email. We are continuing to monitor this one with the help of our Dean of Students. We are holding monthly staff socials and are inviting all staff to events (including staff meetings). As a staff and student body, we are continuing to find ways to

improve the culture and climate of the school. For the student/parent/guardian relations, we have adjusted the phone system in the office so more people get the incoming phone calls. The staff decided not to revamp the conferences at this time.

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

- For the participation rate on English Language Arts (ELA) and Math state assessments, we were at 98% for the 2018-2019 school year.
- Ninety percent of our Asian subgroup met the 90% attendance standards in 2018-2019.
- Ninety percent of our Hispanic/Latino subgroup met the 90% ninth grade on track goal in 2018-2019.
- Ninety percent of two or more races subgroup met the goal of 90% graduating in four years in 2018-2019.
- Sixty-nine percent of current sophomores feel connected to Stanwood High School (SHS) (from survey given in spring of 2019 when the students were ninth grade students).
- Our students scored above state average in the following areas on the ACT for 2018-2019 school year: math 22.4 (us) 22.1 (state), reading 23.5 (us) 22.7 (state), and science 23.3 (us) 21.9 (state).
- The percentage of our Advanced Placement (AP) students with scores of three or higher on the Advanced Placement (AP) test are higher than the state and global percentages for the past two year (2017-2018 – 72% (us), 61% (state) 60 (global); 2018-2019 – 76% (us), 63% (state), 61% (global).
- The percentage of students failing Algebra I went from 15% in 2018 to 7.6% in 2019.
- The percentage of students failing Geometry went from 19% in 2019 to 9.9% in 2019.
- The percentage of students failing World History went from 10% in 2018 to 4% in 2019.
- The percentage of truant students went from 5% in 2017-2018 to 1.2% in 2018-2019.
- The students who were in tenth grade during the 2017-2018 school year failed 20.99% of classes 1st semester and 24.04% of classes 2nd semester. In eleventh grade year (2018-2019) the students failed at a lower rate – 16.86% first semester and 17.31% second semester.
- The students who were in eleventh grade during the 2017-2018 school year failed 20.27% of classes 1st semester and 19.71% of classes 2nd semester. In twelfth grade year (2018-2019) the students failed at a lower rate – 7.78% of classes 1st semester and 4.25% of classes 2nd semester.
- Sixty-five percent of parents/guardians reported that staff return calls or emails within two days (out of 100 parents/guardians who completed spring survey in 2019).
- According to the 2018 Healthy Youth Survey, 80% of tenth graders and 77% of twelfth graders have never been drunk at the high school in the past year.
- Stanwood High School named a high school in the Top 5,000 for Science, Technology, Engineering, and Math (STEM) schools across the United States for 2020 (we are number 4,734 out of about 26,400 high schools in the United States).

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

- For the 2018-2019 participation rate on Washington Comprehensive Assessment of Science (WCAS) state assessment we were at 40%.
- For the 2018-2019 school year, none of our subgroups achieved the 90% meeting standard requirement on the Smarter Balanced Assessment (SBA) (English Language Arts (ELA) – Asian 80%, Hispanic/Latino 69%, Two or more races 65%, White 76%, Low-Income 63%, Homeless 58%, students on a 504 plan 59%, students with disabilities 21%; Math – Asian 60%, Hispanic/Latino 38%, Two or more races 55%, White 49%, Low-Income 32%, Homeless 33%, students on a 504 plan 27%, students with disabilities <6%).
- Our percent of students making sufficient annual progress to transition out of English Language (EL) program within six years was at 22.7% for the 2018-2019 school year.
- Subgroups that did not meet the 90% attendance standard during the 2018-2019 school year included American Indian/Alaskan Native (68%), Hispanic/Latino (77%), White (78%), English Language Learners (69%), Low-Income (67%), Homeless (50%), students on a 504 plan (75%), and students with disabilities (75%).
- Subgroups that did not meet the 90% ninth grade on track for graduation goal in 2018-2019 included White (80%), Homeless (64%), Low-Income (69%), students on a 504 plan (68%), and students with disabilities (86%).
- Subgroups that did not meet the 90% graduating in four years goal in 2018-2019 included White (88%), Homeless (54%), Low-Income (78%), students on a 504 plan (84%), and students with disabilities (52%).
- Only 56% of current juniors feel connected to Stanwood High School (SHS) (given in spring of 2019 when the students were sophomores).
- Our students scored lower than the state average on the English portion of the ACT for 2018-2019 – English 20.8 (us) 21.3 (state).
- The percentage of students failing Algebra II for 2017-2018 was 13% 1st semester and 26% 2nd semester. For 2018-2019 the percentage of students failing was 16% 1st semester and 19% 2nd semester.
- The percentage of students failing English 10 and English 11 for 2017-2018 and 2018-2019 was above 10%. This has been consistent for approximately the past eight years. English 10 - 2017-2018 14% 1st semester and 17% 2nd semester, 2018-2019 11% 1st semester and 14% 2nd semester. English 11 – 2017-2018 15% 1st semester and 16% 2nd semester, 2018-2019 11% 1st semester and 11% 2nd semester.
- English 9* intervention focus class percent of students who failed for 2018-2019 was 35% 1st semester and 43% 2nd semester.
- The percent of students failing Independent Learning Center (ILC – behavior program) went from 8% in 2018 to 43% in 2019.
- The percentage of students skipping school went from 7% in 2017-2018 to 9.5% in 2018-2019.

- The students who were in ninth grade during the 2017-2018 school year failed 11.55% of classes 1st semester and then failed 15.09% of classes 1st semester in 2018-2019 as sophomores.
- There is a concern about how the percentage of students on an Individual Educational Plan (IEP) continues to go up (2014-2015 – 14.2%, 2015-2016 15.2%, 2016-2017 15.6%, 2017-2018 15.6%, 2018-2019 15.9%).
- There is a concern about how the percentage of students on a 504 plan has gone up (2017-2018 4.1%, 2018-2019 5.7%).
- According to the 2018 Healthy Youth Survey, 29% of tenth graders and 15% of twelfth graders said they had been bullied.
- According to the 2018 Healthy Youth Survey, 45% of tenth graders and 54% of twelfth graders said they had tried vape devices.
- According to the 2018 Healthy Youth Survey, 51% of tenth graders and 67% of twelfth graders said they had taken at least one or two sips of alcohol.
- According to the 2018 Healthy Youth Survey, 34% of tenth graders and 57% of twelfth graders said they had tried marijuana.
- According to the 2018 Healthy Youth Survey, 19.2% of tenth graders and 13.2% of twelfth graders said they had been in a physical fight in the last year.
- According to the 2018 Healthy Youth Survey, 27.6% of tenth graders and 24% of twelfth graders said they had seriously considered attempting suicide.
- According to the 2018 Healthy Youth Survey, 31% of tenth graders and 25% of twelfth graders reported an adult had physically hurt them on purpose leaving a mark, bruise or injury.
- According to the 2018 Healthy Youth Survey, 44% of tenth graders and 55% of twelfth graders said they were not sure if the school provides a counselor, intervention specialist, or other school staff members for students to discuss problems with alcohol, tobacco, or other drugs.
- According to the 2018 Healthy Youth Survey, 74% of tenth graders and 72% of twelfth graders stated teachers don't praise them when the students work hard at school.
- According to the 2018 Healthy Youth Survey, 30% of tenth graders and 45% of twelfth graders reported they often or almost always hate school.
- Thirty-eight percent of parents/guardians report they do not know what the school is doing to improve student learning (Spring 2019 survey).
- Thirty-five percent of parents/guardians reported the school does not offer opportunities for parents/guardians to learn how they can help their child with their learning at home (spring 2019 survey).
- Two parents/guardians reported they never hear back from teachers when they leave messages on Skyward (Spring 2019 survey).
- Four negative comments about office staff being rude, not looking up at them, making parents feel like they are a bother, and ignoring parents or yelling at them (Spring 2019 survey).

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?)

The specific areas of growth for Stanwood High School center around two key things – 24 credits graduation requirement and raising the percentage of specific sub groups meeting the new OSPI SIP goals.

Starting with the Class of 2021, students must take and pass 24 credits to graduate from Stanwood High School. The students also have newly developed personalized pathways to follow, along with completing a high school and beyond plan. Since we are on a six-period day schedule, the students can only earn 24 credits over the course of four years. That does not leave students any room to fail a single class.

There is a significant need for additional credit retrieval courses. In the last two years we have added 30 spots per year to our summer school program. For our current juniors, we have 60 students not on track for graduation. For the current sophomores we have 37 students not on track. Besides credit retrieval and summer school, we need to come up with creative ways to help student be more successful and stay on track for graduating in four years. Between the 10th and 11th grade students, 97 classes were failed first semester and 155 classes were failed second semester. We need to address the much higher number of classes failed second semester. English 9 and 10 courses were failed the most. That also needs to be looked into as to why students are failing those classes more than other courses.

Each semester we need to review student grades and create programs to provide more support for students. This year we have started a quarterly math night to provide additional support for students with their math skills. We also have five volunteers that are providing support in classrooms. The district has added a para educator specifically to work with English Language (EL) students.

More resources need to be devoted to addressing student attendance concerns – both with students skipping and student excused absences as well. Families need to understand why attendance at school is important.

The final area will be to focus on sub groups. The new Office of Superintendent of Public Instruction (OSPI) School Improvement Plan (SIP) goals require us to increase the percentage of students meeting standard in specific sub groups. As a school, we have not looked at our data by sub groups. We will review specific data by sub groups to identify what we need to do to help students be more successful.

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): Seventy-seven percent of English Language (EL) students making annual progress 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.

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.*

Our sub goal for 2019-2020 is to increase the percentage of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 3% for English Language Arts (ELA) and 10% for Math. For students with disabilities the sub goal for 2019-2020 is to increase by 9% per year for ELA and 13% per year for Math.

English Language Arts (ELA) data from 2018-2019:

All - 74.2%
Asian - 80.0%
Hispanic/Latino of any race(s) - 69.2%
Two or More Races - 65%
White - 76.1%
Low-Income - 63.2%
Homeless - 58.3%
Section 504 - 59.1%
Students with Disabilities - 21.6%

Math data from 2018-2019:

All - 48.1%
Asian - 60.0%
Hispanic/Latino of any race(s) - 38.5%
Two or More Races - 55.0%
White - 49.2%
Low-Income - 32.6%
Homeless - 33.3%
Section 504 - 27.3%
Students with Disabilities - <6%

Action Plan

Action	Timeline	Leads	Resources
Align curriculum with Smarter Balanced Assessment (SBA) standards	2019-2020 school year	All Stanwood High School departments that have standards related to state tests	Collaboration time Curriculum
Change test format (test in classes/no special testing schedule)	December, 2019 – March, 2020	Sue Britain, Kevin Cooper, Stanwood High School Counselors, Stanwood High School Administrators, Representative from Stanwood High School English, Math, and Science Departments	Master schedule
Smarter Balanced Assessment (SBA) Prep Courses (after school and during the school day)	April – May, 2020	Stanwood High School Math and English teachers	Handouts as needed, Building budget
Utilize interim practice Smarter Balanced Assessment (SBA) tests	On-going 2019-2020	Stanwood High School Math and English Departments	Online Test Information Distribution Engine (TIDE) program, chrome books
More data on specific items that students are scoring low on	September, 2019	Christine Del Pozo (Stanwood High School Principal)	Online Test Information Distribution Engine (TIDE) program

Goal #2: *Seventy-seven percent of English Language (EL) students making annual progress by 2027.*

Our sub goal for 2019-2020 is to increase the percentage of English Language (EL) students making annual progress by 8%.

2018-2019 – 38.90%
 2017-2018 – 40.00%
 2016-2017 – 78.60%

Action Plan

Action	Timeline	Leads	Resources
Bilingual para educators for interpretation	On-going 2019-2020	District administrators, Cate Perry (English Language teacher)	District funds
Presentation explaining how the students are tested	December 4, 2019	Cate Perry (English Language teacher)	Staff meeting time
Review quarterly grades to address concerns	On-going 2019-2020 (quarterly)	Stanwood High School Administrators, Counselors, Cate Perry (English Language teacher)	Quarterly grades
Provided staff with classroom strategies to help English Language (EL) students	December 4, 2019	Cate Perry (English Language teacher)	Staff meeting time
English Language (EL) support plans shared with staff	On-going 2019-2020	Cate Perry (English Language teacher)	Time to prepare support plans
Pilot curriculum for English Language (EL) class	On-going 2019-2020	Cate Perry (English Language teacher)	Class time and plan time

(Champion and Frames for Fluency)			
Talk with English Language (EL) students about ways to improve scores	On-going 2019-2020	Cate Perry (English Language teacher)	Class time

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

Our sub goal for 2019-2020 is to increase the percentage of students meeting attendance standards for all and every subgroup by 3%.

Data from 2018-2019:

- All - 82.3%
- American Indian/Alaskan Native - 68.8%
- Asian - 89.5%
- Black/African American - Suppressed - greater than 90%
- Hispanic/Latino of any race(s) - 77.5%
- Two or More Races - 75.9%
- White - 78.1%
- English Language Learners - 69.7%
- Low-Income - 67.0%
- Homeless - 50.0%
- Section 504 - 75.0%
- Students with Disabilities - 75.0%

Action Plan

Action	Timeline	Leads	Resources
<p>Welcoming environment and making connections with students (good news post cards, new school vision statement, timely response to parents/guardians, office staff responses to public, information on counseling services to students, student voice panel, leadership classes and activities, attendance scripts for teachers to use to welcome students back to class, clubs/athletics,</p>	<p>On-going 2019-2020</p>	<p>Stanwood High School Administrators and staff</p>	<p>Post cards, reminders to staff, post vision around campus and with community, counselor resources posted for students and families (Counselors), attendance scripts (Denise Eichler)</p>

new students – tour of the school and how to help them at lunch time)			
Educate parents/guardians and grandparents on importance of attending school	On-going 2019-2020	Denise Eichler (Stanwood High School Dean of Students), and Stanwood High School Counselors	Handouts, letters, website, auto dialer
Spartans Show Up attendance incentive program	On-going 2019-2020	Denise Eichler (Stanwood High School Dean of Students)	Posters in room, bulletin notices, staff emails, prizes for classes
Individual recognition for perfect attendance	Semester recognition assemblies, newspaper notices	Carolyn Coombs, (Stanwood High School Assistant Principal), Denise Eichler (Stanwood High School Dean of Students), Leadership classes	Assemblies, Newspaper notices
Parent/guardian conferences regarding attendance	On-going 2019-2020	Denise Eichler (Stanwood High School Dean of Students)	Time, room to meet, notice about meetings
Establish a limit on the number of days students can miss school or else they lose credit (provide pre excuse form information to staff and families)	2019-2020	Stanwood High School Leadership team	Information on what other districts are doing, pre excuse form
Enforce attendance at assemblies	On-going 2019-2020	Stanwood High School Administrators, some	Staff to monitor before and during assemblies

		staff, security officer, school resource officer	
Check in with students who are transported out of district to make sure they are being transported on time and regularly	On-going 2019-2020	Stanwood High School Counselors and Denise Eichler (Stanwood High School Dean of Students)	Michele Kunzman (McKinney Vento Advocate), Transportation Department
Provide interpreters for school events and family conferences	On-going 2019-2020	Stanwood High School Administrators and Secretaries	Set up interpreters through Language Exchange company, Building budget and District budget
Translate materials in native languages of families	On-going 2019-2020	Stanwood High School Administrators, Secretaries, and Counselors	District budget

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

Our sub goal for 2019-2020 is to continue to have the participation rate on state assessments above 95%.
Data from 2018-2019:
 English Language Arts (ELA) – 98.2%
 Math – 98.1%

Action Plan

Action	Timeline	Leads	Resources
Build Smarter Balanced Assessment (SBA) tests into class schedule	December, 2019 – March, 2020	Sue Britain, Kevin Cooper, Stanwood High School Counselors, Stanwood High School Administrators, Representative from Stanwood High School English, Math, and Science, work with Lincoln Hill High School staff	Master schedule
Give a .5 semester credit to students who pass the Smarter Balanced Assessment (SBA) test that need the credit for graduation purposes (for credit retrieval purposes – Math and English only)	September, 2020	Stanwood High School Counselors and Registrar	School board approval to do this
Send home letters about state testing and utilize auto dialer as additional reminders	April - May, 2020	Sue Britain, Kevin Cooper, Stanwood High School Counselors, Christine	Letters written, mail letters

		Del Pozo (Stanwood High School Principal)	
Make up days for students who have not previously tested (call families of students who do not show up to take the state tests)	May - June, 2020	Sue Britain, Kevin Cooper, Stanwood High School Counselors, Christine Del Pozo (Stanwood High School Principal)	Schedule days, rooms, and chrome books, notify students and families

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

Our sub goal for 2019-2020 is to increase the percentage of all students and all subgroups meeting 9th grade on track for graduation by 3%.

Data from 2018-2019:

- All – 80.6%
- Hispanic/Latino of any race(s) – 90.2%
- Two or More Races – 69.2%
- White – 80.7%
- Homeless – 64.7%
- Low-Income – 69.4%
- Section 504 – 68.0%
- Students with Disabilities – 86.0%

Action Plan

Action	Timeline	Leads	Resources
More intervention classes (study skills, credit retrieval)	January - June, 2020	Stanwood High School Teachers, Counselors, and Administrators	Building Full-time Equivalency (FTE)
Family meetings with all teachers (at same time) for at risk students (hold meetings early in the year)	On-going 2019-2020	Stanwood High School Teachers, Counselors, and Administrators	Set up meetings
Look at having a different master schedule to offer more classes during the day	On-going 2019-2020 (no change to the schedule for 2020-2021 school year)	Stanwood High School and Lincoln Hill High School Administrators, Department Representatives, District Office Administrators	Committee meetings, possible compensation for staff for meeting, financial concern regarding changing the schedule
Identify incoming 9 th grade students who struggled in middle school and place them in intervention courses	April - June, 2020	Stanwood High School intervention teachers, middle school teachers,	Time out of class, data

		Rita Peterson (graduation intervention specialist)	
Track F grade data each quarter (make phone calls for students with 3 or more F grades, use the auto dialer and email to notify families if their students have 1 or 2 F grades, schedule conferences for students with failing grades)	On-going 2019-2020 (quarterly)	Stanwood High School Administrators and secretaries	F grade data, conference schedule, auto dialer
Send out weekly alerts through Skyward when students have missing work or failing grades	On-going 2019-2020	Traci Hoskins (Stanwood High School Registrar)	Set up at beginning of school year
Lower numbers in lower level courses (example – Pre-Algebra, English 9, etc.) and increase number of students in higher level courses	January - June, 2020	Stanwood High School Teachers, Counselors, and Administrators	Building Full-time Equivalency (FTE)
Communication with parents/guardians – send messages to family one and two	On-going, 2019-2020	Stanwood High School Administrators	Auto dialer system
Revised schedule change process to cut down on number of schedule	Change made in June, 2019 Process followed 2019-2020 school year	Stanwood High School Administrators and Counselors	Publicize new schedule change process

changes/more student accountability			
Scope and sequence for Special Education courses to help with proper placement of students on an Individual Educational Plan (IEP)	December 3, 2019	Christine Del Pozo (Stanwood High School Principal), Special Education teachers	Curriculum, identify what topics/skills are covered in each class, share with 8 th grade teachers
Provide interpreters for school events and family conferences	On-going 2019-2020	Stanwood High School Administrators and Secretaries	Set up interpreters through Language Exchange company, Building budget and District budget
Translate materials in native languages of families	On-going 2019-2020	Stanwood High School Administrators, Secretaries, and Counselors	District budget

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

Our sub goal for 2019-2020 is to increase the percentage of all students and all subgroups graduating in four years by 2%.

Data from 2018-2019:

- All – 88.1%
- Hispanic/Latino of any race(s) – 78.3%
- Two or More Races – 90.0%
- White – 88.3%
- Homeless – 53.8%
- Low-Income – 78.1%
- Section 504 – 84.2%
- Students with Disabilities – 52.1%

Action Plan

Action	Timeline	Leads	Resources
More options for credit recovery	January - June, 2020	Stanwood High School Teachers, Counselors, and Administrators	Building Full-time Equivalency (FTE)
Regular education resource options for all grade levels	January - June, 2020	Stanwood High School Teachers, Counselors, and Administrators	Building Full-time Equivalency (FTE)
Summer school	May - August, 2020	Stanwood High School and Lincoln Hill High School Administrators, District Administrators, secondary registrars and counselors	District funds, classrooms, software license, teachers, chrome books, letters
Look at having a different master schedule to offer more classes during the day	On-going 2019-2020 (no change to the schedule for 2020-2021 school year)	Stanwood High School and Lincoln Hill High School Administrators, Department	Committee meetings, possible compensation for staff for meeting, financial concern regarding changing the schedule

		Representatives, District Office Administrators	
Track F grade data each quarter (make phone calls for students with 3 or more F grades, use the auto dialer and email to notify families if their students have 1 or 2 F grades, schedule conferences for students with failing grades)	On-going 2019-2020 (quarterly)	Stanwood High School Administrators and secretaries	F grade data, conference schedule, auto dialer
Address how we are going to share with parents/guardians what we are doing to improve student learning (graduation requirement presentation, resource list, attendance scripts)	On-going, 2019-2020	Stanwood High School Administrators and Counselors	Attendance scripts, resource handout, presentation to families on graduation requirements (and handouts)
Address how we are going to offer opportunities for parents/guardians to learn how they can help their child with learning at home (Family Access, Google Classroom and Google Classroom App)	On-going 2019-2020	Stanwood High School Administrators and staff who use Family Access, Google Classroom and the App	Videos on how to use applications
Create list of students who are not on track to graduate and what courses they need	September - November, 2019	Stanwood High School Counselors	Data to create list

to retake (provide students who had between 55% and 59% the opportunity to complete additional work to bring those grades up to passing)			
Send out weekly alerts through Skyward when students have missing work or failing grades	On-going 2019-2020	Traci Hoskins (Stanwood High School Registrar)	Set up in Skyward system
Hold family meetings with students who are struggling (academically, behaviorally, and mentally)	On-going 2019-2020	Stanwood High School Teachers, Counselors, and Administrators	Set up meetings
Communication with parents/guardians – send messages to family one and two	On-going 2019-2020	Stanwood High School Administrators	Auto dialer system
Revised schedule change process to cut down on number of schedule changes/more student accountability	Change made in June, 2019 Process followed 2019-2020 school year	Stanwood High School Administrators and Counselors	Publicize new schedule change process
Scope and sequence for Special Education courses to help with proper placement of students on an Individual Educational Plan (IEP)	December 3, 2019	Christine Del Pozo (Stanwood High School Principal), Special Education teachers	Curriculum, identify what topics/skills are covered in each class, share with 8 th grade teachers

Allow alternative assignments for students if technology is a barrier (for those who can't access technology from home)	On-going 2019-2020	Stanwood High School Teachers and Counselors	Teachers create alternative assignments for students who can't access technology
Alert counselors to the needs of students	On-going 2019-2020	Stanwood High School Teachers and Administrators	Stanwood High School Counselors, Michele Kunzman (McKinney Vento advocate), Azra Grudic (Student Support Advocate)
Provide interpreters for school events and family conferences	On-going 2019-2020	Stanwood High School Administrators and Secretaries	Set up interpreters through Language Exchange company, Building budget and District budget
Translate materials in native languages of families	On-going 2019-2020	Stanwood High School Administrators, Secretaries, and Counselors	District budget
Look up individual students who drop out or move away to find out their new school. This will allow us to clean up our withdrawal data and show a more accurate school graduation rate. This might also involve contacting individual high schools to verify student enrollment.	On-going 2019-2020	Traci Hoskins (Stanwood High School Registrar), Karen McCurry (Stanwood High School Clerical Assistant), Toshi Thorne (Stanwood-Camano School District Instructional Services Secretary)	State student database, individual school district registrars

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

Our sub goal for 2019-2020 is to increase the percentage of students meeting standard for all and every subgroup for Dual Credit Enrollment by 1%.

Data from 2018-2019:

- All - 55.9%
- American Indian/Alaskan Native - 33.3%
- Asian - 36.8%
- Black/African American - Cross group suppression
- Hispanic/Latino of any race(s) - 35.1%
- Two or More Races - 50.6%
- White - 59.0%
- English Language Learners - 33.3%
- Low-Income - 42.4%
- Homeless - 31.2%
- Section 504 - 38.6%
- Students with Disabilities - 24.8%

Action Plan

Action	Timeline	Leads	Resources
Increase number of dual credit options	On-going 2019-2020	Ross Short (Career and Technical Education (CTE) Director)	Dual credit community college programs Everett Community College and Skagit Valley College (representatives from both colleges), funding for articulations, Career and Technical Education (CTE) course frameworks
Improve communication about dual credit options	On-going 2019-2020	Stanwood High School Administrators and Counselors	Letters, website, auto dialer, handouts

Implementation of graduation pathways (Career and Technical Education (CTE), Advanced Placement/Running Start, College in the High School)	On-going 2019-2020	Stanwood High School Administrators and Counselors	Handouts, presentation, Xello program, update website, student handbook, and school board policy with new requirements
College In The High School grant (help students pay for college credits, share student list with teachers of those classes)	On-going 2019-2020	Christine Del Pozo (Stanwood High School Principal)	Apply for grant

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:

- Move to new school building
- School Improvement Plan (SIP) goals will include Washington Comprehensive Assessment of Science (WCAS) test
- Master schedule – add intervention classes, maybe add a 0 or 7 period, have lower numbers in low level core classes and higher numbers in upper level classes, continue work on reviewing other master schedules where we could offer more than 24 credits over the course of four years
- Attendance – implement policy to limit the number of days students could miss (students don't get credit unless there is an extenuating circumstance to allow them to continue to earn credit)
- Incoming 9th grade students – review data in spring of 8th grade year to look at placement in intervention courses for ninth grade year
- Graduation pathways – continue to monitor new graduation requirements and what classes we offer for students to meet pathway requirements
- High School and Beyond Plan – continue to monitor use of Xello program to document student graduation pathways, course selections, and career interests
- Credit recovery options for students
- Create list and monitor students not on track for graduation

2021-2022:

- Master schedule –continue work on reviewing other master schedules where we could offer more than 24 credits over the course of four years
- Attendance – continue to implement policy to limit the number of days students could miss
- Incoming 9th grade students – review data in spring of 8th grade year to look at placement in intervention courses for ninth grade year
- Graduation pathways – continue to monitor new graduation requirements and what classes we offer for students to meet pathway requirements
- High School and Beyond Plan – continue to monitor use of Xello program to document student graduation pathways, course selections, and career interests
- Credit recovery options for students
- Create list and monitor students not on track for graduation

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