

**STANWOOD-CAMANO SCHOOL DISTRICT**

STANWOOD HIGH SCHOOL

**SCHOOL IMPROVEMENT PLAN**

**2019 – 2022**

***ADDENDUM 2020-21***



**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>1,309</b>		Two or More Races	<b>86</b>	<b>6.57%</b>
America Indian/Alaskan Native	<b>10</b>	<b>0.76%</b>	English Language Learners	<b>29</b>	<b>2.22%</b>
Asian	<b>21</b>	<b>1.60%</b>	Homeless/McKinney Vento	<b>41</b>	<b>3.13%</b>
Black/African American	<b>17</b>	<b>1.30%</b>	Low Income	<b>340</b>	<b>25.97%</b>
Hispanic/Latino	<b>142</b>	<b>10.85%</b>	Section 504	<b>72</b>	<b>5.50%</b>
Native Hawaiian/Other Pacific Islander	<b>4</b>	<b>0.31%</b>	Students with Disabilities	<b>198</b>	<b>15.13%</b>
White	<b>1,029</b>	<b>78.61%</b>	Student Mobility	<b>1</b>	<b>0.08%</b>

### Leadership Team Members

Name	Position	Name	Position
Amundson, Megan	Health/Fitness Teacher (Health & Fitness Department)	James, Carrie	History/Psychology Teacher (History Department)
Aseltine, Laura	Art Teacher (Fine Arts Department)	Kelly, Jeanne	English Teacher (English Department)
Britain, Susan	Science Teacher (Science Department)	Main, Darryl	Metalshop Teacher (CTE Department)
Coombs, Carolyn	Assistant Principal/Activities Director	Restrepo, John	Spanish Teacher (World Languages Department)
Del Pozo, Christine	Principal	Short, Ross	CTE Director
Dickinson, Alison	Math Teacher (Math Department)	Watson, Paige	Counselor (Counseling Department)
Eichler, Denise	Dean of Students	Wilfong, Tom	Assistant Principal/Athletic Director
Gammell, Sarah	Math Sped Teacher (Special Education Department)		

**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.*

**Vision Statement:**

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

**School Motto:**

**Spartans United - Stronger Together**

Due to the unprecedented times from March 2020 to the present, School Improvement goals and work had to continue in *Distance Learning* and *Hybrid* delivery models. If you were able to meet any of the goals set from last year, please explain:

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

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

<b>Graduation Data</b>		
<b>Category</b>	<b>Percent 2018-2019</b>	<b>Percent 2019-2020</b>
All	85.00%	<b>89.60%</b>
Hispanic/Latino of any race(s)	78.30%	73.50%
Two or More Races	90.00%	89.30%
White	88.30%	<b>91.50%</b>
Homeless	53.80%	<b>78.30%</b>
Low-Income	78.10%	<b>81.70%</b>
Section 504	84.20%	78.90%
Students with Disabilities	52.10%	<b>67.90%</b>

We met our sub goal of increasing the percentage of all students graduating in four years by 4.60%. We met our sub goal of increasing the percentage of students graduating in four years in the following categories: All, White, Homeless, Low-Income, and Students with Disabilities categories.

*Our action plans for this sub goal included the following: Credit recovery, summer school, study skills classes, tracked F data (made individual phone calls, used the auto dialer, and emailed to communicate with families), created and shared videos on how to help students and use of various software programs, list of students not on track and what courses they needed to make up, weekly Skyward alerts if students had a C or below grade in any course and also any missing work, helped family meetings for struggling students, established scope and sequence for Special Education courses to better place students by skill level, provided interpreters, and translated materials.*

No data was available for goals 1, 2, 3, 4, 5, and 7 based on being in a distance learning platform for March to June of 2020.

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

**Current School Data:**

<b>1st Quarter Data</b>		<b>Special Populations with F or I grades</b>	
<b>Students with F or I grades</b>			
<u>Year</u>	<u>%</u>	<u>Year</u>	<u>%</u>
20-21	37%	20-21	51%
19-20	16%	19-20	22%

**1st Quarter Data by Letter Grade:**

<u>Year</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>I</u>
2020-2021	3,042	1,318	788	507	746	215
	46%	20%	12%	8%	11%	3%
2019-2020	2,772	1,413	701	332	252	N/A
	51%	26%	12%	6%	5%	N/A

**# of Each Grade for First Quarter:**

<b>Date</b>	<b># of Students with 7 F/I grades</b>	<b># of Students with 6 F/I grades</b>	<b># of Students with 5 F/I grades</b>	<b># of Students with 4 F/I grades</b>	<b># of Students with 3 F/I grades</b>	<b># of Students with 2 F/I grades</b>	<b># of Students with 1 F/I grade</b>	<b>Total Students with F or I Grades</b>
September 28, 2020	0	10	22	40	46	77	225	420
October 5, 2020	2	18	46	49	63	88	210	476
October 12, 2020	1	20	54	57	56	81	214	483
October 19, 2020	2	20	49	55	53	76	199	454
October 26, 2020	1	31	55	49	45	83	166	430
November 2, 2020	1	39	56	46	64	63	184	453

**1st Quarter Attendance Data**

<b>Year</b>	<b>with Excessive Absences</b>
2020-2021	48
2019-2020	56

1st Semester Data		Special Populations with F or I grades	
Students with F or I grades			
Year	%	Year	%
20-21	23%	20-21	26%
19-20	9%	19-20	3%

**1st Semester Data by Letter Grade:**

Year	A	B	C	D	F	I
2020-2021	2,843 44%	1,239 19%	935 15%	598 9%	665 10%	177 3%
2019-2020	3,187 47%	1,719 25%	1084 16%	619 9%	210 3%	0 0%

**# of Each Grade for 2nd Quarter:**

Date	# of Students with 7 F/I grades	# of Students with 6 F/I grades	# of Students with 5 F/I grades	# of Students with 4 F/I grades	# of Students with 3 F/I grades	# of Students with 2 F/I grades	# of Students with 1 F/I grade	Total Students with F or I Grades
November 9, 2020	0	32	49	47	49	67	158	402
November 16, 2020	0	20	50	48	50	68	146	382
November 23, 2020	1	32	53	70	56	74	179	465
November 30, 2020	1	26	48	49	45	69	147	385
December 7, 2020	1	28	51	49	41	69	143	382
December 14, 2020	2	34	49	45	42	82	132	386
January 4, 2021	2	33	46	56	55	75	132	399
January 11, 2021	2	32	50	58	44	80	113	379
January 19, 2021	2	33	53	45	58	53	130	374
January 25, 2021	2	32	54	48	52	64	125	377

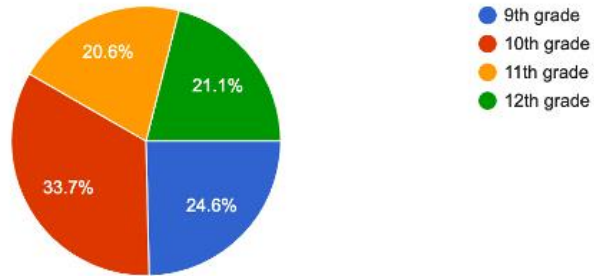
Enrollment Data		Enrollment Data	
Date	# of Students	Date	# of Students
September, 2020	1,210	January, 2021	1,172
September, 2019	1,228	January, 2020	1,215



## Fall Student Distance Learning Survey, 2020

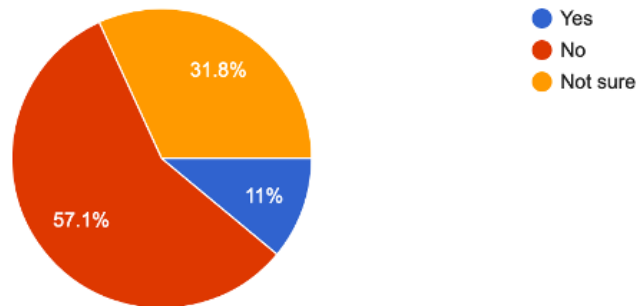
What grade are you in?

475 responses



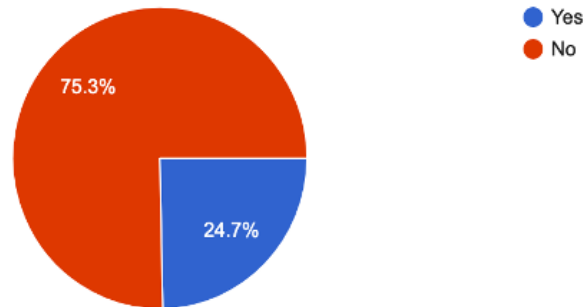
Are you on an Individual Educational Plan (IEP) or a 504 plan?

471 responses



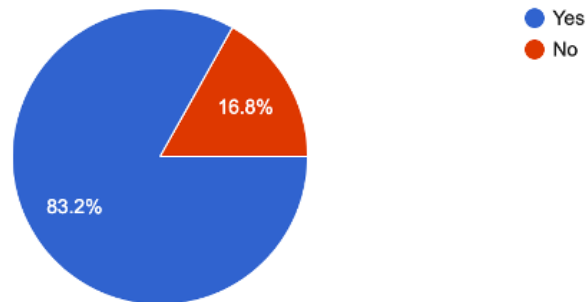
Do you feel the amount of work you are getting during distance learning is about the same as a regular "in person" school setting? For distance learning, you have three Google Meets and roughly 2.5 hours of homework a day. For the "in person" school setting, you have six classes and roughly 2 hours of homework a day.

474 responses



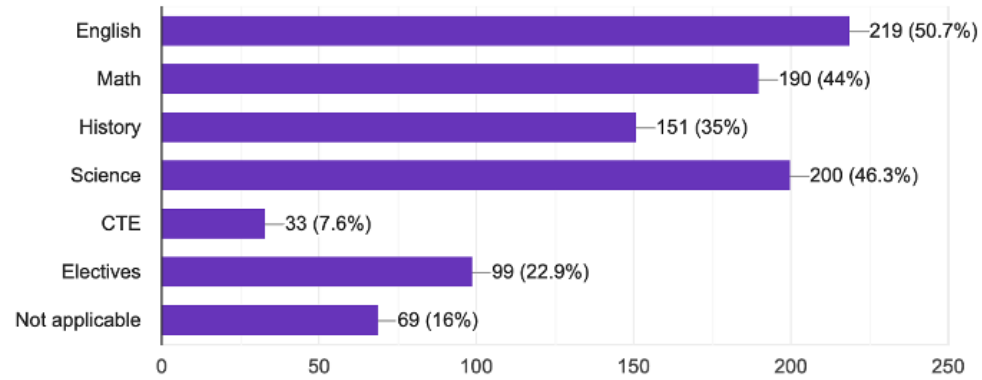
Are you using a system to keep on track with completing your work (examples - calendar, working on assignments every day)?

475 responses



If you feel the workload is more than an "in person" school setting, please select what courses you are getting too much work in.

432 responses



## **Staff feedback survey for families/students regarding distance learning program October, 2020**

### Most critical tasks for you (for students):

- Set a weekly calendar.
- Email teachers with questions.
- Turn on your camera during Google Meets.
- Stay on the Google Meet after class ends to ask questions.

### Feedback:

- Read the weekly overview so you know what teachers are expecting of you. Email teachers if you need extra help. (From Mr. Schmidt)
- Never be afraid to ask a question. There are always solutions to problems. (From Mr. Cunningham)
- Set a schedule for the week and stick to it. (From Ms. Aseltine)
- Overall you guys are really trying hard. I know that this has been a really difficult transition and you guys have far exceeded my expectations. I wish we could see more of your smiling faces. I know it is a lot to ask, but once in a while if you could turn on your cameras so I can see your reactions to my jokes it would be really helpful! We are going to get through this together! (From Mrs. James)
- If a student has a question, send me an email, raise your hand in the Google Meet, attend math office hours on Wednesday, ask the question and let's figure it out together. I can share the information with other students. (From Mr. Huang)
- Students need to be willing to participate in their own learning! This is tough on everyone; on teachers, on students, on parents . . . The only way to get through this is to do it together. Teachers cannot solve all of the problems you are having online, but we are willing to help! I encourage students to try and problem solve. THEN reach out to teachers. It takes a village, and all villagers need to do their part! (From Ms. Amundson)
- Have a daily goal and participate in google meets. Many teachers give participation points in google meets. (From Mrs. Wyman)
- You can do this! Tech is what you make of it, so let's find ways to participate together. Be consistent for your sake, and make a daily or weekly plan for your school work. Ask for help

when you need help. In Distance Learning you can ask for help without everyone being aware that you have asked. There are many things that can be to your advantage with the right attitude. Decide to make this the best experience we can. Look for the positives, and help find ways to adjust the things we do not like. (From Mrs. Jones)

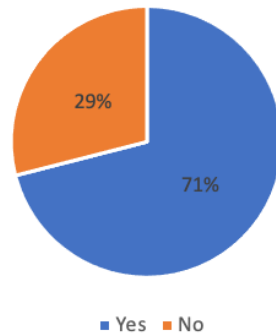
- School staff are here to help, students need to ask the question and/or share their struggles. (From Mrs. Preston)
- Ask for help - we are here to support you! (From Mrs. Kelly)
- We have heard you and we understand your frustration. We know you're trying. We're frustrated too, but in different ways. We are making the adjustments we can in our classes each week. It may take longer to make adjustments on a school or district level. Please be patient and remember we're all doing the best we can; you are, your parents are, your teachers are, school administrators and counselors are, and district administrators are. (From Ms. Benton)
- Don't wait until Wednesday to get your assignments done, they are meant to be completed throughout the week. Participate in the google meets, don't just log on - actually participate! Don't be afraid to ask questions. (From Mr. Swanson)
- Just like with in-school instruction when you followed a set schedule, you need to follow a set schedule during distance learning instruction. (From Mrs. Oman)
- Time management strategies are important to learn and practice. The sooner you figure that out the better. (From Mr. Hawk)

**District Racism survey – Fall, 2020**

**\*Percentages are based on the number of students who responded to the survey, not the total number of Stanwood High School students.**

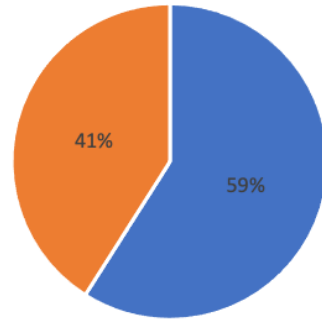
Have you experienced racism, discrimination, or other prejudice at school?

\*118 students responded to this question.



Have you observed racism amongst your peers?

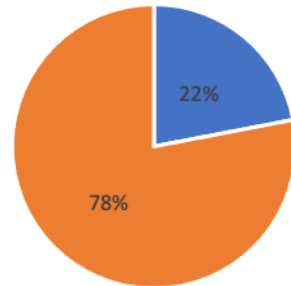
\*114 students responded to this question.



■ Yes ■ No

Have you observed racism amongst adults?

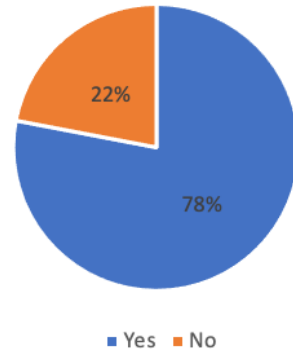
\*115 students responded to this question, not just at school incidents.



■ Yes ■ No

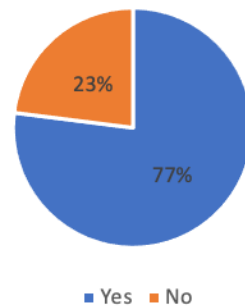
Would you feel comfortable reporting a student-student racist incident to an adult in your school?

\*127 students responded to this question.



Would you feel comfortable reporting an adult-to-student racial incident to an adult in your school?

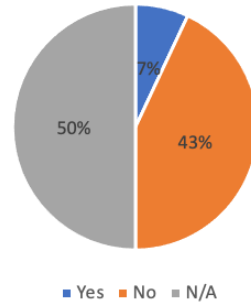
\*127 students responded to this question.





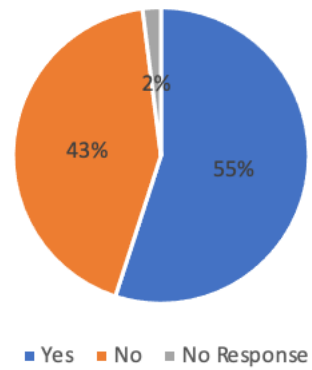
If you experienced/witnessed racism, did any adult intervene?

\*125 students responded to this question, incidents were not just in school incidents.



Do you have an adult at school with whom you can talk to about racial issues?

\*131 students responded to this question.



**Regarding racism or equity, what would you like to see changed in your school?**

\*Stop letting the racist kids off easy. Stop letting the literal neo nazis off so easy.

\*I would like to see the Civil War, Slavery, Discrimination, Jim Crow, Segregation, and current race relations taught properly. Most SHS students don't know what Jim Crow is or what people of color face in modern-day society.

\*I just don't want people to be jerks about my race. I would like to have someone to talk to when feeling pressured.

\*An environment that doesn't pit the students against each other, especially when we have new students. When new students come here from other places they mention the white kids yelling slurs and being racist.

\*We shouldn't be too quick to judge people until we get to know them better because we should all be friends.

\*Honestly, zero tolerance for racist remarks and comments, no matter how small.

\*Teachers need to step in. Over half of experiences that I have had regarding racism or sexism were right in front of teachers or other teachers and they did absolutely nothing. How are kids expected to report this stuff to adults that won't even say a word when it is right in front of their face?

\*Keep blm out of schools it just adds more racism by only saying people of color matter and bad ideology towards some people.

\*I think many of students think some things they say are funny and don't take the words or thing they say to people serious. I think in general students don't always think about what they say.

\*More ease in reporting incidents.

\*More voice for POCs.

\*More acceptance in student body.

\*Kids learning about sex at a young age.

\*Less homophobia, sexism and racism

\*If a student says the N word, or any slur regarding sexuality, gender identity, or ableist comments they should be punished with more than just a write up or detention.

\*I would love to see people stop saying rude stuff to people just because of their race or because some is a part of the LGBTQ+ community.

\*Considering our town is very very white and Norwegian and lots of Trump supporters theres a lot of judgment on race and sexuality and I think the teachers should be less tolerant of it.

\*The support amongst teachers.

\*I'm not sure, I just want everyone to be treated the same regardless of how they look or where they are from.

\*No racism easy as that.

\*I honestly just want everyone to feel like they aren't being judged but I don't know what to do about that.

\*Educational classes for teachers, as well as students, but it's important for teachers to stand up for the people being made fun of. I would like to see teachers care more.

\*More language classes would be a good way to include more races and such.

\*I'd prefer if people didn't get into political stuff during google meets.

\*Just people not making fun of others with different skin color.

\*Stop worrying about racism, if you put more effort into it, the more people will be obligated to do it more. Put more effort into PUNISHING instead of letting these assholes get away with possibly destroying someone's life.

\*Less joking around about something so serious that can and does strongly effect peoples life's.

\*I can't see anything being changed cause kids will say what they want no matter who says not to.

\*I want teachers to be more intolerant to "casual racism". I see kids walking around with confederate memorabilia and using derogatory terms and slurs in front of teachers and they never seem to get more than a slap on the wrist (if anything at all). Being told by your school that they care about equality and representation when you don't feel represented at all feels awful. We need to give voices to minority students more than we do.

\*Representation shouldn't just matter on MLK day, it should matter year round. Other POC exist besides black folk, and it's just as important to talk about the discrimination against those races. I want to see our school being more publicly open to conversations about POC, the LGBTQ+ community, non-Christian religions, and other topics.

\*The people that think racist, sexist, rape jokes are funny.

\*More equality between girl and boys amongst the peers.

\*The vast majority of students at SHS are white, meaning that there isn't enough attention to the various issues that people of color face. I think there should be more education on the struggles that people of color face in the modern world so as to spread awareness.

\*Bringing black history month here and recognition to all of the different races. Instead of Columbus Day change it to indigenous day make students feel comfortable the only thing I hear about is German club ... It baffles me how we never learn about poc history and it's all white washed and sugar coated.

\*Just having diversity be normal (which is not usually in the school's control due to the fact that they don't choose their students). Really, it's just the students themselves who need to take responsibility for their language and behavior as well as parents teaching their kids how to treat others.

\*People actually getting disciplined for being racist, but it's Stanwood so it's basically 60% hicks and racists.

\*I can't think of anything else, but equality between boys and girls.

\*I feel like the school system should make sure that the school is a safe and secure place for all people no matter what you identify as what you believe in, or what your race is, no one should be discriminated for it. At this age range everyone is figuring out who they are and that can be a lot to handle and obviously it's not gonna make the person gonna feel any better about themselves if they are going to school and getting constant comments or jokes about what there going through. Same goes for the sexism I have seen and experienced in the district I've heard the comments "boys will be boys" or "there just flirting with you" like c'mon man I'm just trying to do my things and there over here making uncomfortable comments? Instead of pushing it off as a joke they should be taken accountable for their words and actions! As it being my first year in high school I would love to see more kindness and equality and support being spread throughout the school system, maybe when we're all back in school there could be more pride and equality art spread throughout the school!! I'm sure there would be so many people who would feel way more valid and welcomed if they saw more posters or art like that in a school:) (sorry for such a long thing but I know we could as a district make the schools a more safer and welcoming place for everyone)

\*Be a little more aware of the systemic racism in our school to prevent it from happening instead not doing anything at all.

\*That everyone gets treated the same.

\*Actually, teaching and talking about how racism affected history instead of just the white-washed history we learn now. I have not once learned about things like the trail of tears, or any other historically significant events surrounding racist ideology and actions. I have only ever heard one side of things, the white side, and I would like to learn all sides, not just the colonialist tripe we learn today. We need to know both sides of history, both the "winning" and "losing" sides.

\*People being more respectful.

\*Teach more about other races and cultures, and not just how white people have affected them but their own history and culture.

**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?**

**1st Quarter Data:**

\*F grades doubled compared to a year ago.

\*F grades doubled for special populations compared to a year ago.

**1st Semester Data:**

\*F grades doubled compared to a year ago.

\*F grades increased by 23% for special populations compared to a year ago.

**# of Each Grade for 1st Quarter Data:**

\*All grades went down except C grades.

\*Teachers reduced the number of standards to cover for the 2020-2021 school year due to using a distance learning instructional platform.

\*Distance learning does not work for everyone.

\*Grading scales have been lowered for the distance learning platform.

**# of Each Grade for 1st Semester Data:**

\*Thirteen percent F and I grades for 2020-2021 compared to 3% for 2019-2020.

\*A and B grades went down by 9% compared to 2019-2020.

**SHS Weekly F & I Grades Data:**

\*At the end of the first quarter, some students made improvements.

\*Some teachers did not assign work around the end of the first quarter.

\*Data can be misleading as we had students withdraw from the school and enter the school.

\*The overall number of F and I grades went down by about 75 from the end of the first quarter to the end of the first semester.

**1st Quarter Attendance Data:**

\*The excessive absences are based on being absent from all three periods in one day. In the past, this was for being absent three or more periods in a day (6 period day).

\*Per state attendance guidance, absences are being excused for students that would not happen in a typical year.

**Enrollment Data:**

\*We had 38 students withdraw from September to January for the 2020-2021 school year. That is 25 more students than the year before.

\*Students withdrew to attend state online educational programs and private schools who allowed in-person instruction.

**Student Distance Learning Survey Data:**

\*Approximately 75% of students felt the workload for distance learning was the same as in-person learning.

\*About 83% of students used a system to keep on track to complete their work.

\*Some students reported they received too much work in their core academic courses (English - 50%, Science - 46%, Math - 44%, and History - 35%).

**Staff Feedback Survey Data:**

\*Teachers identified the following tasks as the most critical during distance learning -  
Set a weekly calendar.

Email teachers with questions.

Turn on camera during Google Meet.

Stay on the Google Meet after class ends to ask questions.

**District Student Equity Survey Data:**

\*N/A – This was not a choice on the survey but a number of students left some of the responses blank.

\*Only about 11% (130 out of about 1,200 students) of our students took the student equity survey.

\*Of the students who took the survey, about 70% reported they have experienced racism at school.

\*Of the students who took the survey, about 60% reported they have observed racism amongst their peers.

\*Of the students who took the survey, about 75% reported they have not observed racism among adults. This question did not specify incidents at school.

\*Of the students who took the survey, approximately 78% said they would feel comfortable reporting a student-student racist incident to an adult at school.



- \*Of the students who took the survey, approximately 77% said they would feel comfortable reporting an adult-to-student racial incident to an adult at school.
- \*Of the students who took the survey, approximately 43% said they experienced or witnessed racism and no adult intervened. A number of students commented there was no adult around to tell and that some issues took place outside of the classroom setting.
- \*Of the students who took the survey, approximately 55% said they have an adult at school they can talk to about racial issues.
- \*A couple students commented that they felt the survey was only given to students of color.
- \*One quote that stood out – “Teachers need to step in. Over half of experiences that I have had regarding racism or sexism were right in front of teachers or other teachers and they did absolutely nothing. How are kids expected to report this stuff to adults that won’t even say a word when it is right in front of their face?”
- \*Another student comment was “no racism”.

**Overall comments:**

- \*Student learning has been adversely impacted by the Covid pandemic.
- \*Online instruction has not met the learning requirements for every student.
- \*Teachers only see students 40% of the time compared to a typical school year.
- \*Teachers cut out some standards to make their program more efficient with instruction.
- \*Teachers do not have as much time to provide practice time and simulations for students to gain a more in depth knowledge of subject matter.
- \*Teachers have been forced to be more procedural which has made it hard to keep student interest in the subject matter.
- \*Distance learning has impacted student mental health as they have been isolated from their peers and adults.
- \*Students need to reach out to teachers through email, at the end of Google Meets, or on Wednesdays during office hours.
- \*Low number of students took the racism/equity district survey.
- \*A high number of students said they felt comfortable reporting a racist incident to an adult (out of the students who took the survey).
- \*Awareness is key – a number of people commented how people took what was said as jokes (referring to racism and equity).
- \*Important to have definitions of key words – some people might have a different idea or

definition of what a word means - like implicit bias, racism, inequality, and equity.

\*Wondering - At what age should exposure to racism conversations happen.

\*Example of what one teacher does - For the 9<sup>th</sup> grade English class, the teacher educates students on the use of the n word, where it got started and how they won't be saying the word in class. The teacher shows students how to quote someone without using the word.

\*We need professionals to train staff and students about racism and equity.

\*Establish equity protocols.

\*Zero tolerance when it comes to racism.

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

**Goals:**

*To develop and carry out activities to support struggling students for the remainder of the 2020-2021 school year.*

**Action Plan**

<b>Action</b>	<b>Tim eline</b>	<b>Leads</b>	<b>Resources</b>
After school credit retrieval for second semester (students who failed a class first semester or failed classes in previous years, priority will be with seniors first)	Second semester, 2020-2021	Stanwood High School Administrators, Teachers, and Counselors	District budget
Add second semester study skills class (open to grades 9-12)	January, 2021	Stanwood High School Administrators, Counselors, and Graduation Intervention Specialist	District Full-time Equivalency (FTE)
"Incomplete" session over spring break for students who received an incomplete from first semester	April, 2021	Stanwood High School Administrators, Counselors, and Teachers	District budget
Modified grading scale for general education students and students on an Individual Educational Plan (IEP)	On-going, 2020-2021	Stanwood High School Administrators, Counselors, and Teachers	District level time to adjust grading scales

Increase number of students (who qualify under special populations) to come in for additional support (Resource students, McKinney-Vento, English Language (EL), and No-Internet)	January - June, 2021	Stanwood High School Administrators, Counselors, and IEP Case Managers	Scheduling and transportation arrangements
Move failing students to other classes after first semester if room in other classes (example - student failing math will probably fail second semester as well)	January - February , 2021	Stanwood High School Administrators, Teachers, and Counselors	Scheduling a communication with families and teachers
Students with F or I grades will start back at the school for in-person support when the middle school students start back	February 22, 2021	Stanwood High School Administrators and Staff, District Administrators, Snohomish County Health Department	Scheduling and transportation arrangements, covid regulations training for staff, transition plans for each floor (before school, passing time), identify students who will qualify to come in to the school
Summer school	May - August, 2021	Stanwood High School and Lincoln Hill High School Administrators, District Administrators, secondary registrars and counselors	District budget, classrooms, software license, teachers, chrome books, letters
Collaborate with EL Family Liaison to communicate with EL families	On-going, 2020-2021	Stanwood High School Administrators, Teachers, Counselors, Staff and Mariela Hernandez (EL Family Liaison)	District budget for EL Family Liaison position

World Language Proficiency testing for students to gain additional credit	March 20, 2021	Stanwood High School Counselors and Teachers	Building budget to pay for testing and proctor time
“Incomplete” session during July for students who receive an incomplete grade from second semester	July, 2021	Stanwood High School Administrators, Counselors, and Teachers	District budget
Track F and I 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, 2020-2021 (quarterly)	Stanwood High School Administrators and Secretaries	F and I grade data, conference schedule, auto dialer
Track F and I data on a weekly basis (send list to student support team, para educators reached out to all failing students and families by phone and email) - <i>Sub Goal:</i> Focus on students who are failing one class and try to get them up to passing	On-going, 2020-2021	Stanwood High School Administrators	F and I grade data, review at weekly meetings
Hold family meetings with students who are struggling (academically, behaviorally, and mentally) (have all teachers at one meeting)	On-going, 2020-2021	Stanwood High School Teachers, Counselors, and Administrators	Set up meetings
Alert counselors to the needs of students	On-going, 2020-2021	Stanwood High School Teachers and Administrators	Stanwood High School Counselors, Michele Kunzman (McKinney Vento advocate), Azra Grudic (Student Support Advocate)

Google Classroom - encourage students to not just click “turned in”, remind families to talk with students about that	January - June, 2021	Stanwood High School Administrators, Teachers, and Counselors	Weekly Smore reminder
Offer opportunities for parents and guardians to learn how they can help their child with learning at home (Family Access, Google Classroom and Google Classroom App), reminder about required graduation requirements and to look at Skyward for  grade and missing work (not Google Classroom)	On-going, 2020-2021	Stanwood High School Administrators and Staff who use Family Access, Google Classroom and the App	Videos on how to use applications, Weekly Smore Newsletters for parents, guardians and students
Send out weekly alerts through Skyward when students have missing work or failing grades	On-going, 2020-2021	Jody Nardis (Stanwood High School Registrar)	Set up at beginning of school year
Communication with parents/guardians – send messages to family one and two	On-going, 2020-2021	Stanwood High School Administrators	Auto dialer system
Provide interpreters for family conferences	On-going, 2020-2021	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 2020-2021	Stanwood High School Administrators, Secretaries, and Counselors	District budget

**Goal:**

*Increase the awareness in our school student and adult populations, of the inequities and lack of opportunities faced by others in the areas of race, sex, religion, gender orientation, and disabilities.*

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Student equity survey	Fall, 2020	District Administrators	Survey
Professional Development training for staff (by professionals)	February 24, 2021	Stanwood High School Administrators and Leadership Team	Building budget, District budget, grant funds
Staff complete an implicit bias survey and reflect on own biases	February - June, 2021	Stanwood High School Administrators and Leadership Team	Free survey
Staff look at their own programs and identify how to promote equity (curriculum being taught and in what way)	February - June, 2021	Stanwood High School Administrators, Leadership Team, and Teachers	Time to complete review
Zero tolerance (no joking and also don't allow students to put themselves down)	January - June, 2021	Stanwood High School Administrators, Counselors, Leadership Team, Teachers and Staff	Flyers, training for staff and students about what "zero tolerance" means
Establish equity protocols that all staff will follow so we are consistent and hold students (and staff) accountable	January - June, 2021 and 2021-2022 school year	Stanwood High School Administrators, Counselors, Leadership Team, Teachers, Staff, and Students	Input from staff and students, review sample protocols, committee to set

			equity protocols, post protocols
Martin Luther King, Jr. Assembly for students	January 20, 2021	Stanwood High School Administrators and Teachers	Show presentation to students from AWSL
February Black History Month activities (based on what teacher are covering curriculum wise in their lessons during the month of February)	February, 2021	Stanwood High school Administrators, Teachers, and Staff	Free resources through Teaching Tolerance and AWSL

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