

**STANWOOD-CAMANO SCHOOL DISTRICT**

**Twin City Elementary**

**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>383</b>		Two or More Races	<b>33</b>	<b>8.62%</b>
American Indian/Alaskan Native	<b>6</b>	<b>1.57%</b>	English Language Learners	<b>36</b>	<b>9.40%</b>
Asian	<b>8</b>	<b>2.09%</b>	Homeless/McKinney Vento	<b>10</b>	<b>2.61%</b>
Black/African American	<b>8</b>	<b>2.09%</b>	Low Income	<b>151</b>	<b>39.43%</b>
Hispanic/Latino	<b>69</b>	<b>18.02%</b>	Section 504	<b>19</b>	<b>4.96%</b>
Native Hawaiian/Other Pacific Islander	<b>2</b>	<b>0.52%</b>	Students with Disabilities	<b>65</b>	<b>16.97%</b>
White	<b>257</b>	<b>67.10%</b>	Student Mobility	<b>5</b>	<b>1.31%</b>

### Leadership Team Members

Name	Position	Name	Position
Jennifer Allen	Principal	Stefanie Anderson	Teacher
Tiffany Erickson	Teacher	Kate Flickner	Teacher
Erin Nguyen	Instructional Support	Laura Laures	Librarian
Katie Pickrell	Title/LAP Coordinator	JoAnna Schwarze	Counselor
Joyce Zeigen	English Learners Teacher		

### 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.

**Mission Statement:**

Our mission at Twin City Elementary is to create a community of children, staff, and families 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 positive characteristics and supporting social/emotional wellness; and facilitating effective communication and collaborative problem solving among students, staff, and families.

**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; to encourage our families and community to become active participants in education; and to structure our academic environment to consistently meet and exceed the highest educational standards.

**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:**

Current school improvement plans were published in early 2020 just as the Covid 19 pandemic was coming to light. To that end, there were only a few of the tasks / goals that were completed. That includes the following:

1. Our goal for attendance was met prior to March 2020. Once school closures occurred, attendance was more difficult to accurately track as lack of technology, connectivity, and participation on Google Meets resulted in inconsistent data.
2. The other goals in the Twin City Elementary School Improvement Plan for 2019-2020 could not be accurately measured due to a lack of standardized assessment data in spring of 2020. Students did not complete spring benchmark measures for Measures of Academic Progress (MAP), AIMSweb, or Smarter Balanced Assessment (SBA). During school closure, staff continued to prioritize providing instructional and intervention materials for our students furthest from educational justice, including our Low Income, English Language and Special Education populations.

Given the health, safety, and system instructional restructuring that was required to adapt to the distance, hybrid, and specialized small group learning models, the remainder of those goals will continue to be reviewed and revised for the next school year.

**Washington School Improvement Framework (WSIF)**

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

**Current School Data:**

The following data sources are the only system wide data points that are currently available:

Kindergarten - AIMSweb K-2: Letter Naming Fluency, Letter Sound Fluency and Nonsense Word Fluency (beginning January 2021)

First Grade - AIMSweb K-2: Letter Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency

2nd Grade - AIMSweb K-2: Oral Reading Fluency

**NOTES:**

Measures of Academic Progress (MAP) assessments in grades K-5 are beginning to be administered in January 2021 at the same time the School Improvement Planning process is taking place. Schools will have data available for review by March 2021.

Social Emotional Learning Survey data is being gathered online in grades 3-5 and in person for grades K-2 beginning in January 2021. Schools will have data available for review by March 2021.

### Kindergarten Test of Early Literacy (TEL)

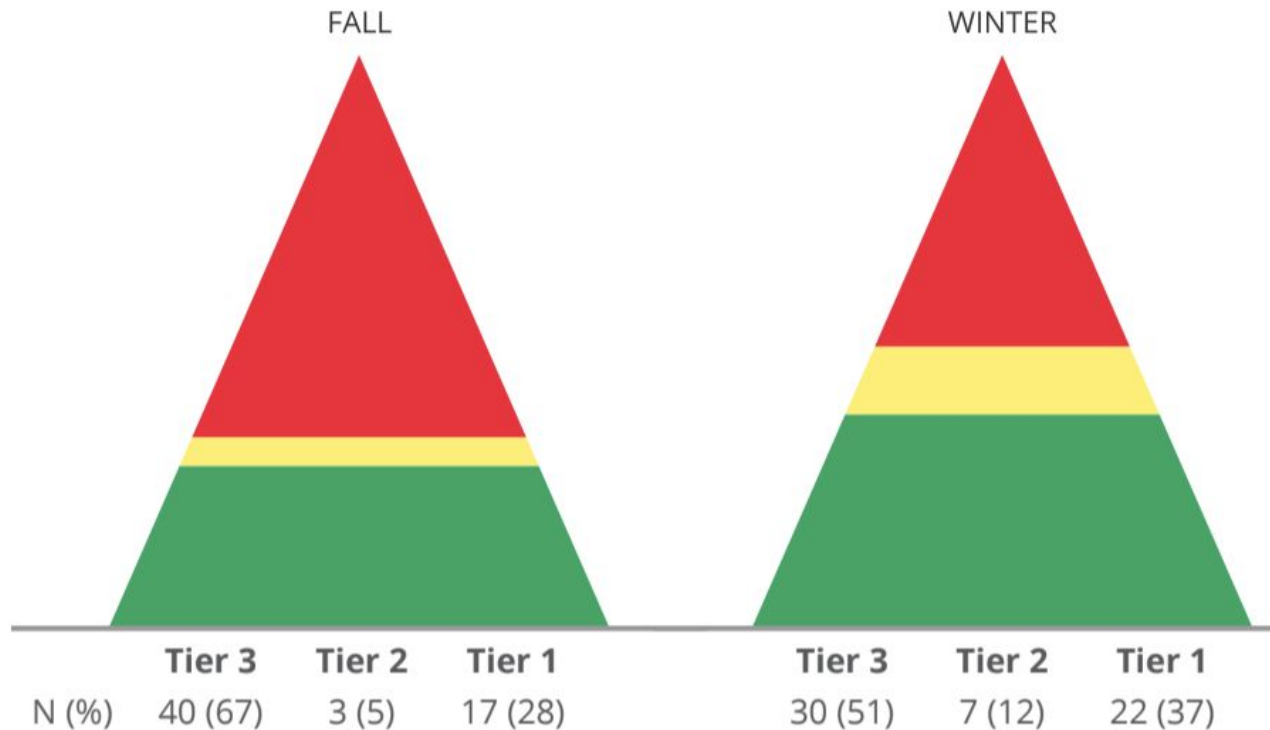
The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. Tier 3 is indicated in red and includes students who are below standard. Tier 2 is yellow and includes students who are approaching standard. Tier 1 is green and includes students who are meeting the benchmark standard.

**Tier 3:** In Fall, 40 students (67%) were below average as compared to 30 students (51%) in Winter benchmark.

**Tier 2:** In Fall, 3 students (5%) were approaching standard as compared to 7 students (12%) in Winter.

**Tier 1:** In Fall, 17 students (28%) were meeting standard as compared to 22 students (37%) in Winter.

#### Tier Transition Summary



### First Grade Test of Early Literacy (TEL)

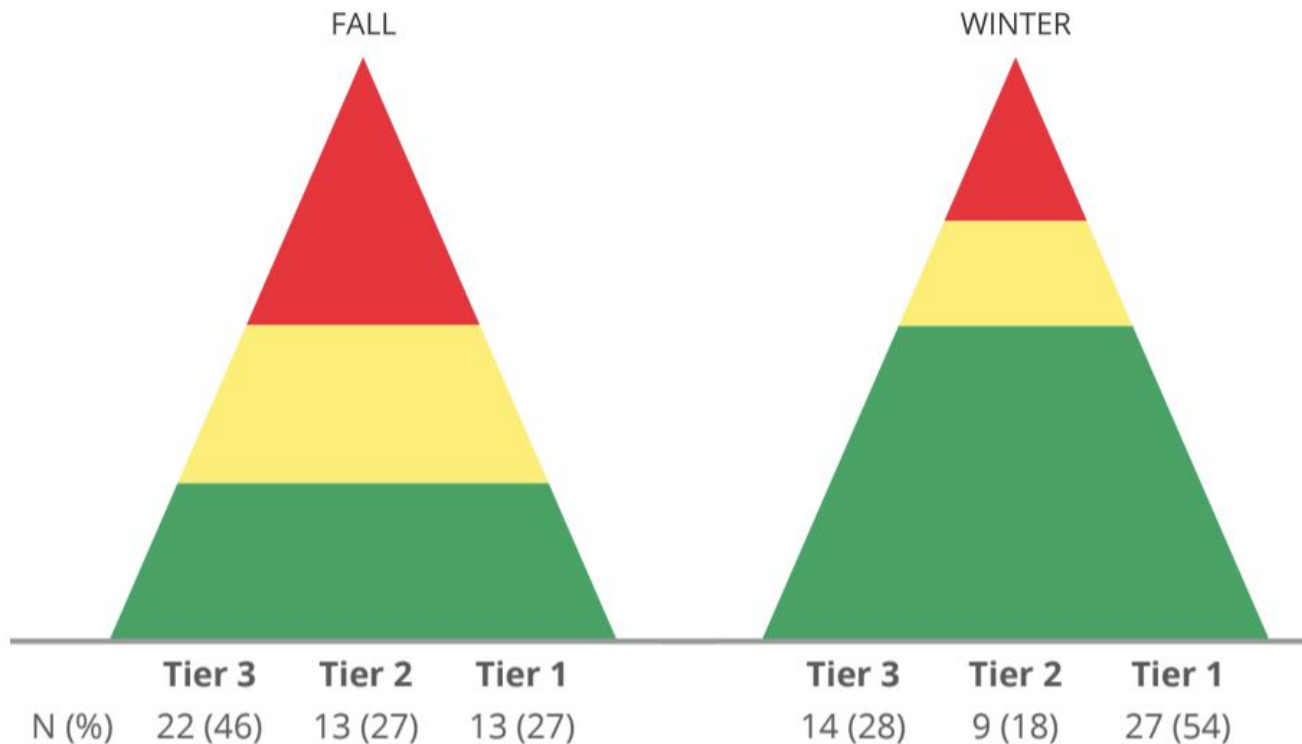
The Test of Early Literacy (TEL) is a timed test consisting of Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Words Fluency. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. Tier 3 is indicated in red and includes students who are below standard. Tier 2 is yellow and includes students who are approaching standard. Tier 1 is green and includes students who are meeting the benchmark standard.

**Tier 3:** In Fall, 22 students (46%) were below average as compared to 14 students (28%) in Winter benchmark.

**Tier 2:** In Fall, 13 students (27%) were approaching standard as compared to 9 students (18%) in Winter.

**Tier 1:** In Fall, 13 students (27%) were meeting standard as compared to 27 students (54%) in Winter.

#### Tier Transition Summary





## Second Grade Oral Reading Fluency (ORF)

The Oral Reading Fluency (ORF) measures accuracy and fluency with text. Students complete three one-minute timed assessments measuring correct number of words per minute. Students complete these measures three times per year (Fall, Winter, Spring) using AIMSweb benchmark assessments. The colors indicate well below average, below average, average, above average and well above average.

**Well Below Average:** In Fall, 18 students (19%) were well below average compared to 16 students (17%) in Winter.

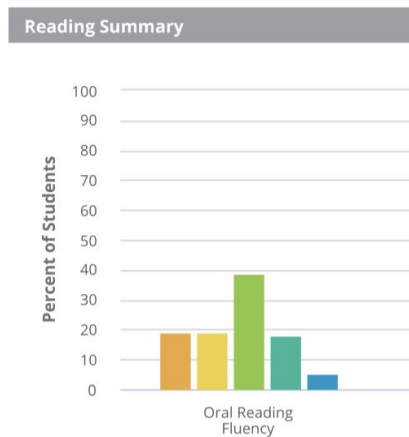
**Below Average:** In Fall, 18 students (19%) were below average compared to 18 students (18%) in Winter.

**Average:** In Fall, 37 students (39%) were average compared to 43 students (44%) in Winter.

**Above Average:** In Fall, 17 students (18%) were above average compared to 12 students (12%) in Winter.

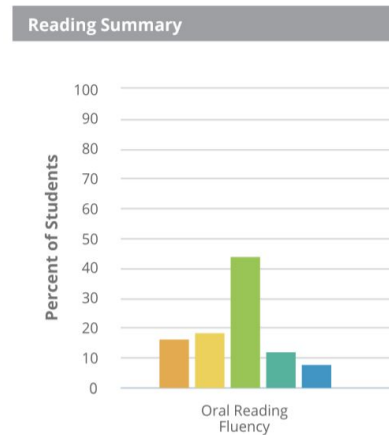
**Well Above Average:** In Fall, 5 students were well above average (5%) compared to 8 students (8%) in Winter benchmark.

Fall 2020 Oral Reading Fluency (ORF)



Level	Oral Reading Fluency	
	# of Students	% of Students
Well Below Average	18	18.9%
Below Average	18	18.9%
Average	37	38.9%
Above Average	17	17.9%
Well Above Average	5	5.3%
School Median Percentile	42	

Winter 2021 Oral Reading Fluency (ORF)



Level	Oral Reading Fluency	
	# of Students	% of Students
Well Below Average	16	16.5%
Below Average	18	18.6%
Average	43	44.3%
Above Average	12	12.4%
Well Above Average	8	8.2%
School Median Percentile	47	

**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?**

We find that there is learning loss by all students based on anecdotal teacher evidence, inconsistent attendance, technology skills, and varied family dynamics impacting social emotional learning by students. Norm referenced tests in Mathematics and English/Language Arts (ELA) will provide better evidence of current academic levels and will guide our future planning for instruction and interventions.

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

**Goal:**

In order to be in our best possible position to begin addressing the learning loss of students, it will be necessary for the elementary schools to acquire norm referenced progress data on each student.

**Action Plan:**

Action	Timeline	Leads	Resources
K-5 MAP Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Assessment Coordinator Principal Building Leadership Team	District Budget
K-5 AIMSweb Assessment	February 2021 (Winter) May 2021 (Spring) September 2021 (Fall)	Reading Facilitator Principal Building Leadership Team	District Budget
Grade level data meetings using the PLC model to review student data and engage in a cycle of inquiry	Ongoing	Principal Teachers	PDW Sub Release Time Student Support Teams

**Goal:**

Building grade levels will develop and implement Social Emotional Learning using the Character Strong PurposeFull People curriculum on a regular basis with an even stronger emphasis as students return in person to classroom school.

**Action Plan:**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Use Character Strong materials for student lessons	Ongoing	Counselor Classroom Teachers Principal	Character Strong Website District Google Classroom
Create lessons to encourage a positive growth mindset	Ongoing	Classroom Teachers Principal	Character Strong Website Growth Mindset Folder
Develop family partnership plan for supporting emotional needs of families	Ongoing	Principal Counselor Student Support Advocate	Smore Newsletters Counselors Student Support Advocate Family Support Meetings

**Goal:**

Ensure that staff continue to use the District's Core Four technology platforms, including SeeSaw, Google Classroom, Screencastify and Google Meets. Students should remain fluent in technology and virtual tools so that transitions between hybrid and distance learning is seamless.

**Action Plan:**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Professional Learning for all staff on Core Four technology platforms	Ongoing	Technology TOSA Technology Specialist	PDW District Technology Website Training Videos
Support and training for students on technology and virtual tools	Ongoing	Technology TOSA Technology Specialist	Training Videos Technology Specialist

**Goals:**

Staff will have a greater personal and professional awareness of how equity can be enhanced and assured for each student.

**Action Plan:**

Action	Timeline	Leads	Resources
Staff will engage in reflecting on beliefs, understandings and their own role in promoting social and racial equity	Spring 2021	Principal Staff	PDW Grade Level Meetings Classified Meetings
Character Strong Equity Trainings by Erin Jones	Spring 2021	Principal Staff	District Budget PDW
Mirrors, Windows and Sliding Glass Doors* Protocol for classroom library review	Spring 2021	Principal Classroom Teachers Librarian Title/LAP Coordinator	ESD Literacy Coach

**\*Note**

[Mirror, Windows, and Sliding Glass Doors](#) protocol was created by Rudine Sims Bishop, Professor Emerita Ohio State University in 1990. Dr. Bishop makes the point that it's crucial for children from marginalized groups to find themselves reflected in books; for books to provide an opening onto worlds beyond their own experience (worlds real or imagined) – because children need to see children that look different in the books they read; and for reading to provide a conduit for children to journey into the world and experience all it has to offer.

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