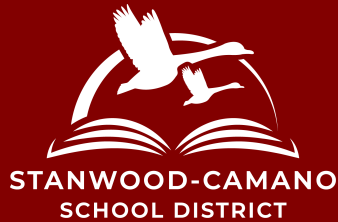
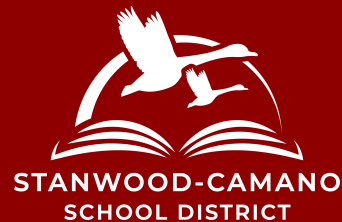




Board Report: Policies 2004 and 2005





OUR PROMISE

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



Board Policies 2004 and 2005

BP 2004: Accountability Goals

1. The district's performance improvement goals
2. Student performance relative to the goals
3. District and building plans to achieve goals

BP 2005: School Improvement Plans

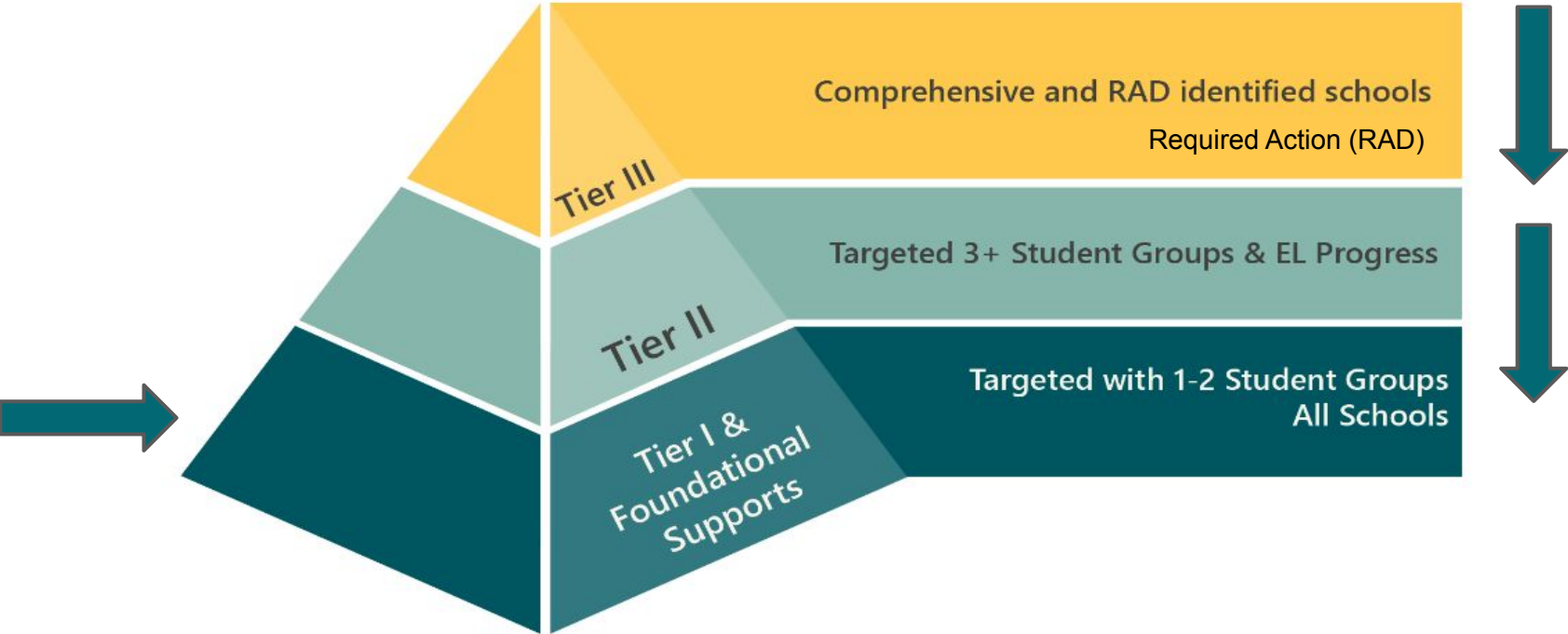
- a. All schools must have improvement plans that meet state requirements

~Essentially, number 3 of policy 2004~

Empowered to Learn!

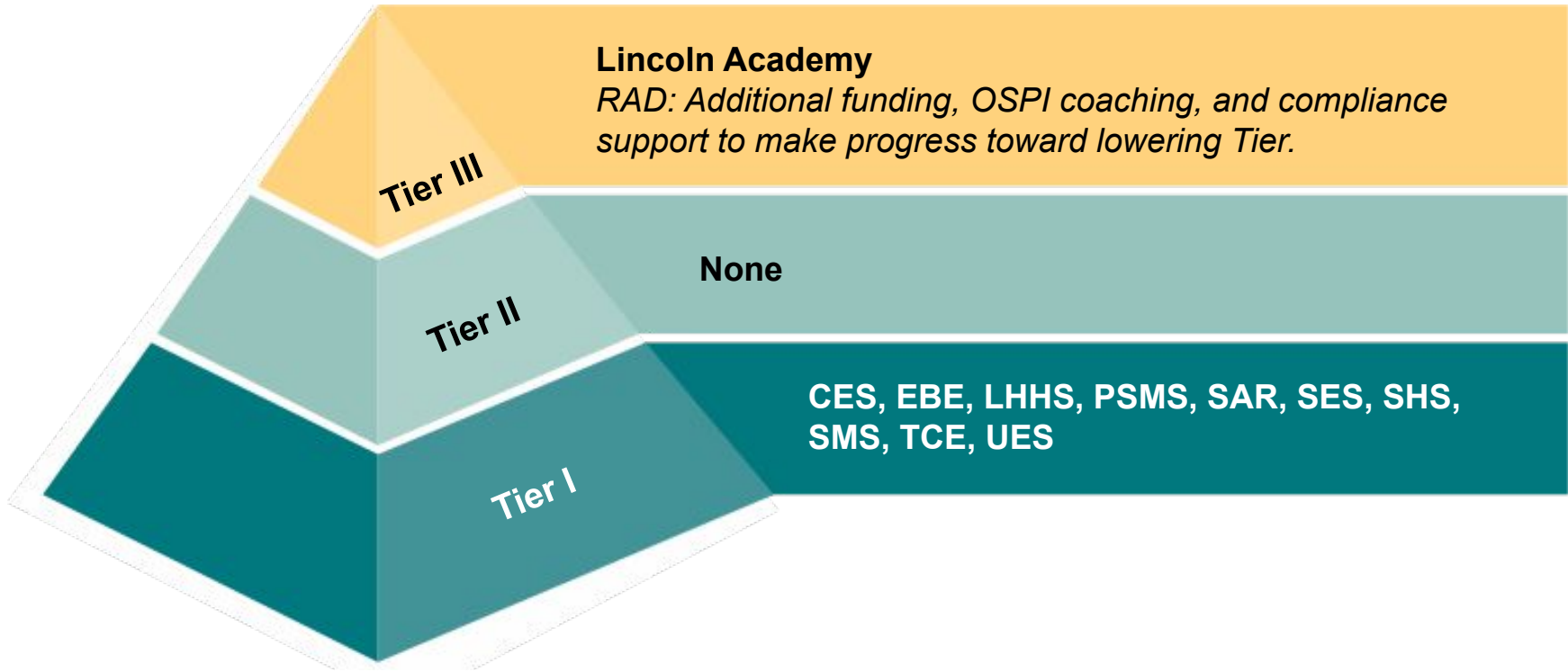
Board Policy 2004: District Performance

The district's performance improvement goals, set by the state (OSPI)



Empowered to Learn!

Board Policy 2004: District Performance



Empowered to Learn!

Board Policy 2004: School Performance

	3rd ELA	3rd Math	4th ELA	4th Math	5th ELA	5th Math
State % Meeting Standard	47%	50%	49%	48%	53%	41%
SCSD % Meeting Standard	38%	42%	51%	50%	55%	40%*

**Meeting standard +/- 5%*

Empowered to Learn!

Board Policy 2004: School Performance

	6th ELA	6th Math	7th ELA	7th Math	8th ELA	8th Math	8th Science
State % Meeting Standard	47%	37%	51%	37%	50%	33%	43%
SCSD % Meeting Standard	48%	35%	59%	39%	52%	29%*	43%

**Meeting standard +/- 5%*

Empowered to Learn!

Board Policy 2004: School Performance

	10th ELA	10th Math	11th Science
State % Meeting Standard	60%	27%	50%
SCSD % Meeting Standard	62%	24%*	56%

* Meeting standard +/- 5%

Empowered to Learn!

Board Policy 2004: District Plans to Achieve Goals

Portrait of a Stanwood-Camano Graduate

1. College, Career, Life-Ready Graduate

- A. Demonstrates a strong academic foundation for future success.
- B. Exhibits essential skills for career & college options.
- C. Embodies a goal-oriented attitude to achieve a planned outcome.

2. Resilient Scholar

- A. Faces challenges using flexible, creative problem-solving skills.
- B. Connects, collaborates, and invites feedback from others.
- C. Embraces and pursues a wide range of learning opportunities.

3. Effective, Collaborative Communicator

- A. Embraces communication that values multiple perspectives, and advocates for others.
- B. Listens to learn, is adaptable, and responds thoughtfully.
- C. Chooses appropriate communication strategies for each situation.

4. Intellectual Innovator

- A. Thinks deeply and creatively as a curious learner.
- B. Solves problems using a range of resources.
- C. Seeks opportunities for betterment beyond self.

5. Solution-Seeker

- A. Seeks diverse perspectives and contributions.
- B. Analyzes and evaluates situations, problems, and information sources.
- C. Practices resourcefulness, considering multiple viewpoints or solutions.

6. Responsible, Community-minded Citizen

- A. Commits to healthy, positive, and respectful behaviors.
- B. Demonstrates empathy, compassion, and cultural understanding.
- C. Engages in the local and global community.

Board Policy 2004 and 2005: Building Plans to Achieve Goals

A school improvement plan (SIP) outlines a 3-year trajectory for each school

- Where do you want students to be three years from now?
- Where do you need staff to be three years from now to accomplish student goals?
- What new learning will be needed by adults?
- How will you monitor progress toward your three-year trajectory?

An annual action plan (AAP) is a year-by-year plan to meet 3-year goals of improvement

- The AAP asks you the same questions as the SIP, but from a one-year view.

Empowered to Learn!

Board Policy 2004 and 2005: Building Plans to Achieve Goals

Elementary ELA <i>Students will...</i>	Elementary Math <i>Students will...</i>	Middle School Math <i>Students will...</i>	High School Math <i>Students will...</i>
<p>K-2 Students will apply their knowledge of sounds to decode and encode</p> <p>3-5 Students will use their learning of morphology to decode multisyllabic words and comprehension of text</p>	<p>Engage in small group instruction so that they have the readiness skills to engage in core math instruction</p> <p>Reflect on their proficiency (standard, skill, etc.) by analyzing their progress using a graph or rubric</p>	<p>Discuss and communicate reasoning and justification with others to gain deeper understanding</p> <p>Justify their solution and their approach and make connections to various solution methods</p>	<p>Demonstrate using number sense and multi-step processes to solve problems across real-life applications in other disciplines</p>

Empowered to Learn!

Board Policy 2004 and 2005: Building Plans to Achieve Goals

Elementary ELA Teachers will...	Elementary Math Teachers will...	Middle School Math Teachers will...	High School Math Teachers will...
<p>K-2 teachers will utilize a sounds-first approach so that students will understand how sounds and letters fit together</p> <p>3-5 teachers will provide morphology instruction so that students will increase their language comprehension</p>	<p>Gather data to inform small group instruction so that students can be grouped according to need</p> <p>Deliver targeted academic interventions in math based on student data with flexible groups</p>	<p>Require students to provide evidence to explain their thinking in academic language beyond computational skills</p> <p>Explicitly plan for students to give feedback and ask questions about others' solutions</p>	<p>Create a culture where productive struggle is encouraged and embraced</p> <p>Provide explicit instruction on core math standards on problem-solving processes and number sense; creating access for more complex math</p>

Empowered to Learn!

School Presentations to the Board

Date	School	Date	School
September 19	Stanwood Middle School	February 20	Twin City Elementary School
November 21	Port Susan Middle School	March 5	Church Creek Campus
January 16	Stanwood High School	March 19	Cedarhome Elementary School
February 6	Stanwood Elementary School	April 16	Elger Bay Elementary School
May 21 Utsalady Elementary School			

Empowered to Learn!

Questions?

Empowered to Learn!