



STANWOOD - CAMANO SCHOOL DISTRICT

Strategic Plan Overview

Stanwood, Washington
August 2022



Outline

Setting the Stage	3
Embracing Diverse Voices & Perspectives	7
Strategic Planning Framework	18
The Plan	21
Student Learning	22
Instructional Effectiveness	27
Empowering Infrastructure	34



Setting the Stage

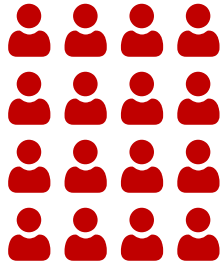


Profile of Our Students

Out of every **20** students...

16

White
[79.0%]



2

LatinX
[11.1%]



1

Two or More Races
[6.7%]



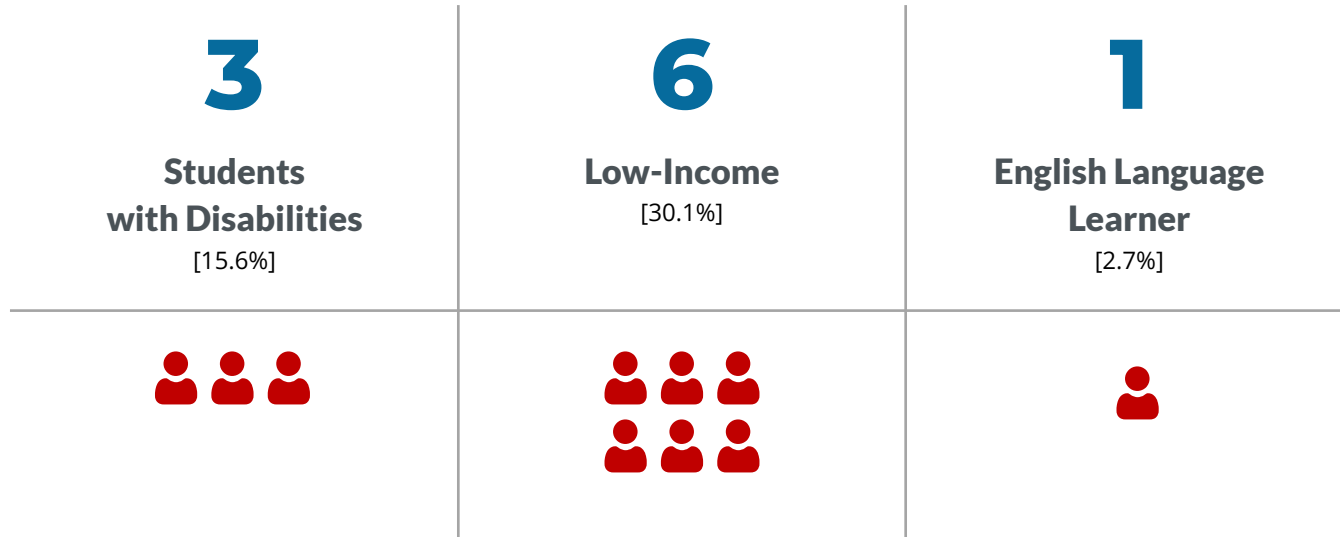
1

Other Races & Ethnicities
[3.2%]



Profile of Our Students

Out of every **20** students...



The Charge

Develop the **strategic alignment plan**, in a way that:



1. Clarifies the **goals and measures** of student achievement;



2. Outlines the **roadmap** for accomplishing the goals;



3. Embraces the **diverse voices** of all partners;



4. Mobilizes **leadership** for courageous action at all levels.

Embracing Diverse Voices & Perspectives

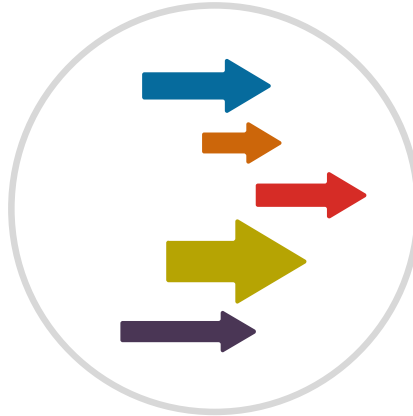


The Power of Alignment

Misalignment



Alignment



A primary aim of
planning
is unity of purpose, or
alignment

Alignment: getting people, process, program and structure on the same page, going in the same direction.

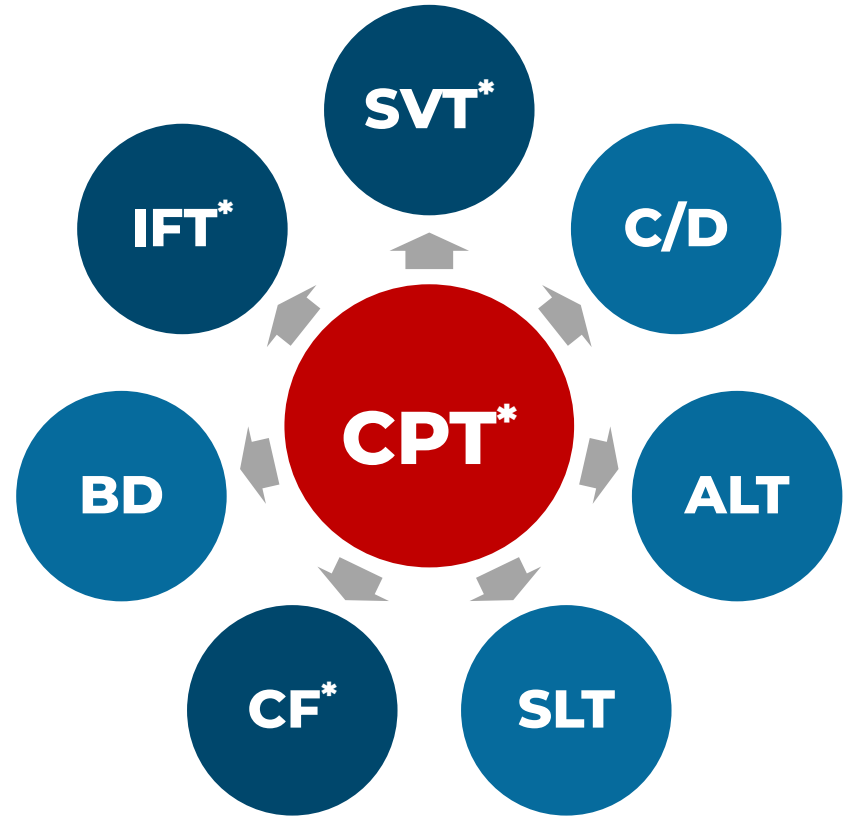
Embracing Diverse Voices & Perspectives

Meaningful engagement
strengthens understanding,
appreciation and commitment.



“Reality Check” Teams & Listening Sessions

Abbr.	Meaning
SVT	Student Voice Team
CPT	Core Planning Team
IFT	Instructional Focus Team
C/D	Campus/Department Team
ALT	Alignment Team
BD	Board Review Team
CF	Community Forums
SLT	Superintendent’s Leadership Team



** Required*

Strategic Planning Calendar

Date	Team	
5-Oct-21	BOARD INFORMATION SESSION	BD
1-Dec-21	STUDENT VOICE TEAM-ELEMENTARY	SV
2-Dec-21	STUDENT VOICE TEAM-HIGH SCHOOL	SV
2-Dec-21	STUDENT VOICE TEAM-MIDDLE SCHOOL	SV
6-Dec-21	BOARD RETREAT	BD
6-Dec-21	SUPERINTENDENT LEADERSHIP TEAM	SLT
9-Dec-21	PRINCIPALS/ASSISTANT PRINCIPALS	SLT
7-Dec-21	BOARD RETREAT	BD
13-Dec-21	CORE PLANNING TEAM	CP
14-Dec-21	CORE PLANNING TEAM	CP
10-Jan-22	SUPERINTENDENT LEADERSHIP TEAM	SLT
11-Jan-22	CORE PLANNING TEAM	CP
13-Jan-22	INSTRUCTIONAL FOCUS TEAM	IF
20-Jan-22	ALIGNMENT TEAM	AL
1-Feb-22	BOARD REVIEW	BD
7-Feb-22	SUPERINTENDENT LEADERSHIP TEAM	SLT

Date	Team	
8-Feb-22	COMMUNITY FORUM: ELEMENTARY	CF
10-Feb-22	COMMUNITY FORUM: SECONDARY	CF
10-Feb-22	INSTRUCTIONAL FOCUS TEAM	IF
22-Feb-22	ALIGNMENT TEAM	AL
24-Feb-22	CORE PLANNING TEAM	CP
28-Feb-22	INSTRUCTIONAL FOCUS TEAM	IF
10-Mar-22	ALIGNMENT TEAM	AL
15-Mar-22	BOARD REVIEW	BD
22-Mar-22	PRINCIPALS/ASSISTANT PRINCIPALS	SLT
11-Apr-22	SUPERINTENDENT LEADERSHIP TEAM	SLT
14-Apr-22	INSTRUCTIONAL FOCUS TEAM	IF
18-Apr-22	CORE PLANNING TEAM	CP

Core Planning Team

Deborah Rumbaugh, Lead	Superintendent
Natalie Hagglund	Board President
Ken Christoferson	Board Member
Ryan Ovenell	Exec. Director HR Certificated, Assessment & Technology
Maurene Stanton	Exec. Director HR Classified
Staci Lauinger	Principal - Stanwood Elementary
Carolyn Coombs	Assistant Principal - Stanwood High
Nyda Goldstein	Stanwood-Camano Education Association President
Wendy Roope	Office Manager - PSMS
Judith Brown	Support Center - SES
Steve Lidgard	Exec. Director Business Services
Robert Hascall	Exec. Director Special Services

Dan Johnston	Exec. Dir. Teaching & Learning
Tricia Drinnon	Teacher - EBE
Michelle James	Teacher - EBE
Audrie Harrington	Teacher - PSMS
Jennifer McFall	Teacher - SHS
Triston Hanson	Teacher - SHS
Megan Amundson	Teacher - SHS
Claudia Holum	Teacher - SHS
Deborah Saylor	Transportation Dispatch/Trainer
Don Vennetti	Director of Food Services
Kevin Cruse	Maintenance Manager
Craig Degginger	Director of Communication

Core Planning Team (Continued)

Kirsti Daniels	Receptionist
Carrie Miller	Technology Specialist
James McCafferty	Community Member/Parent
Kyle White	Network Lead
Laura Laures	Librarian - TCE
Monica McDaniel	Lead Teacher - Saratoga
Megan Ovenell	Teacher - SES
Steve Hendrickson	Community Member/Parent
Stephanie Calkins	Community Member/Parent
Bev Pronishan	Stanwood-Camano Area Foundation
Janet St. Clair	Island County Commissioner Div. ?
Dave Austin	Teacher - PSMS
Kris Wayland	Dean of Students - CES
Samanda McDonald	Health Services - Nurse

Mary Sue Walker	Teacher - Elementary
Angelique Leone	Stanwood-Camano Area Foundation



Alignment Team

Maurene Stanton, Lead	Exec. Director HR Classified
Miranda Evans	School Board Member
Nyda Goldstein	Teacher/Teachers' Union President
Wendy Roope	Secretary/PSE President
Judith Brown	Paraeducator/PSE Vice-President
Carlina Fiordilino	District COVID Recovery Director
Robert Hascall	Exec. Director of Special Services
Kris Wayland	Dean of Students Cedarhome E.S.
Craig Degginger	Communications Director
Carlos Rodriguez	Community Member
Satin Arnett	Parent
Megan Watkins	Parent

Jennifer Larson	Parent
Darryl Main	Teacher/Parent
Rich Crouch	Teacher
Bill Kintner	Business Owner
Cheryl Allen	Community Member
Gary Forslund	Faith Community
Ed McDowell	Faith Community
Dani Gaumont	Stanwood City Council
Dan Powell	YMCA Manager
Morgen TenHoopen	Teacher/Parent
Bobby Guadamuz	Parent
Rebecca Lewis	Chief of Police

Shawn Smith	City of Stanwood Executive Director
Melissa Alexander	Community Member
Phil Snider	Community Member



Instructional Leadership Team

Deborah Rumbaugh, Co-Lead	Superintendent
Dan Johnston, Co-Lead	Exec. Dir. Teaching & Learning
Diana Laws	Teacher - Elementary - CES
Kolee Harriss	Teacher - Elementary - TCE
Erin Nguyen	Teacher - Elementary - TCE
Tricia Dinnon	Teacher - Elementary - EBE
Rachel Townsend	Teacher - Elementary - TCE
Joan Campbell	Teacher - Middle - PSMS
Shannon Austin	Teacher - Middle - SMS
Doug Flickner	Teacher - High - SHS
Alison Dickinson	Teacher - High - SHS
Jason Femrite	Teacher - High - SHS

Jeanne Kelley	Teacher - High - SHS
Lynn Devora-McNabb	Technology TOSA
Ellie Martin	Teacher - Special Education - PSMS
Doug Smith	Teacher - Alternative Learning
Jenny Sepulveda	Teacher - Saratoga Parent Partnership Program
Craig Degginger	Director of Communications
Crysty Auckland	Assistant Principal - PSMS
Christine Del Pozo	Principal - High
Staci Lauinger	Principal - Elementary - SES
Carlina Fiordilino	Assistant Director of COVID Recovery - Academics
Mariela Hernandez Bartolomei	English Learner Liaison
Margaret Olson	Teacher - SHS

Principals & Assistant Principals

Robert Hascall, Lead	Exec. Director Special Services
Christine Del Pozo	Principal, Stanwood High
Carolyn Coombs	Assistant Principal - Stanwood High
Tom Wilfong	Assistant Principal - Stanwood High
Denise Eichler	Dean of Students - Stanwood High
Ryan Pike	Principal, Lincoln Hill High, Lincoln Academy and Saratoga School
Tod Klundt	Principal, Stanwood Middle
Holly Christmas-Harris	Assistant Principal - Stanwood Middle
Cherae Almanza	Principal - Port Susan Middle
Crysty Auckland	Assistant Principal - Port Susan Middle
Julie Echols	Principal - Utsalady Elementary
Jennifer Allen	Principal - Twin City Elementary
Staci Lauinger	Principal - Stanwood Elementary

Victor Hanzeli	Principal - Elger Bay Elementary
Jeff Lofgren	Principal - Cedarhome Elementary
Kris Wayland	Dean of Students - Cedarhome Elementary





School Board

Natalie Hagglund	Board President
Miranda Evans	Board Vice President
Ken Christoferson	Board Member
Charlotte Murry	Board Member
Al Schreiber	Board Member

Superintendent Leadership

Deborah Rumbaugh, Lead	Superintendent
Ryan Ovenell	Exec. Director HR Certificated, Assessment & Technology
Steve Lidgard	Exec. Director Business Services
Maurene Stanton	Exec. Director HR Classified
Dan Johnston	Exec. Director Teaching & Learning
Robert Hascall	Exec. Director Special Services

Strategic Planning Framework

**Stanwood Camano School District
4-Year Adjusted Cohort Graduation Rate: District Snapshot**

	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-income	Students with Disabilities
2017-2018	84	*	*	*	75	*	78	86	*	71	56
2018-2019	85	*	*	*	83	*	90	86	*	70	66
2019-2020	90	*	*	*	74	*	89	91	*	82	68

**Stanwood Camano School District
4-Year Adjusted Cohort Graduation Rate: By School**

	Overall School	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-income	Students with Disabilities
Stanwood HS											
2017-2018	88	*	*	*	78	*	90	88	*	78	52
2018-2019	92	*	*	*	90	*	90	92	*	81	68
2019-2020	92	*	*	*	75	*	90	93	*	86	64
Lincoln Hill HS											
2017-2018	59	*	*	*	*	*	66	*	*	44	*
2018-2019	47	*	*	*	*	*	50	*	*	36	*
2019-2020	77	*	*	*	*	*	83	*	*	72	*

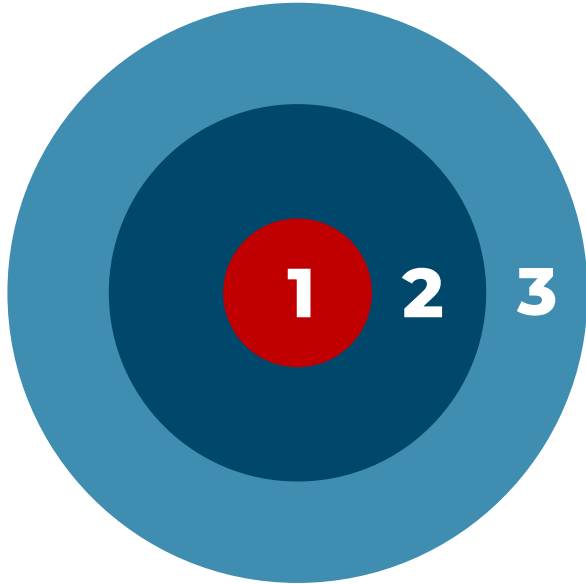
A Data-driven, Equity-focused Planning Process



<p>What data do we have?</p>	<p>What does the data say? and Why does the data look that way?</p>	<p>What are we going to do about it all?</p>
<p>Student Data for multiple sources</p>	<p>Areas of Strength and Areas of Concern based on student data and "Root causes" (underlying causes) of the current state of student learning and achievement</p>	<ul style="list-style-type: none"> • Student Learning • Instructional Effectiveness • Empowering Infrastructure

Equity-centered Strategic Planning

"Keeping ends and means in proper sequence."



1. Student Learning

- Equity Principles
- Our Promise
- Portrait of a Graduate
- Goals & Measures of Student Success
- Performance Benchmarks

2. Instructional Effectiveness

- “Four Pillars” (building blocks)
- Professional Practices for Effective Instruction
- Effective Instruction in the Core Subjects

3. Empowering Infrastructure

- Strategy Map: Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation
- Aligned Resources, Supports & Services
- Leadership for Results

The Plan





Circle #1

Student Learning

- The Stanwood-Camano Promise
- Portrait of a Graduate
- Goals & Measures of Student Success
- Performance Targets

1 2 3

The Stanwood-Camano 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.**

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.

Goals for Student Success



Goal #1
**Foundational
Early Learning for
Every Student**



Goal #2
**Responsible,
Engaged Critical
Thinkers**



Goal #3
**Continuous
Opportunity, Growth
& Achievement for
Every Student**



Goal #4
**Future-ready
Graduates**

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.

Goals & Measures of Student Progress

Goal #1
Foundational
Early Learning
for Every Student

- A. Readiness for kindergarten
- B. Grade level criteria in literacy, numeracy, social-emotional, physical, and cognitive development
- C. Enrollment in Tiered Supports

Goal #2
Responsible,
Engaged Critical
Thinkers

- A. Demonstration of social, emotional, and behavioral expectations
- B. Engagement in academic processes, goal-setting, and personal development plan
- C. Participation in athletics, extracurricular, and community activities

Goal #3
Continuous
Opportunity, Growth
& Achievement for
Every Student

- A. Progress in Tiered Supports
- B. Achievement on performance-based and applied learning assessments
- C. Disproportionality across student-groups

Goal #4
Future-Ready
Graduates

- A. Transitions across all levels: Pre-Kindergarten >Post-Secondary
- B. High school graduation rates
- C. Completion of a *High School and Beyond Plan*



Circle #2

Instructional Effectiveness

- “Four Pillars” (Building Blocks)
- Professional Practices for Effective Instruction
- Effective Instruction in the Core Subjects

Four Pillars

(Building Blocks for Action)

Our **Four Pillars** describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.



Four Pillars

Pillar A

“Teaching & Learning”

**Equitable
Access to
Standards-aligned
Effective Instruction**

The first Pillar focuses on “TEACHING & LEARNING” the most essential function of our schools. It centers on ensuring the continuous growth for all students.

Pillar B

“Engaging Our Partners”

**Strong
Partnerships
with Families
& Community**

The second Pillar recognizes that “ENGAGING OUR PARTNERS.” It promotes building relationships and working in partnership with families and community.

Pillar C

*“Developing Our
Capabilities”*

**Continuous
Learning &
Growth Toward
Excellence**

Our third Pillar - “DEVELOPING OUR CAPABILITIES” - addresses how we will attract, develop, and retain talented teachers, leaders, and staff at all levels.

Pillar D

“Leading with Data”

**Data-informed
Improvement
Practices**

Our fourth Pillar is about “LEADING WITH DATA.” It highlights how we will ensure that all aspects of our organization are aligned to our goals.

Professional Practices for Effective Instruction

The Professional Practices are the foundational **teaching, leadership,** and **organizational standards** for **effective instruction**. Mastery of the practices is a professional aspiration of every practitioner.

**Programs
fade, but
practices
endure.**

Teaching Practices

Equitable Access to Standards-Aligned Effective Instruction	Strong Partnerships with Families & Community	Continuous Learning & Growth Toward Excellence	Data-informed Improvement Practices
<p>T1: Instructional Staff establish a common set of rigorous academic standards and criteria for mastery for all students and ensure that students take ownership of their own learning.</p> <p>T2: Instructional Staff utilize explicit instructional strategies to raise expectations and level of rigor for all students, regardless of current level of achievement, and to ensure continuous growth and development for every student.</p>	<p>T3: Instructional Staff seek and encourage parental and student participation in decision-making that affects students.</p> <p>T4: Instructional Staff communicate care and concern for all students and make special efforts to reach out to parents and students from marginalized groups.</p>	<p>T5: Instructional Staff focus their collaboration on informal assessments, individual reflection, and continuous improvement of student learning and professional practices.</p> <p>T6: Instructional Staff collaborate across-district to align curriculum, scope-&-sequence, and student needs, and to share ideas and strategies that ensure equity across all grade bands and schools.</p>	<p>T7: Instructional Staff analyze and use formative and benchmark assessments data to monitor student learning and to adapt instruction to meet students' learning needs.</p> <p>T8: Instructional Staff engage all students in curriculum and instructional activities that require higher order thinking regardless of ethnicity, English Learner status, or socio-economic status.</p>

Leadership Practices

Equitable Access to Standards-Aligned Effective Instruction	Strong Partnerships with Families & Community	Continuous Learning & Growth Toward Excellence	Data-informed Improvement Practices
<p>L1: School Leadership Team communicates high expectations by prioritizing mastery of instruction for ALL students and student-groups (e.g., English learners, students with disabilities), and continuous dialogue focused on student learning and teacher reflection.</p> <p>L2: School Leadership Team facilitates professional development to improve teacher and paraeducator skills and effectiveness in planning and delivery of rigorous whole-group and small-group instruction..</p>	<p>L3: School Leadership Team provides opportunities for listening to and utilizing parent feedback for decision-making that affects students.</p> <p>L4: School Leadership Team partners with families to create schools that are safe, caring, and inclusive to all students regardless of race, gender identity, sexual orientation, ethnicity, English proficiency, or socio-economic status.</p>	<p>L5: School Leadership Team develops and engages the Professional Learning Communities (PLCs) in dialogue about continuous improvement of student learning and professional practices of peers, with decisions based on the highest standards and collegial accountability.</p> <p>L6: School Leadership Team develops and implements a differentiated professional development plan aligned to the school's improvement plan, prioritizes the professional learning needs of each teacher, and includes time and resources for teachers to observe practices of peers or practitioners in other schools.</p>	<p>L7: School Leadership Team uses data about student learning and professional practices to monitor implementation of school-wide and grade-level/department continuous improvement plans.</p> <p>L8: Leadership Team provides professional development, including coaching, to support educators in building, using, and interpreting data.</p>

Organizational Practices

Equitable Access to Standards-Aligned Effective Instruction	Strong Partnerships with Families & Community	Continuous Learning & Growth Toward Excellence	Data-informed Improvement Practices
<p>O1: District Leadership provides curriculum materials and resources equitably to all schools, ensuring that they are integrated and inclusive of topics that reflect students' culture, language, and experiences.</p> <p>O2: District Leadership and labor partners allots time for training, collegial collaboration, and preparation of standards-aligned curriculum, instruction, and assessment practices.</p>	<p>O3: District Leadership develops a comprehensive system that includes parents and the community to address barriers to teaching and learning.</p> <p>O4: District Leadership uses community feedback to create policies and procedures that are inclusive of all students, regardless of race/ethnicity, gender identity, sexual orientation, English proficiency, or socio-economic status.</p>	<p>O5: District Leadership develops a professional development plan that schools implement, focused on guiding every educator toward improving professional practice.</p> <p>O6: District Leadership provides opportunities for all staff to participate in professional learning, peer observations and reflective discussions at the team, department, and school levels.</p>	<p>O7: District Leadership provides resources and professional development to support principals in leading, coaching, and monitoring the use of high-quality assessment techniques.</p> <p>O8: District Leadership ensures an equitable increase in access to higher-level programs for all students regardless of ethnicity, English language proficiency, or socio-economic status.</p>



Circle #3

Empowering Infrastructure

- **Strategy Map: Strategic Priorities & Key Actions**
- **Roadmap for Disciplined Implementation**
- **Aligned Resources, Supports & Services**
- **Leadership for Results**

Strategy Map

Strategic Priorities & Key Actions

The **Strategy Priorities** and the **Key Actions** associated with them are the programs, targeted solutions, structures, and processes that facilitate effective instruction and the accomplishment of the Goals for student success. Together, they constitute the **Strategy Map** – the blueprint for an empowering infrastructure, aligned to the Four Pillars.



Strategy Map

12 Strategic Priorities

- Pillar A**
1. We personalize schooling experiences to the needs of each student.
 2. We sustain high standards and effective professional practices.
 3. We provide prompt intervention and enrichment for each student.

- Pillar B**
4. We embrace the diverse voices and contributions of our partners.
 5. We cultivate a safe, welcoming climate for learning and work.
 6. We facilitate networks of supports for students, families & staff.

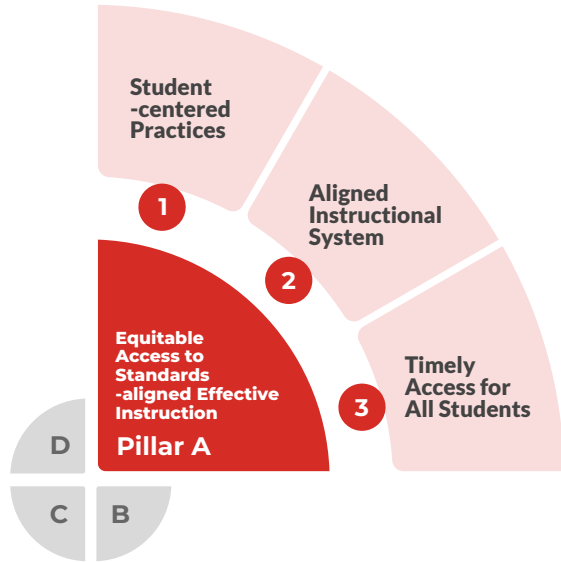
- Pillar C**
7. We match services and supports to the needs of each student and school.
 8. We enhance effectiveness of all staff through continuous, collaborative learning.
 9. We attract, develop and retain motivated and accountable staff at all levels.

- Pillar D**
10. We promote mission-focused operations and continuous improvement.
 11. We recognize individual, team & organizational progress and contributions.
 12. We act with conviction, guided by evidence-based needs of students, staff, and schools.



Stanwood-Camano School District
**Strategic Priorities
& Key Actions**

Pillar A



A.1 Ensure that every school is safe, promotes uniform expectations, and offers a learning environment where every student feels valued, cared for, challenged, and supported.

A.3 Provide equitable access to high-quality, standards-aligned core instruction for all students, including intervention, acceleration, and enrichment strategies that are responsive to each student's academic and social-emotional learning needs.

A.5 Vertically align K-12 teaching-&-learning processes to include content expertise, critical thinking and problem solving, collaboration, effective communication, self-directed learning, and academic mindset.

A.7 Collaborate with students and families to create post-secondary plans and early-warning processes to monitor the progress of middle school and high school students towards on-time high school completion.

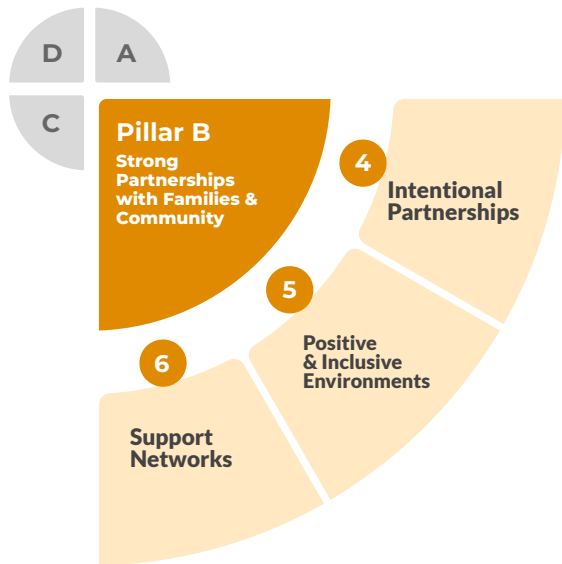
A.2 Raise expectations for all students, regardless of current level of performance, by strengthening student-teacher relationship; embracing student voice and ownership of learning; and using high-engagement strategies, motivational approaches, and real-life learning opportunities.

A.4 Personalize instruction for all students, including, but not limited to: an English language acquisition program with ample daily instructional time; specialized enrichment opportunities for gifted and advanced students; and intervention services for special education students towards meeting grade-level standards or their IEP goals.

A.6 Develop an aligned early-learning system that includes: transitional kindergarten ("TK") for students without access to preschool; a strong core curriculum with a focus on early numeracy and literacy; and consistent monitoring and targeted interventions in Reading and Mathematics.

Stanwood-Camano School District
**Strategic Priorities
& Key Actions**

Pillar B



B.1 Strengthen parent engagement in student learning and growth through: an understanding of and shared commitment to mutual responsibilities; ongoing, timely, varied communication; periodic parent-teacher-student conferences; family-friendly report cards; annual feedback surveys.

B.3 Collaborate with business and community mentors to support students in solving real-world problems; exploring local, national, and global issues; and using technology to strengthen applied learning skills.

B.5 Build and sustain strong partnerships with our community's preschools, childcare centers, and families to develop a shared understanding and effective practices for kindergarten readiness skills.

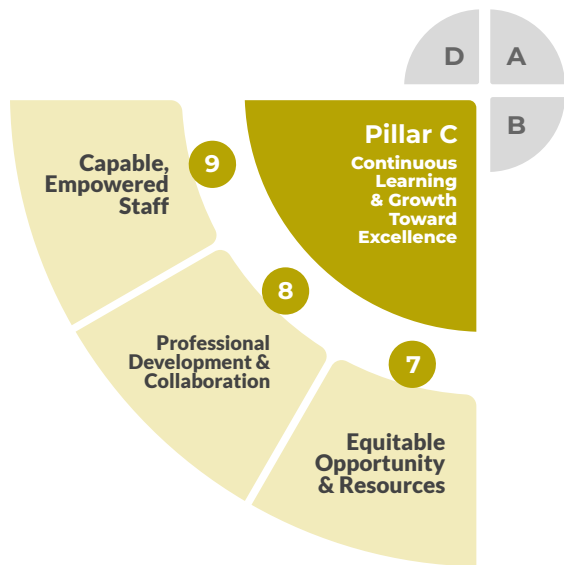
B.2 Partner with parent and community organizations to coordinate resources, interactions and communication among school, district-level and family/community partners.

B.4 Implement an array of opportunities for parents to learn how to support their children in achieving academic success in Reading, Math and Science (e.g., by using critical thinking skills, technology, project-based learning).

B.6 Utilize students, staff, and community members to support continuous growth of individual students from grade-to-grade; keep students on-track to graduate; and prepare them for a smooth transition into post-secondary life..

Stanwood-Camano School District
**Strategic Priorities
& Key Actions**

Pillar C



C.1 Strengthen the effectiveness of teachers, leaders, and staff by co-creating equitable professional development processes focused on effective practices, deeper content knowledge, and collaborative inquiry.

C.3 Provide ongoing capacity-building for school leadership teams with emphasis on school improvement and annual action planning. Focus on strengthening the effectiveness of instruction, using data about student learning to enhance professional practices, building a culture of collaboration and accountability, and strengthening relationship with families and community.

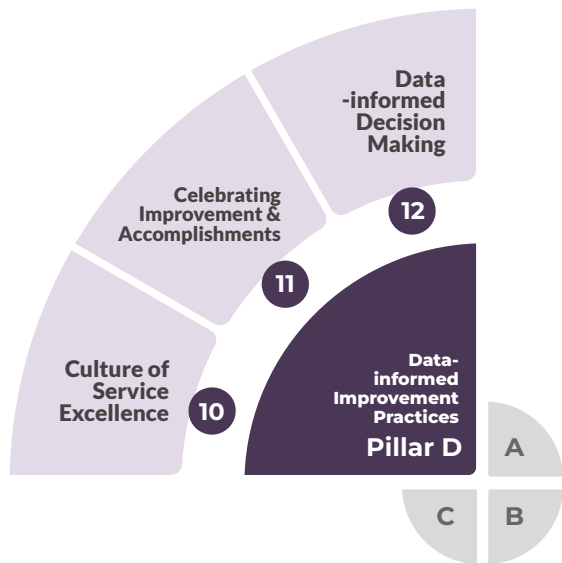
C.5 Nurture a pipeline for recruiting, developing, and retaining talented and diverse workforce (e.g., through relationships with local, state, and national organizations.)

C.2 Offer foundational training and continuous professional learning for teachers, leaders, and staff regarding adverse childhood experiences (ACES), social-emotional learning SEL), child/adolescent growth, culturally relevant strategies, and culture of inclusivity.

C.4 Provide ongoing professional development and supports regarding effective practices for early-literacy and early-numeracy development, executive function, and social-emotional learning.

Stanwood-Camano School District
**Strategic Priorities
& Key Actions**

Pillar D



D.1 Ensure that each school and department develops a results-driven annual improvement plan with clear goals, implementation strategies, and continuous-monitoring processes, aligned to the district Strategic Plan.

D.3 Strengthen the use of technology as a platform for conducting the work of the district and schools in a seamless way, and to provide a technology-rich environment for students and staff.

D.5 Define the standards of practice and key performance metrics for each district-level service unit, with input from each unit's key customers/clients, and conduct annual feedback surveys to assess and recognize the quality of services provided by the unit.

D.2 Recognize students, staff, parents/guardians, schools, community partners, and district-level departments for their contributions to student progress in academics, extra-curricular activities, and social-emotional development.

D.4 Conduct an annual survey of students, staff, parents, and community partners to assess perceptions, quality, and effectiveness of our school system.

D.6 Develop a comprehensive Community Engagement & Communication Plan to cultivate and to maintain a positive image about the district across a variety of media (print, web, social media, etc.)

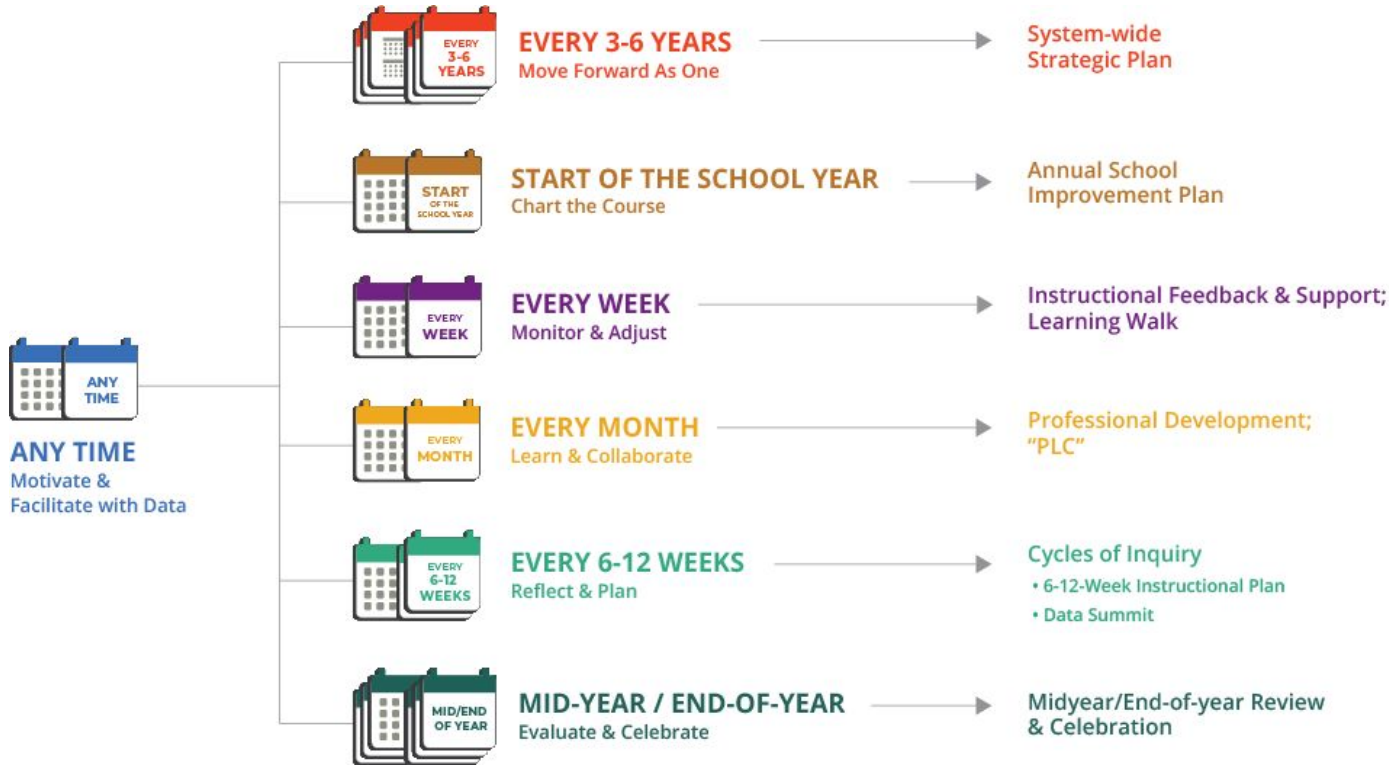
Plan the Work, Work the Plan!

**Dreams don't work
unless you do.**

Roadmap for Disciplined Implementation

- A results-focused plan is the first step towards realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Therefore, after you “plan the work,” then, you must “work the plan” to achieve desired results.
- The Roadmap for Disciplined Implementation is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans.

Roadmap for Disciplined Implementation



Path Forward: Selected Implementation Priorities

1. Share Strategic Plan with internal and external partners
2. Set Performance Benchmarks for each Goal (long-term and Year 1)
3. Define criteria for school and department-level annual continuous improvement plans
4. Create the framework for the Vital Signs Scorecard (*Dashboard*)
5. Create Stanwood-Camano-specific *Roadmap for Disciplined Implementation* (school and district levels)
6. Determine design and content of the final Strategic Plan reports

STANWOOD - CAMANO
SCHOOL DISTRICT

Thank You!