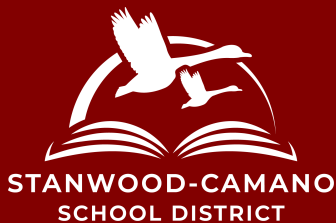
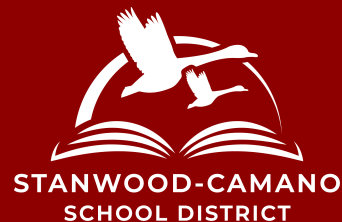


Church Creek Campus Board Presentation

March 7, 2023





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.

Our AAP Goals (students will...)

Saratoga School

- Our students will gain confidence and proficiency in number sense
- Our students will become more proficient and confident readers.
- Our students will become familiar with school expectations and use common vocabulary to assess and regulate their own feelings and behavior.

LA/LHHS

- Utilize common, schoolwide routines for learning
- Independently select and successfully utilize academic supports established by the school (moving toward doing this with fewer adult supports)
- Independently access school resources for behavioral support
- Be aware of and be taught Tier 1 support (support vs. 'rules') and work toward independent regulation of self and others

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Our AAP Goals (students are...)

Saratoga School

- Students are participating in Number Talks to strengthen their understanding of number sense.
- Students are using IXL lessons targeted at their specific learning growth areas.
- Students are following school expectations for each area of the school.
- Students are participating in monthly Character Strong themes.

LA/LHHS

- Students are using Unstuck Strategies to support their learning in the classroom.
- Students are learning and applying understanding of new vocabulary in ELA and Math.
- Students are following established school expectations in each area of the school.
- Students use academic monitoring supports to stay on track in their classes.

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School Expectations



SARATOGA EXPECTATIONS

	Classroom	Hallway/Office	Lunch Time	Playground	Gym Time	Advisory
Safe	<ul style="list-style-type: none"> Listen to directions Have a calm body (walk, hands to self) Report concerns to an adult 	<ul style="list-style-type: none"> Use furniture appropriately Have a calm body (walk, hands to self) Report concerns to an adult 	<ul style="list-style-type: none"> Stay at your table Have a calm body (walk, hands to self) Report concerns to an adult 	<ul style="list-style-type: none"> Keep hands and feet to yourself Report concerns to an adult 	<ul style="list-style-type: none"> Follow game rules and expectations Report concerns to an adult 	<ul style="list-style-type: none"> Listen to directions Have a calm body (walk, hands to self) Report concerns to an adult
Taking Responsibility	<ul style="list-style-type: none"> Take care of classroom supplies and equipment Clean up after yourself 	<ul style="list-style-type: none"> Keep hallways clean 	<ul style="list-style-type: none"> Bring everything you need Clean up after yourself 	<ul style="list-style-type: none"> Bring everything you need Resolve conflict genuinely Put away equipment 	<ul style="list-style-type: none"> Take ownership of actions Resolve conflict genuinely Put away equipment 	<ul style="list-style-type: none"> Use your time wisely Choose a quiet activity Clean up after yourself
Always Doing My Best	<ul style="list-style-type: none"> Stay on task Persevere when things are difficult 	<ul style="list-style-type: none"> Set a good example 	<ul style="list-style-type: none"> Include others at your lunch space 	<ul style="list-style-type: none"> Have good sportsmanship Be positive Be willing to learn a new game. 	<ul style="list-style-type: none"> Have good sportsmanship Be positive Be willing to learn a new game. 	<ul style="list-style-type: none"> Meeting with your advisor is your first priority Be prepared with your summary and samples
Respectful	<ul style="list-style-type: none"> Wait your turn to talk Be kind in words and actions Use appropriate language 	<ul style="list-style-type: none"> Use a quiet voice Be kind in words and actions Use appropriate language 	<ul style="list-style-type: none"> Respect others and their space Be kind in words and actions Use appropriate language 	<ul style="list-style-type: none"> Line up right away when asked Include others Be kind in words and actions Use appropriate language 	<ul style="list-style-type: none"> Include others Listen when the teacher is talking Be kind in words and actions Use appropriate language 	<ul style="list-style-type: none"> Use a quiet voice Respect others and their space Be kind in words and actions Use appropriate language




LA/LHHS EXPECTATIONS

	Classroom	Bathroom	Hallways	Lunch Spaces	Assembly	School Grounds
P reparation	<ul style="list-style-type: none"> Be on time Bring learning materials Have a learning mindset Mute and put away your phone 	<ul style="list-style-type: none"> Plan to use bathroom during passing time only 	<ul style="list-style-type: none"> Plan your route During class, use a pass 	<ul style="list-style-type: none"> Bring or purchase lunch Follow directions Find a seat in an allowed location 	<ul style="list-style-type: none"> Attend Be on time Mute your cell phone 	<ul style="list-style-type: none"> Bring what you need when you come to school
R espect	<ul style="list-style-type: none"> Raise your hand to speak Use appropriate language Build others up Ask to access staff or student materials 	<ul style="list-style-type: none"> Keep bathroom clean Limit time out of class Provide clear access - no crowding 	<ul style="list-style-type: none"> Keep hands and feet to self Limit time in hallways to passing time Use appropriate school language 	<ul style="list-style-type: none"> Respect other's space Use kind words and actions Keep hands and feet to self 	<ul style="list-style-type: none"> Give undivided attention to the speaker(s) Talk at appropriate times Keep hands and feet to self 	<ul style="list-style-type: none"> Greet people when they enter our school. Be kind to people around you
I ntegrity	<ul style="list-style-type: none"> Follow directions Do your own work (unless group work) Respect others cultures and backgrounds 	<ul style="list-style-type: none"> One out of the room at a time Report any damage One in a stall at a time/single restroom 	<ul style="list-style-type: none"> Use indoor voice Sign out/in when leaving 	<ul style="list-style-type: none"> Clean up after yourself Stay in the school for lunch 	<ul style="list-style-type: none"> Stay in your seat Use indoor voice Use appropriate School Language 	<ul style="list-style-type: none"> Leave/enter the building through the front office Park at the student lot
D edication	<ul style="list-style-type: none"> Stay on task Always try your best Persevere 	<ul style="list-style-type: none"> Use only when you need to 	<ul style="list-style-type: none"> Go directly to your destination Go back to your classroom 	<ul style="list-style-type: none"> Walk at all times Use an indoor voice 	<ul style="list-style-type: none"> Implement learning from assembly 	<ul style="list-style-type: none"> Follow school expectations Be inclusive
E xcellence	<ul style="list-style-type: none"> Complete and turn in all work Actively participate 	<ul style="list-style-type: none"> Use Time Wisely (use and leave) Leave it as good or better than you found it 	<ul style="list-style-type: none"> Set a good example Keep hallways clean 	<ul style="list-style-type: none"> Leave your lunch space clean Include others at your lunch space 	<ul style="list-style-type: none"> Actively participate 	<ul style="list-style-type: none"> Keep school grounds clean Take pride in your school

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Academic Monitoring (LA/LHSS)

Students monitor their own grades and missing assignments to make sure they stay on track in all classes.



Missing Assignment Planning

PRIDE
PERSEVERANCE
PROGRESS

Name: _____ Advisor: _____

Today's Date: ___/___/20___

Assignments to be completed by: ___/___/20___ (Set date 1 week from today)

After reviewing my Skyward gradebook, the classes I need to improve my grade in are (list all classes with an F or classes with your lowest grades from the current semester ("S2"))

Below are the 2 or 3 assignments I plan to complete and turn in next week for any class I am not currently passing OR classes that I have my lowest grades in:

Class	Assignment	Completed	Turned In

Teacher support is available during class and during after school (2:10-2:40) - Schedule below:

- Monday: Math
- Tuesday: English
- Wednesday: Science
- Thursday: S.S. / Mr. Clack's Elective Classes

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Unstuck Strategies



When I'm Stuck, Take A Deep Breath And...

RECOGNIZE

Read the questions or instructions to yourself (again).

Identify:

- What is being asked?
- What do I already know?
- What do I need to know?
- What methods do I have to begin?

REFLECT

Be patient with yourself. Learning something new can be challenging.
Keep at it!

Do I need to ask a classmate for support or raise my hand for help?

Does my answer look complete and make sense?

REVIEW

Identify what I do know and where I'm stuck.

Underline key words and/or use a framework to organize my thoughts.

PRIDE

PERSEVERANCE

PROGRESS

Teachers explicitly teach students how to use unstuck strategies so they can use the strategies to support their own learning.

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Our AAP Strategies (teachers will...)

Saratoga School

- Implement Number Talks to increase learning in math through student discussions
- Target student skill areas using IXL
- Create common school expectations
- Offer in-person family meetings

LA/LHHS

- Engender trust and partnerships with students to engage in learning
- Develop, explicitly teach, and consistently apply schoolwide supports
- Provide additional academic support to students as needed
- Strengthen Tier I Instruction across all classrooms

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Progress Toward our Goals (teachers are...)

Saratoga School

- Number Talks in K-8 are positively impacting student learning and discussion practices in math and other content areas.
- Reading:
 - Focus on phonemic awareness instruction in kindergarten to support reading.
- IXL individualized targeted support for each student in reading and math.
- Common behavior expectations established, taught, and posted throughout the school.

LA/LHHS

- Relationship Mapping - Identifying students who have staff they connect with as well as students who do not. Concerted effort in making sure all students have a staff member they connect with.
- Unstuck Strategies - Explicitly being taught and used during classroom instruction.
- Student Choice - Teachers providing opportunities for student choice to demonstrate their learning whenever possible.
- Academic vocabulary focused on and embedded in student learning.
- Common behavior expectations established, taught, and posted throughout the school.

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How We Monitor Progress

Saratoga School

- Progress on Learning Plans (Weekly/Monthly)
- MAP Assessment
- IXL Skill Plans
- Oral Reading Fluency

LA/LHHS

- Student Grades
 - 8 grading sessions (LHHS)
- MAP Assessment (Lincoln Academy)
- Student Surveys
- Teacher Feedback

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Saratoga Progress on AAP Strategies

Kindergarten MAP Reading Assessment (Winter)

	Low	Low Average	Average	High Average	High
Overall Performance	0%	37%	19%	31%	13%

A focus on phonemic awareness has 0 students performing in the lowest percentile in reading for the winter MAP reading assessment.

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LA/LHHS Progress on AAP Strategies

	LHHS Fall Average	LHHS Winter Average	District Winter Average
When you get stuck while learning something new, how likely are you to try a different strategy?	LA 13% LHHS 39%	LA 29% LHHS 53%	46%

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Saratoga / LA / LHHS Next Steps for our AAP and SIP

- ★ Book study on data monitoring
- ★ Continue tracking interventions through student surveys
- ★ Continue tracking student academic growth using MAP Assessments (Saratoga & Lincoln Academy)
- ★ Continue making partnering connection with families
- ★ Continue implementing additional Tier 1 instructional strategies in all classes
- ★ Develop progress monitoring tools for 2023-2024 school year

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Questions?

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Saratoga School Shining Star!

**Grayson
Morin**



Empowered to Learn!

Lincoln Academy Shining Star!

**Tayien
Martin**



Empowered to Learn!

**Lincoln Hill
High School
Shining Star!**

**Miriam
Hartell**



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