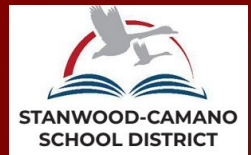
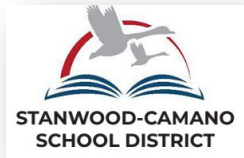




Stanwood High School

Board Report 2022-2023 School Year





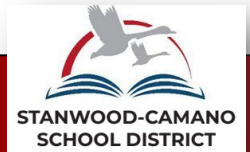
OUR PROMISE

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.

What is a SIP?

- A **school improvement plan (SIP)** outlines a three-year trajectory for the school. The trajectory is based on student **achievement data and teacher collected data**. SIPs answer the questions:
 - Where do we want **students** to be three years from now?
 - Where do **staff** need to be three years from now to accomplish student goals?
 - What **new learning** by adults will be needed?
 - How will we **monitor progress** toward your three-year trajectory?

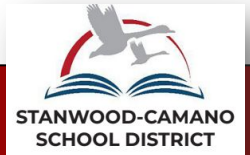
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What is an AAP?

- An **annual action plan (AAP)** outlines the work a school will do during the first year of the SIP.
- The AAP asks you the same questions as the SIP, but from a one-year view.
- School teams develop:
 - **Goals** framed as “**students will...**” statements
 - **Strategies** (to meet goals) framed as “**teachers will...**” statements

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The Structure for Schools

SIP: 3-year Trajectory

- Goals (students will)
- Strategies (teachers will)
- Monitoring progress

AAP: 1-year Trajectory

- Goals (students will)
- Strategies (teachers will)
- Monitoring progress

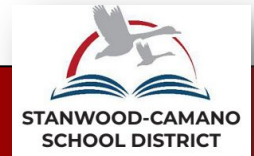
Schools are learning and refining the SIP/AAP process during the 22-23 school year.

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What we noticed about our students at SHS (data)

- Not performing as predicted due to covid pandemic
- Social-emotional impact on student engagement and achievement
- Limited school experiences in recent years on how to be a student (use of time, note-taking, study skills)
- Academic and behavior support needs have changed due to covid pandemic

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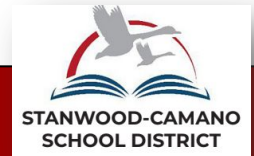


Highlights SIP (3-year plan)

By the end of the 2024-2025 school year, in Literacy, students will:

- have the supports to pass their classes on the first attempt;
- demonstrate on-task/engagement in their course work;
- pass the SBA at pre-pandemic levels (74.2%); and
- take ownership of their education.

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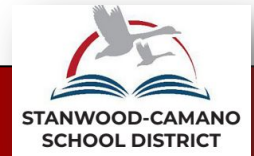


Highlights SIP (3-year plan)

By the end of the 2024-2025 school year, in Math, students will:

- increase achievement in all levels of mathematics;
- pass the SBA at pre-pandemic levels (48.1%);
- demonstrate an understanding of how mathematics connects to real world phenomena; and
- take ownership of their learning.

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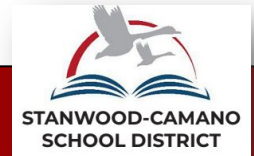
AAP Goals: Literacy

Students will...

Demonstrate an increase in literacy proficiency, specifically:

- recognize question strands and articulate the correct response unaided;
- be able to utilize close reading strategies when presented new and complex terms; and
- improve fluency in content specific vocabulary.

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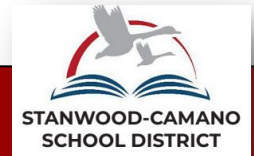


AAP Goals: Math

Students will...

- on a daily basis, utilize productive struggle or growth mindset strategies to stay engaged in math;
- engage in mathematical conversations as part of learning math concepts; and
- articulate what they are learning and why (how this fits in a broader sequence).

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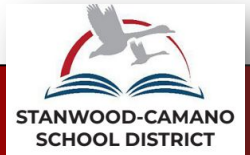


AAP Strategies: Literacy

Teachers will:

- provide explicit content-specific vocabulary instruction in all disciplines;
- implement literacy strands in formative and summative assessments;
- provide explicit instruction on close reading strategies; and
- introduce a wide variety of engagement strategies that give students more choice in their learning and demonstration of their learning (this will include new materials, new instructional strategies, and changing the assessments to support the outcomes we want to see).

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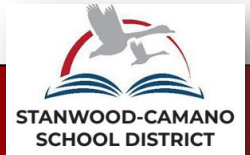


AAP Strategies: Math

Teachers will:

- create a culture where productive struggle (getting stuck, asking questions, and persevering) is encouraged and embroiled;
- ensure students are aware of where they are in sequence of standards within a unit or lesson; and
- host a math help night once a month.

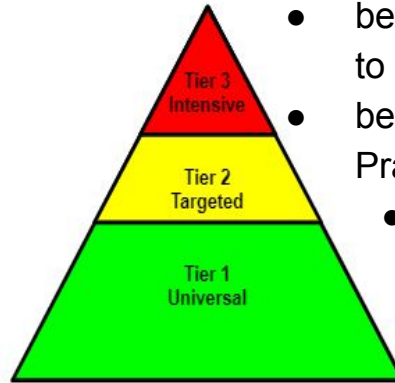
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Multi-Tiered Systems of Supports (MTSS)

Students will...

- learn how to seek out assistance as needed in gen. ed. classroom;
- know and access academic and behavior support;
- share what academic and behavior supports they need to be more successful while at school;
- take courses in a gen. ed. setting for 80-100% of their day; and
- participate in developing a positive classroom culture where students will feel safe and valued in the classroom.



Teachers will...

- prepare a school MTSS flowchart with tier 1, 2, and 3 academic and behavior supports clearly outlined;
- be trained on academic and behavior supports to improve student achievement and behaviors;
- create a classroom setting where proper modifications and accommodations are provided for all students;
- be trained on how to use tools and strategies to support all learners;
- be involved in prof. dev. teaching SEL Signature Practices; and
 - identify two specific strategies that they feel can be incorporated in their classroom to build rapport with students.

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Questions?

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