Strategic Plan Refresh

Academic Advisory Committee | November 12, 2026







STANWOOD-CAMANO SCHOOL DISTRICT

Every student is empowered to learn in an inclusive setting and is prepared for the future of their choice!

Growth & Achievement

We believe every student deserves access to inclusive, engaging experiences that support their growth, amplify their voice, and reflect who they are. Equity and belonging are essential to meaningful learning.



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Agenda

01
Hear the report from school visits

→

02
Discuss survey and feedback data

→

03
Review draft goals

04 Reach consensus on Goal 1

05 Identify what information we need for Goals 2 and 3

School Visit Report

Report from: Satin Arnett, Jen Krenz, Mandy Whitaker, Cindy Wilfong, Lael Williams

- What did you notice regarding students building literacy skills?
- What misconceptions are out there that may not be true?
- What questions did you have after leaving the visit?

Questions?

What should we preserve?

Foundational Early Learning Survey | 122 respondents

50%

Social-emotional skills

61 respondents

49%

Early literacy and reading

60 respondents

34%

Early math

41 respondents

Preserve literacy and social-emotional learning.

Top three selections • Percentages based on all 122 respondents

What should we strengthen?

Foundational Early Learning Survey | 122 respondents

38%

Identifying student needs early

46 respondents

32%

Learning beyond traditional classroom instruction

39 respondents

28%

Additional support or intervention

34 respondents

Identify needs early and provide timely support.

Top three selections • Percentages based on all 122 respondents

How should we measure success?

Foundational Early Learning Survey | 122 respondents

67%

Thinking, problem-solving, and independent learning

82 respondents

43%

Growth in reading and literacy

52 respondents

42%

Social-emotional development

51 respondents

Help students become independent thinkers and learners.

Top three selections • Percentages based on all 122 respondents

What we heard

Main points from open-ended responses

- More play, movement, outdoor experiences, and hands-on learning, with less screen time.
- Broader preschool or TK access, clearer enrollment information, and stronger collaboration between preschool providers and kindergarten teachers.
- Earlier identification of needs and sufficient staffing for timely academic, social-emotional, and behavioral support.
- Clearer, more consistent communication about classroom learning, individual progress, and ways families can help at home.
- Opportunities to build curiosity, independence, resilience, and the ability to learn from mistakes.
- Some wanted greater academic challenge; others wanted less pressure and more play.

Staff feedback and decisions ahead …

- Clarify the ages or grades and what readiness means.
- Include motor skills, self-care, social skills and hands-on learning.
- Define progress and make support consistent across schools.
- Views differ on academic expectations, play and the grade span.

5:42–5:45 3 minutes

Goal 1: Current State....

Goal #1: Foundational Early Learning for Every Student



Every student in preschool to Grade 3 will develop the social-emotional and academic competencies critical for their future growth and development.

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

5:45–5:48 3 minutes

Possible focus areas based on feedback

- Early literacy and math
- Social-emotional skills, communication and independent thinking
- Motor development, self-care, play and hands-on learning
- Early screening, timely support, family partnerships and transitions

5:48–5:50 2 minutes

Examples of goals submitted...

Strong Foundational Literacy
Goal Statement: By the end of the [20XX–20XX] school year, the percentage of students in grades K–[2 or 3] scoring at or above benchmark (Core Support) on the spring DIBELS composite assessment will increase from [X]% to [Y]%, and at least [Z]% of students who begin the year below or well below benchmark will achieve their expected or ambitious growth targets by spring.

Possible key focus areas to consider:
- Core instruction and tiered support for students who fall below the benchmark.

Possible measures (could be target number, growth number/percent, etc):
- DIBELS

Strong Foundations for Every Student
Within a connected, nurturing learning community, each early learner will master foundational literacy, numeracy, and social-emotional skills while building the physical, communication, and self-care capacities needed for independent growth.

Possible key focus areas to consider:
- Foundational Literacy
- Foundational Numeracy
- Fine and Gross Motor Development and Self-care
- Family Partnerships
- Coordinated Transitions with district and non-district partners
- Early screening and tiered supports

Possible measures (could be target number, growth number/percent, etc):
- WaKIDS data
- Reading benchmarks
- Math benchmarks
- 3rd/4th Grade Success

Member proposals at tables

- **5 minutes:** Each member explains their proposed Goal #1 (this was homework)
- **5 minutes:** Compare proposals and draft one table version. (Document on Menti)
- **10 minutes:** Report (to whole group) shared wording and remaining differences. Consensus check for each goal.

5:53–6:03 10 minutes

Menti voting slide

How we will reach consensus tonight?

- Each member has an opportunity to speak.
- Use the feedback and student outcomes to explain your view.
- Consensus means every member can support moving forward.
- A concern includes a proposed change or a question to resolve.

5:30–5:35 Opening

Consensus check

1. I support this recommendation.
2. I can support it, with a reservation to record.
3. I need a change before I can support it.
4. Everyone responds after we read the complete recommendation.

6:15–6:25 10 minutes

Goal 1 Decision Record

- Exact statement and age or grade span
- Agreed measures and any agreed targets
- Status: consensus, conditional agreement or still open

6:25–6:30 5 minutes

Transition ...

Did this process work for you for goal 1?

Goals 2 and 3: Current State…

Goal #2: Responsible, Engaged Critical Thinkers



Every student will be a learner that is empowered to advocate for and pursue their own educational passions, and to address issues in collaborative and resourceful ways.

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



Every student will demonstrate continuous growth toward meeting academic, social-emotional, and behavioral goals, at a pace that eliminates opportunity and achievement gaps.

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

Questions raised by staff during feedback session

- Goal 2: self-advocacy, study skills, perseverance and independent thinking
- Goal 2: meaningful choices and barriers to participation
- Goal 3: clear definitions of growth and multiple forms of evidence
- Goal 3: consistent tiered support and a clear expectation for closing gaps

6:33–6:35 2 minutes

What do you need to craft Goals 2 and/or 3?

Should we combine goals 2 and 3?

What questions would you recommend for the survey?

Google doc:
https://docs.google.com/document/d/1-Q9oxqTj2Ftav6UzI7lit7htNgKatDbY4dmjjWkMXbQ/edit?usp=sharing

Website:
www.stanwood.wednet.edu/about/strategic-plan/strategic-plan-refresh/survey-goals2-3

Information needed for Goals 2 and 3

- Red tables consider Goal 2. Blue consider Goal 3.
- What decision must we make before drafting the goal?
- What data or voices would help us make that decision?
- Identify up to three priority requests and any overlap.

6:35–6:47 12 minutes

STANWOOD-CAMANO SCHOOL DISTRICT

TOGETHER, WE CLIMB!

Our Strategic Plan maps a clear path from early learning through graduation and beyond



STRONG FOUNDATIONS FOR EVERY STUDENT

Every student builds the academic and personal skills needed for long-term success.

KEY FOCUS AREAS

- Early literacy and numeracy
- Social-emotional learning
- Inclusive and equitable access to learning

MEASURES

	2024	2025	2026
Kindergarten readiness	51%	76%	65%
3rd grade reading proficiency	48%	74%	91%
Regular attendance rates	35%	55%	88%

PREPARED AND EMPOWERED LEARNERS

Students are equipped with the knowledge, skills, and confidence to succeed in high school and beyond.

KEY FOCUS AREAS

- Academic growth and proficiency
- Rigorous and relevant instruction
- Student ownership of learning

MEASURES

	2024	2025	2026
8th Grade ELA Growth Data	51%	76%	65%
8th Grade Math Growth Data	48%	74%	91%
9th grade on-track rates	35%	55%	88%

PATHWAYS TO FUTURE SUCCESS

Every student graduates with a plan and meaningful opportunities aligned to their interests and goals.

KEY FOCUS AREAS

- Career and college pathways
- Real-world learning experiences
- Postsecondary planning and readiness

MEASURES

	2024	2025	2026
High school graduation rate	88%	89%	91%
CTE Participation	48%	74%	91%
Post-high school plan completion	35%	55%	88%

A focused information plan

- Question: what decision will this information help us make?
- Evidence: what source or whose perspective do we need?
- Scope: which grades, schools, student groups and time period?
- Owner and due date: who will bring it back before January 14?

6:47–6:55 8 minutes

Before we leave

- Restate Goal 1 goals and its consensus status.
- Confirm priority information requests for Goals 2 and 3.
- Confirm owners and dates, including any Goal 1 follow-up.
- Agree when members will receive the next pre-reading and survey.

6:55–7:00 5 minutes

Upcoming meetings and visits

- Dec. 3, 10–11 a.m. Port Susan Middle School visit
- Jan. 14, 5:30–7 p.m. AAC meeting, LHHS Commons
- Jan. 21, 10–11 a.m. Stanwood High School visit
- Mar. 11 and Apr. 22, 5:30–7 p.m. AAC meetings
- May 18 Recommendations to the School Board

Reference Dates from the meeting invitation

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