

STANWOOD-CAMANO SCHOOL DISTRICT

Saratoga School

SCHOOL IMPROVEMENT PLAN

2019 – 2022

Ryan Ovenell
PRINCIPAL



2018-2019 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	157	100	Two or More Races	14	8.9
American Indian/Alaskan Native	0	0	English Language Learners	2	1.3
Asian	3	1.9	Homeless/McKinney Vento	0	0
Black/African American	1	.6	Low Income	14	8.9
Hispanic/Latino	14	8.9	Section 504	2	1.3
Native Hawaiian/Other Pacific Islander	0	0	Students with Disabilities	10	6.4
White	125	79.6	Student Mobility	8	5.1

Washington School Improvement Framework (WSIF)
[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)

Leadership Team Members

Name	Position	Name	Position
Ryan Ovenell	Principal	Rebecca Buller	Teacher
Monica McDaniel	Lead Teacher	Ruth Callender	Teacher
Susan Enquist	Office Manager	Sarah Harris	Teacher
Elizabeth O'Malley	Clerical Assistant	Darlene Hofbauer	Teacher
		Amy Thompson	Teacher

The Stanwood-Camano School District Collective Commitment:

We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano's children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.

We collectively commit that all children will be safe, cared for, and respected. They will graduate from school ready for further education, careers, and a successful future. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities, and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.

Mission Statement:

Our mission at Saratoga School is to help each student achieve success as we serve and support students and parent educators.

Vision Statement:

It is our vision to work collaboratively with parent partners for the educational benefit of Saratoga students. At Saratoga each student will develop a genuine sense of ownership and responsibility for his or her education.

What were your SIP goals from last year and did your school hit the target? Why or why not:

Goal:

Literacy- 80% of Saratoga students will meet standard on the English Language Arts (ELA) Smarter Balanced Assessment (SBA).

Reflection:

Overall, 40.4% of Saratoga students met standards in ELA.

3rd Grade: 45.00%
4th Grade: 27.80%
5th Grade: 47.40%
6th Grade: 40.00%
7th Grade: 47.10%
8th Grade: 30.80%

Goal:

Math- 80% of Saratoga students will meet standard on the Mathematics Smarter Balanced Assessment (SBA).

Reflection:

Overall, 22.9% of Saratoga students met standards in Math.

3rd Grade: 35.00%
4th Grade: 11.10%
5th Grade: 21.10%

6th Grade: 25.00%
7th Grade: 29.40%
8th Grade: 15.40%

Goal:

MAP (Measures of Academic Progress) Growth- By spring of 2019, 75% of students in grades K-10 will meet or exceed their projected growth in MAP (Measures of Academic Progress).

Reflection:

Grade 2: 77.5% met projected growth goal in Math, 83.5% in Reading
Grade 3: 85.0% met projected growth goal in Math, 91.1% in Reading
Grades 4-10th: Not enough students tested in comparable testing sessions to report growth statistics. *Kinders did not test using Measures of Academic Progress (MAP), 1st graders did not have data from previous year to compare.

Goal:

Participation Rate - Improvement of Student Participation Rate in State Testing by meeting or exceeding 95% participation rate as a school.

Reflection:

Less than 95% of students at Saratoga School participated in the Smarter Balanced Assessment.

Reflection as to why achievement goals were met or not:

Due to the diversity of student needs, curriculum choices and the low number of students testing at each grade level, Saratoga state assessment percentages vary greatly each year. Home instruction and curriculum choice by families impact assessment scores annually.

Goal:

Parental Involvement - Increase parent involvement, communication and decision-making in our program.

Reflection:

A school-wide, monthly newsletter, using *S'more*, was distributed during the 2018-19 school year. Based on the 2018-19 Parent Survey for Saratoga, approximately 77% of families agree or strongly agree that they are well informed about what goes on at school and of their child's progress.

Needs Assessment

1. What are the data points you are using to complete your needs assessment?

- Washington School Improvement Framework
- X WaKIDS
- X Smarter Balanced Assessment/Interim Assessment Blocks
- Progress Monitoring Data
- Curriculum-Based Assessments
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- School Climate data
- X Discipline Referrals
- Healthy Youth Survey
- Graduation rate data

1. Needs Assessment Narrative:

We have continued to focus on offering our families both choices in curriculum and support for instruction while at the same time developing and maintaining learning plans for every student. These learning plans not only outline the scope and sequence of each student's planned learning, but also serve to provide a means to adequately assess and document adequate monthly progress.

2. What are your school's areas of strength?

Some of Saratoga's strength rests in the ability to individualize each of our student's education. By partnering with families to choose curriculum and align instruction to the students' and family needs, while at the same time ensuring growth in our students both academically and social/emotionally, Saratoga supports those families in the Stanwood-Camano School District who wish to be the primary educators of their children.

Additionally, students meet for enrichment classes in the core subject areas as well as elective areas one time a week. This provides a time for students to connect with staff and peers. This day also provides the required time to meet with each student individually to discuss their weekly progress towards their goals specified on their Written Student Learning Plan.

3. What are your school's areas of needed growth?

One of the need areas we are currently studying is the relationship between offering a wide depth and breadth of curriculum choices for each subject area (some of which may not support the Washington State Learning Standards as well as others) or limiting our curriculum choices and having families opt for other programs in other districts.

4. Based on your analysis, what specific areas of needed growth will your school focus? What is your rationale for this focus; why these above others? What has your improvement work identified as potential root causes, (what is happening or not happening in your school?)

The growth area will be to add support options to those curriculums families choose that do not fully address all learning standards inherently within the curriculum.

In addition, we will encourage the use of Measures of Academic Progress testing as well as Smarter Balanced Assessment testing to allow both staff and families to accurately form learning plans for each student.

District:

Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.

(G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.

(G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.

(G4): Ninety five percent participation rate on state assessments.

(G5): Ninety percent of all students and all subgroups meeting 9th grade on track for graduation by 2027.

Identify 3-5 high leverage action steps for each goal:

Goal: *Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.*

2019-2020: Fifty percent of students meeting standard on the Smarter Balanced Assessment for all and every subgroup.

Action Plan

Action	Timeline	Leads	Resources
Provide practice reading and writing prompts that align to Smarter Balanced Assessment tests.	Fall 2019 and ongoing	Classroom teachers	Clever Read Works
Provide informational and practice workshops for families and students on Smarter Balanced Assessments in Reading and Math.	Spring 2020	Amy Thompson Darlene Hofbauer	No additional

Goals: *Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.*

2019-2020: Fifty-five percent of students meeting standard for all and every subgroup for median student growth.

Action Plan

Action	Timeline	Leads	Resources
Identify students, through winter assessment data, who are projected to score below standard on state assessment. Invite these students and families to participate in informational and practice test sessions.	January 2020-April 2020	Monica McDaniel	No additional
Review curriculum choices and provide supplemental	Spring 2020	All teachers	No additional

options as needed for students not meeting growth standards on state assessments.			
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Goal: *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

2019-2020: Ninety percent of all students and every subgroup will meet attendance standards.

Action Plan

Action	Timeline	Leads	Resources
Contact individual students who have missed their weekly contact meeting.	Ongoing	All teacher	No additional

Goal: *Ninety five percent participation rate on state assessments.*

2019-2020: Ninety five percent participation rate on state assessments.

Action Plan

Action	Timeline	Leads	Resources
Parent Letters informing parents about testing and how their child (ren) can be successful.	Spring 2020, prior to state testing.	Monica McDaniel	No additional
Parent workshop offered for more information and hands-on experience with	Spring 2020, prior to state testing.	Monica McDaniel and teacher team.	No additional

the Smarter Balanced Assessment.			
Meeting with or talk directly to parents who are choosing to opt their child (ren) out of testing.	Spring 2020, prior to state testing.	Monica McDaniel	No additional

Plan for Year 2&3

Please explain the key improvement actions planned for the subsequent years of this plan- High level explanation of what you anticipate doing as part of continuous improvement.

2020-2021:

Key target areas will include:

- continued growth in expanding core curriculum options;
- reviewing existing options for relevance and alignment;
- increasing family onsite opportunities;
- continue to use data provided through Measures of Academic Progress (MAP) testing to identify areas of concern;
- re-evaluate the plan of 2019-2020 to make improvements and narrow the focus to smaller sub-groups of students.

2021-2022:

Key target areas for the 2021-2022 year will include re-evaluate the plan of 2020-2021 to make improvements and narrow the focus to smaller sub-groups of students.

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