San Juan Island School District Friday Harbor Elementary 2016-2017 Formative Review Quick Update

Accountability Rating: Good

Distinction Designations:

High Progress



Mission Statement

SJISD Mission Statement

Promote excellence, engaging every student, every day, through superior instruction, high expectations and academic content that is both challenging and individually relevant.

Vision

SJISD Vision

Our students will graduate prepared for life's challenges as productive citizens who are happy, healthy and compassionate.

FHES is a school that strives to:

- instill a love of learning in all students;
- nurture individual creativity, imagination, personal responsibility, empathy for others; &
- provide each student with skills and knowledge to succeed in school and in life.

Value Statement

SJISD Stewardship



Table of Contents

| | 5 |
|--|----|
| Goal 1: Powerful Teaching and Learning | 5 |
| Goal 2: District Climate | |
| Goal 3: Early Learning | 13 |

Goal 1: Powerful Teaching and Learning

Performance Objective 1: We will demonstrate a decrease in the achievement gap for reading by 10% for our Hispanic population from 20-29.9% passing compared to 80-89.9% of white students to passing. The four strategies for this performance objective listed below will raise the scores of all our students, we are focusing on our Hispanic sub group because of the extreme disparity of academic achievement.

Summative Evaluation 1:

| | | | | Rev | iews | |
|--|--|---|-----------|-----|------|-----------|
| Strategy Description | Staff Responsible Evidence that Demonstrates Success | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy | Classroom general | Summative assessment - an increase in | | | | |
| Student Growth Strategy | | achievement of all our students, with a | | | | |
| Characteristics of High Performing Schools | 1 * | focus on Hispanic students to raise our | | | | |
| CHPS 2 CHPS 6 | Teachers | school achievement index score by 1 point | | | | |
| | teachers | Formative assessments - an increase in achievement of all our students in DIBELS and MAPS from Fall to Winter and Winter to Spring. | | | | |
| in school and at home to help all students grow in their strengths and weaknesses. | | Individual demonstrated growth in Success Maker achievement data by all students. | | | | |

| | | | | 1 |
|--|----------------------------|---|--|---|
| Closing the Achievement Gap Strategy Student Growth Strategy | Special Education teachers | Procurement of new program. | | |
| Characteristics of High Performing Schools | | Agendas of job embedded PD using LLI. | | |
| CHPS 2 CHPS 3 CHPS 6 | ELL teacher | Agendas of job embedded 1D using LL1. | | |
| | Principal | Agendas from offsite observation and | | |
| 2) We will purchase Leveled Literacy Intervention (LLI) program to update and align intervention | | collaboration time with colleagues. | | |
| materials with CCSS to improve effectiveness of | | | | |
| reading support services. | | Attendance at ESD LLI trainings. | | |
| | | Decrease the achievement can for students | | |
| Job embedded professional development to | | Decrease the achievement gap for students receiving reading intervention services. | | |
| implement new LLI strategies, assessments, materials. | | interior in the second | | |
| ZZZ SWAWSZOS, MOS SOSMONIO, IMAGENAIS. | | Students are actively engaged in reading | | |
| Visit schools demonstrating success using these | | instruction using new materials at their | | |
| materials for implementation, organization, and | | appropriate level of rigor. | | |
| planning strategies. | | | | |
| Participation in ESD sponsored LLI training | | | | |
| opportunities. | | | | |
| | | | | |
| Staff and students will use new LLI materials, | | | | |
| instructional strategies and assessments. | | | | |
| Closing the Achievement Gap Strategy Student Growth Strategy | | GLAD and/or SIOP instructional strategies will be shared by ESD ELL consortium | | |
| Characteristics of High Performing Schools | | participants at FHES PD staff meetings - | | |
| CHPS 1 CHPS 2 CHPS 3 CHPS 7 | ELL teacher | meeting agendas. | | |
| 3) School wide professional development in | Principal | | | |
| GLAD and/or SIOP instructional strategies. | | Agendas from ESD ELL consortium | | |
| | | meetings | | |
| ELL teacher and gen ed teacher participation with | | GLAD/SIOP instructional strategies are | | |
| ESD ELL consortium. | | observed in classroom reading instruction. | | |

| Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 2 CHPS 4 CHPS 6 CHPS 8 CHPS 9 | education teachers Special Education teachers | Students regularly participate in the instructional opportunities scheduled outside of the school day. Parents attend at least two instructional | | | | |
|--|---|---|--|--|--|--|
| 4) Student small group instruction outside of the school day. | ELL teacher | sessions to support student practice of concepts at home. | | | | |
| Use LLI, SIOP/GLAD, IXL, Successmaker and possibly other resources to support students struggling in reading. | | | | | | |
| Encourage parents to attend part of the instructional session to support student practice of concepts at home. | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 1: Powerful Teaching and Learning

Performance Objective 2: We will demonstrate a decrease in the achievement gap for math by 10% for our Hispanic population from 20-29.9% passing compared to 80-89.9% of white students to passing. The four strategies for this performance objective listed below will raise the scores of all our students, we are focusing on our Hispanic sub group because of the extreme disparity of academic achievement.

Summative Evaluation 2:

| | | | Reviews | | | |
|----------------------|-------------------|---|---------|-----------|-----|-----------|
| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | | Formative | | Summative |
| | | | Nov | Jan | Mar | June |

| Classroom general claused frowth Strategy Classroom general claused frowth Strategy Classroom strategy Classroom strategy I) Use math RLS based upon midvidual student encels can be in the general education classroom, and/or before/after achool times. Teachers will use Success Maker to assess all students in math to determine specific strengths and weaknesses. Success Maker will be used both in school and at home to help all students grow in their strengths and weaknesses. Success Maker will be used both in school and at home to help all students grow in their strengths and weaknesses. Closing the Achievement Gap Strategy Characteristics of High Performing Schools CIPS CIPS 2 CIPS 3 CIPS 4 2) Purchase Revised Everyday Math materials. Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CIPS CIPS 2 CIPS 3 CIPS 4 3) Provide professional development necessary for implementation. Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CIPS CIPS 2 CIPS 3 CIPS 3 3) School wide professional development in GLAD and/or SIOP instructional strategies. Classroom general school achievement data. Classroom general school achievement data. Classroom general school achievement data. Sign-in sheet and genda for teacher general school achievement data. Staff and students use new EDM materials. Classroom general school achievement data. Classroom general school achievement data. Staff and students use new EDM materials. Classroom general school achievement data. Classroom general school achievement data. Staff and students use new EDM materials. Classroom general school achievement data. Staff and students use new EDM materials. Classroom general school achievement data. Staff and students use new EDM materials. Classroom general school achievement data. Staff and students use new EDM materials. Classroom general school achievement data. Staff and students in MAPS from Fall to Winter and Winter to Spring. | | | | | - | |
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| observed in classroom math instruction. | | | | | | |
| | ESD ELL CONSORTIUM. | | observed in classroom math instruction. | | | |

| 4) Student small group instruction outside of the school day. | education teachers Special Education teachers Reading Specialist ELL teacher | Students regularly participate in the instructional opportunities scheduled outside of the school day. Parents attend at least two instructional sessions to support student practice of concepts at home. | | | | |
|---|--|---|--|--|--|--|
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 1: Powerful Teaching and Learning

Performance Objective 3: We will improve effectiveness of Special Education Services for students with an Individual Educational Plan (IEP).

Summative Evaluation 3:

| | | | | Rev | iews | |
|----------------------|-------------------|---|-----|-----------|------|-----------|
| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | | Formative | | Summative |
| | | | Nov | Jan | Mar | June |

| Closing the Achievement Gap Strategy | Special Education | Agendas and minutes from FHES staff and | | | | |
|---|-------------------|--|--|--|--|--|
| Student Growth Strategy | 1 * | BLT monthly meetings. | | | | |
| Characteristics of High Performing Schools | Principal | | | | | |
| CHPS 1 CHPS 2 CHPS 3 CHPS 4 CHPS 5 CHPS 6 | | Agendas from special education case | | | | |
| CHPS 7 | | manager meetings with gen ed teachers, | | | | |
| 1) On-going review of Special Education | | paras, & bus drivers. | | | | |
| effectiveness of collaboration, communication, and delivery of services. | | Student academic IEP goals are based on CCSS. | | | | |
| Meet with gen ed teachers, paras, and bus drivers to inform each group of student IEP accommodations as applicable. | | Observations of Special Education instruction demonstrate an alignment of IEP goals based upon CCSS. | | | | |
| Align IEP goals and intervention materials with CCSS. | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 1: Powerful Teaching and Learning

Performance Objective 4: We will work to ensure our elementary school science curriculum and materials are aligned with Next Generation Science Standards and SJISD K-12 vision.

Summative Evaluation 4:

| | | | | Rev | iews | |
|--|-------------------|--|-----|-----------|------|-----------|
| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | | Formative | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy | Science Teachers | Teachers participate in ESD Science | | | | |
| Student Growth Strategy | Principal | Fellows meetings | | | | |
| Characteristics of High Performing Schools CHPS 1 CHPS 3 CHPS 4 CHPS 5 CHPS 7 | | Agenda from course mapping meeting | | | | |
| 1) FHES Science teachers will participate in professional development to increase their knowledge base of NGSS for grades K-6. | | Agenda from regional Science Conference attendance | | | | |
| Teachers will meet with MS and HS colleagues for course mapping K-12 science. | | | | | | |

| Closing the Achievement Gap Strategy Student Growth Strategy | Science Teachers Principal | Notes from classroom observations | | | | |
|---|-------------------------------|-----------------------------------|--|--|--|--|
| Characteristics of High Performing Schools CHPS 1 CHPS 2 CHPS 3 CHPS 5 CHPS 6 CHPS 8 2) Learning targets for classroom instruction are designed with NGSS and are aligned with student tasks, activities, and materials. | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | |

Goal 2: District Climate

Performance Objective 1: Improve staff perception of current climate at FHES with regard to Communication, Collaboration, Respect, and Safety.

Summative Evaluation 1:

| | | | | Rev | iews | |
|---|------------------------------------|---|-------------|---------------|------|-----------|
| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | | Formative | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy | School | There is a significant improvement in | | | | |
| Characteristics of High Performing Schools CHPS 3 CHPS 4 CHPS 8 | Improvement Team members Principal | climate perceptions on the post-survey next Spring. | | | | |
| 1) Conduct a pre-implementation survey. Use this data to plan strategies for the 2016-2017 school year to improve school climate at FHES. | 1 | FHES Staff and BLT agendas and follow up meeting reports indicate progress with $\hat{a} \in \phi$ Productive collaboration experiences for staff | | | | |
| Improve Collaboration, Communication, and demonstrations of respect for and by all FHES staff. | | •Positive, respectful communication between grade levels, programs, and principal •Respect for concerns shared and | | | | |
| Implement PBIS all-school student recognition program to promote a safe, civil, and productive learning environment. | | resolved or reduced. | | | | |
| | | Staff and Students participate in all-school activities to promote safety, civility, and productivity. | | | | |
| Closing the Achievement Gap Strategy | Grade 6 ASB | Teachers effectively collaborate to co-lead | | | | |
| Characteristics of High Performing Schools CHPS 3 CHPS 4 CHPS 8 | September Grades 4&5 December | assemblies. Assemblies are structured, promote school unity, are fun. | | | | |
| 2) Conduct quarterly school spirit assemblies. | | Students demonstrate appropriate behaviors | | | | |
| Closing the Achievement Gap Strategy Student Growth Strategy | Principal BLT members | Staff express a deeper understanding of happenings on campus. | | | | |
| Characteristics of High Performing Schools CHPS 1 CHPS 3 CHPS 4 CHPS 8 | | Staff express they feel greater involvement in decision making processes. Spring 2017 survey results indicate staff | | | | |
| 3) Open Building Leadership Team (BLT) meetings to all interested staff, only grade representatives will be paid for participating. | | feel communication is effective; feel respected; feel their voice and ideas are heard an acted upon. | | | | |
| Post agenda 24 hours prior to meeting. = Ad | ccomplished = | Considerable = Some Progress = 1 | No Progress | = Discontinue | | |

Goal 3: Early Learning

Performance Objective 1: By June of the 2016/2017 school year, 80% of FHES Kindergarten Students will Demonstrate proficiency in The Social Emotional Objective Establishes and Sustains Positive Relationships.

Summative Evaluation 1:

| | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|--|-------------------|--|-----------|-----|-----|-----------|
| Strategy Description | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy | Kindergarten | Students will measure at a level 8 on the | | | | |
| Student Growth Strategy | Teachers | continuum at the time of assessment | | | | |
| Characteristics of High Performing Schools CHPS 2 CHPS 4 CHPS 5 CHPS 6 | 1 ^ | indicating appropriate Kindergarten grade level performance. | | | | |
| 1) Para or substitute time for kindergarten teachers to pre-assess students. Kindergarten team will collaborate weekly to plan instructional strategies, monitor student progress, and evaluate effectiveness of instruction to plan for the following week. | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | |