

**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

Engender trust by ensuring a responsive and optimal use of district resources, in a manner that is clear and transparent to all stakeholders.

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# 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:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Closing the Achievement Gap Strategy</b>  <b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>                      CHPS 2 CHPS 6</p> <p>1) Use ELA IXL based upon individual student needs - can be in the general education classroom, Title 1/LAP/Special Education setting, and/or before/after school times.                      Teachers will use Success Maker to assess all students in reading 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.</p>	Classroom general education teachers Special Education Teachers Title 1/LAP teachers	<p>Summative assessment - an increase in achievement of all our students, with a focus on Hispanic students to raise our school achievement index score by 1 point for this sub group</p> <p>Formative assessments - an increase in achievement of all our students in DIBELS and MAPS from Fall to Winter and Winter to Spring.</p> <p>Individual demonstrated growth in Success Maker achievement data by all students.</p>				

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







<p><b>Closing the Achievement Gap Strategy</b>  <b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>  CHPS 2 CHPS 4 CHPS 6 CHPS 8 CHPS 9</p> <p>4) Student small group instruction outside of the school day.</p> <p>Use LLI, SIOP/GLAD, IXL, Successmaker and possibly other resources to support students struggling in reading.</p> <p>Encourage parents to attend part of the instructional session to support student practice of concepts at home.</p>	Classroom general education teachers Special Education teachers Reading Specialist ELL teacher Principal	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 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:**

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

<p><b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 2 CHPS 3 CHPS 6 CHPS 7</p> <p>1) Use math IXL based upon individual student needs - can be in the general education classroom, special education classroom and/or before/after school times.</p> <p>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.</p>	<p>Classroom general education teachers Special Education Teachers Principal</p>	<p>Summative assessment - an increase in achievement of all our students, with a focus on Hispanic students to raise our school achievement index score by 1 point for this sub group</p> <p>Formative assessments - an increase in achievement of all our students in MAPS from Fall to Winter and Winter to Spring.</p> <p>Individual student demonstrated growth in Success Maker achievement data.</p>				
<p><b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 3 CHPS 4</p> <p>2) Purchase Revised Everyday Math materials.</p> <p>Provide professional development necessary for implementation.</p> <p>Staff and students use new EDM materials.</p>	<p>Classroom general education teachers Special Education teachers Principal</p>	<p>Sign-in sheet and agenda for teacher participation in EDM training.</p> <p>Students are observed actively engaged in math instruction using new materials at their appropriate level of rigor.</p>				
<p><b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 3 CHPS 7</p> <p>3) School wide professional development in GLAD and/or SIOP instructional strategies.</p> <p>ELL teacher and gen ed teacher participation with ESD ELL consortium.</p>	<p>Classroom general education teachers Special Education teachers Reading Specialist ELL teacher Principal</p>	<p>GLAD and/or SIOP instructional strategies will be shared by ESD ELL consortium participants at FHES PD staff meetings - meeting agendas.</p> <p>Agendas from ESD ELL consortium meetings</p> <p>GLAD/SIOP instructional strategies are observed in classroom math instruction.</p>				










<p><b>Characteristics of High Performing Schools</b> CHPS 2 CHPS 4 CHPS 6 CHPS 8 CHPS 9</p> <p>4) Student small group instruction outside of the school day.</p> <p>Use LLI, SIOP/GLAD, IXL, Successmaker and possibly other resources to support students struggling in reading and/or math.</p> <p>Encourage parents to attend part of the instructional session to support student practice of concepts at home.</p>	<p>Classroom general education teachers Special Education teachers Reading Specialist ELL teacher Principal</p>	<p>Students regularly participate in the instructional opportunities scheduled outside of the school day.</p> <p>Parents attend at least two instructional sessions to support student practice of concepts at home.</p>				
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**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:**



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








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

**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:**

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

<p><b>Closing the Achievement Gap Strategy</b>  <b>Student Growth Strategy</b></p> <p><b>Characteristics of High Performing Schools</b>  CHPS 1 CHPS 2 CHPS 3 CHPS 5 CHPS 6 CHPS 8</p> <p>2) Learning targets for classroom instruction are designed with NGSS and are aligned with student tasks, activities, and materials.</p>	Science Teachers Principal	Notes from classroom observations				
 = 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:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Closing the Achievement Gap Strategy</b>  <b>Characteristics of High Performing Schools</b>            CHPS 3 CHPS 4 CHPS 8</p> <p>1) Conduct a pre-implementation survey. Use this data to plan strategies for the 2016-2017 school year to improve school climate at FHES.</p> <p>Improve Collaboration, Communication, and demonstrations of respect for and by all FHES staff.</p> <p>Implement PBIS all-school student recognition program to promote a safe, civil, and productive learning environment.</p>	School Improvement Team members Principal All FHES Staff	<p>There is a significant improvement in climate perceptions on the post-survey next Spring.</p> <p>FHES Staff and BLT agendas and follow up meeting reports indicate progress with</p> <ul style="list-style-type: none"> <li>• Productive collaboration experiences for staff</li> <li>• Positive, respectful communication between grade levels, programs, and principal</li> <li>• Respect for concerns shared and resolved or reduced.</li> </ul> <p>Staff and Students participate in all-school activities to promote safety, civility, and productivity.</p>				
<p><b>Closing the Achievement Gap Strategy</b>  <b>Characteristics of High Performing Schools</b>            CHPS 3 CHPS 4 CHPS 8</p> <p>2) Conduct quarterly school spirit assemblies.</p>	Grade 6 ASB September Grades 4&5 December Grades 2&3 March Grades K & 1 June	<p>Teachers effectively collaborate to co-lead assemblies.</p> <p>Assemblies are structured, promote school unity, are fun.</p> <p>Students demonstrate appropriate behaviors during assembly.</p>				
<p><b>Closing the Achievement Gap Strategy</b>  <b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>            CHPS 1 CHPS 3 CHPS 4 CHPS 8</p> <p>3) Open Building Leadership Team (BLT) meetings to all interested staff, only grade representatives will be paid for participating. Post agenda 24 hours prior to meeting.</p>	Principal BLT members	<p>Staff express a deeper understanding of happenings on campus.</p> <p>Staff express they feel greater involvement in decision making processes.</p> <p>Spring 2017 survey results indicate staff feel communication is effective; feel respected; feel their voice and ideas are heard and acted upon.</p>				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

### 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:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Closing the Achievement Gap Strategy</b>  <b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>            CHPS 2 CHPS 4 CHPS 5 CHPS 6</p> <p>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.</p>	Kindergarten Teachers Principal	Students will measure at a level 8 on the continuum at the time of assessment indicating appropriate Kindergarten grade level performance.				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						