



Friday Harbor Elementary School

ML SCHOOL IMPROVEMENT PLAN

- **Goal:** (SMART - Specific, Measurable, Attainable, Relevant, Timebound)

By May 2025, reading and math scores for Friday Harbor Elementary School who are Multilingual Learners will either meet grade level average or show more than one year's growth according to the MAP Student Achievement Norms (reading and math) and Running Records (reading).

- **Problem of Practice:**

According to the WSIF (Washington School Improvement Framework) summary for 2023, our ML Students continue to underperform in reading and math proficiency and growth. This Student Group is scoring below all other groups: Latinx, Low-Income, Students with Disabilities, Two or more Races and White. We recognize that Multilingual Learners typically have more barriers to learning in comparison to their native English-speaking classmates and their families may be less connected to our school due to language barriers. In addition, we see in the WSIF measures by student groups that the ML students have the lowest attendance rate at 51.5%. Hispanic/Latino students have the next lowest attendance rate at 56%, then low-income students with 61.7%, students with disabilities 62.6%, white students with an attendance rate of 64.9% and students in the two or more races group with a rate of 76.9%

The highest priority identified through the Comprehensive Needs Assessment that will be addressed in the School Improvement Plan is the need for support for ML students performing below standard. We need school-wide practices as well as targeted interventions that are specific to the needs of these groups.

The CNA also helped us to see that we need to include all stakeholders in our plan if we are going to meet our goals. Families, caregivers and community members are key in our action steps to carry out our plan and meet our goal to close the gap.

The attendance data from the WSIF shows a correlation between low attendance rate and lower proficiency rates. It is important that we provide opportunities to create a feeling of belonging among Multilingual students and families in our school, so that students really understand and feel that they are an important part of our school community.

We also know that providing opportunities for families/caregivers to have training with technology available so that they can best support students would be beneficial, but the availability of staffing and resources may be a barrier.

- **Theory of Action:**

FHES teachers will use formal/informal assessment data to inform instruction for our Multilingual Learners. We will use our adopted curriculums for reading and math instruction, increase our use of embedded resources for ML students, and use research-based instructional strategies that support English language learners. We will use our monthly Professional Development meetings to collaborate on ways to use these strategies to support supporting increased growth in reading and math to close the proficiency gap.

- **Relevant Data:** The 2023 WSIF data shows all scores for Multilingual Learners are the lowest of all of the student groups. ELA Proficiency is at 17.6% for MLs, Math Proficiency is at 14.7%. Click [here](#) to see the WSIF measures by Student Group.

Action Plan:

- Our staff will work together to increase family engagement through quarterly Family engagement nights (Sept, Nov, Feb, May).
- School Staff (office and teachers) will gather input from stakeholders to create a communication plan that ensures all families are receiving necessary information.
- The Instructional Leadership Team will plan and deliver Professional Development with a focus on Tier 1 strategies.
- The ML teachers will provide consistent support (push in and pull out) for students and update teachers about student progress.
- Teachers will participate in Professional Development days, evaluating their practice and making instructional choices that benefit Multilingual Students.
- Teachers will provide individualized instruction in reading and math (conferring, small group).
- Teachers will implement “Fact Fluency Five” - each class will dedicate five minutes daily to improving fact fluency (K - add within 5; 1st - add within



20; 2nd - add and subtract within 20; 3rd - multiply within 100; 4th and 5th - multiply and divide within 100).

- Teachers will explicitly teach and frequently practice high frequency words.
- Teachers will establish a Math Word Wall in each K-5 classroom, adding math vocabulary from Everyday Math lessons when appropriate.
- Teachers will increase student engagement using proven strategies: peer-to-peer discussion, anchor charts and word walls with visuals, content that is inclusive of diverse culture (e.g. announcements in different languages, holidays, read alouds)
- Teachers will implement Lucy Calkins Units of Study in reading and writing (K-5), and Foundations phonemic awareness program (K-3).

Outcomes in both teacher practice and student performance at end of November, February, May:

- **November**

- **Teacher**

- Staff will collect the data from the Fall MAP, Running Records, and fact fluency assessments to serve as a baseline for annual growth.
- Staff will have collected information on families' first language and preferred method of communication.
- Staff will have held Back to School night with interpreters available, and had the first ML night.
- Teachers will have held Parent-Teacher conferences in October to continue partnering in students' learning (interpreters available).
- Teachers will have launched Lucy Calkins Units of Study in both reading and writing (According to the Suggested Sequence of Units according to TCRWP).
- Teachers will have launched Fact Fluency Five and daily High Frequency word practice.
- Teachers will have completed beginning year assessments and be on their way teaching Everyday Math curriculum, including ML strategies/interventions.
- Title I Team will have assessed students (Foundations assessments, ongoing formative assessments and teacher input) to inform targeted small group instruction.



- **Student**

- Students will be immersed in Reading and Writing Workshop instruction and will participate in a variety of literacy learning opportunities.
- Students will be well into the Everyday Math curriculum.
- Students will be goal setting, completing self-assessments, noticing patterns in their own learning and making adjustments.
- Students will be working to increase their knowledge of high-frequency words and math fact power.
- Students needing targeted instruction will be participating in regular Title I groups.

- **February**

- **Teacher**

- Staff will collect the data from the Winter MAP, Running Records and Foundations assessments to serve as tools to guide instruction in the new semester.
- Teachers will use multiple/preferred forms of communication to keep parents informed and involved in their child's learning (report cards, email and phone calls) and ML nights in November and February to continue to partner in their learning.
- Teachers will have implemented Lucy Calkins Units of Study (According to the Suggested Sequence of Units according to TCRWP).
- Teachers will be working through Everyday Math curriculum, continuing to incorporate ML strategies/interventions.
- Title I Team will continue assessing (Foundations assessments, ongoing formative assessments and teacher input) to inform targeted small group instruction using strategies that benefit ML students.

- **Student**



- Students will continue to be immersed in Reading and Writing Workshop instruction and will participate in a variety of literacy learning opportunities.
- Students will be goal setting, completing self-assessments, noticing patterns in their own learning and making adjustments.
- Students will continue working to increase their reading stamina.
- Students will continue to build reading stamina and math fact power.
- Students will be working their way through the EveryDay Math curriculum.
- Students needing targeted instruction will continue participating in regular Title I groups.

- **May**

- **Teacher**

- Staff will collect the data from the Spring MAP, Running Records and Foundations assessments.
- Teachers will have held Spring conferences in March to review progress, and will continue to use multiple/preferred forms of communication to keep parents informed and involved in their child's learning (email, phone calls and notes home) and host the final ML night to continue partnering in their learning as the year wraps up.
- Teachers are finishing up Lucy Calkins Units of Study (According to the Suggested Sequence of Units according to TCRWP).
- Teachers are finishing up the Everyday Math Curriculum.
- Title I Team will complete final assessments (Foundations assessments and ongoing formative assessments) to share with classroom teachers.

- **Student**

- Students will continue to be immersed in Reading and Writing Workshop instruction and will participate in a variety of literacy learning opportunities.



- Students will be reflecting on goals, completing self-assessments, noticing patterns in their own learning and making adjustments as they wrap up the school year.
- Students will still be working through to the end of the Everyday Math curriculum.
- Students will be working to increase their reading stamina and math fact power in preparation for the following school year.