



2022-2023

SCHOOL: Friday Harbor Middle School

SCHOOL IMPROVEMENT PLAN FORM

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

Our Goal is to: Continue our work to increase academic growth for all students with an emphasis on reducing the achievement gap in our underperforming student populations

Measured by:

- Having 70% of our students meet MAP Growth goals as outlined by MAP Growth research data for on-grade level learners, and for targeted learners not at grade level.
- Increasing our Spring Cohort SBA scores by 5%
- Decrease cohort failing rates for 7th and 8th grade classes
- Have targeted populations honor roll rate be equal to or greater than the rate of our general population

Problem of Practice:

- After reviewing our data at the end of the 2022 school year we still see a need to raise achievement levels in our targeted populations of lower income and Hispanic students while maintaining academic growth opportunities for all students.



Theory of Action:

- We continue to believe that with an intentional implementation and common use of researched based teaching strategies such as AVID, we will increase rigor in the learning environment thus increasing academic achievement for all students. We also believe that by doing this, we will incur less variance in the learning environment resulting in more equity in learning opportunities for all students.

Relevant Data:

- Fall 2022 and Spring 2023 MAP test scores
- 2022-23 Student Failing Rate
- 2021 Honor Roll Participation Rate Compared to previous rates
- Spring 2023 SBA

(Data table attached)

II. Action Plan: (List all activities and timelines designed to achieve goal.)

- All staff PD in August to:
 - Review AVID Program and strategies we agree as a staff to use
 - Review Common Teaching agreements we established as a staff
 - Introduce new staff to both of these items
- Use our Building Directed Professional Development time to review, introduce, model, and increase the use of AVID Writing, Inquire, Collaboration, Organization, and Reading Strategies (WICOR) to promote rigor in the learning environment (Oct – May)
- Through our Instructional Leadership team review and advise the development of our PD sessions (Oct – May)
- Through our instructional leadership team align AVID and MTSS teaching practices while also researching and promoting Tier II and Tier III teaching practices to support students who are struggling
- Promote Student “Tiger Goals” in our Advisory (Ongoing September - June)
- Hold Honor Roll Assembly (Spring)



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

o **November**

o **Teacher**

- 100% of our teachers will begin using all Common Teaching Strategies in their teaching practice
- 100% of our teachers will have attempted to use the Focus Note Taking Process at least three times in their teaching practice
- 75% our teachers will intentionally implement the modeled teaching practice for the month
- 100% of our teachers will provide pre and post feedback on the teaching practices introduced during our building directed PD

o **Student**

- Students will use the Focused Note Taking Process
- Students will begin to use revision of notes to process information
- Students will continue to use Common Routines implemented by staff
- Students will create one academic goal
- Students will use the identified teaching strategy for the month in various learning situations



- **February**
 - **Teacher**
 - 100% of our teachers will begin using all Common Teaching Strategies in their teaching practice
 - 100% of our teachers will have attempted to use the Focus Note Taking Process at least three times in their teaching practice
 - 50% of our teachers will use revision of notes as a routine practice in their teaching
 - **Student**
 - Students will continue to use the Focused Note Taking Process
 - Students will continue to use revision of notes to process information
 - Students will continue to use Common Routines implemented by staff
 - Students will continue to use intentionally designed teaching strategies as a result of PD
 - Students will create a second academic goal and report progress on their first goal

- **May**
 - **Teacher**
 - During classroom walk-throughs, the use of WICOR strategies will be visible in all classrooms
 - Teachers will continue to support students in Focus Note Taking and the use of revision of notes for summarizing and organizing new learning.
 - Teachers will meet to review progress on School Improvement Goals and to Plan for 23-24 School year work
 - **Student**
 - Students will begin to use the Focused Note Taking Process without being prompted
 - Students will recognize how the revision of notes process helps clarify information
 - Students will continue to use Common Routines implemented by staff
 - Students will report on their academic goal progress



SCHOOL: Friday Harbor Middle School

2022-2023 SCHOOL IMPROVEMENT PLAN FORM

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

Our Goal is to: Continue to help students make connections to our school that will help maintain a positive culture

Measured by:

- Improve all Climate Survey responses to at least 75% positive
- Develop and implement an additional student survey that will target aspects of our school that may not be included in our climate survey
- Maintain or increase our 2021-22 attendance rate of 92% for our targeted population group
- Student feedback during our targeted Advisory discussions. Once in the fall and once in the spring

Problem of Practice:

- Although we feel we feel from our previous work that overall, we have a positive school culture, after reviewing our spring 2022 data, we see areas to improve in. While students are attending at high rates, we still see groups of students who may not feel as connected to our school which is indicated in our climate survey and through underperforming students academically.



Theory of Action:

- We continue to believe students must first feel safe, trusted, welcome and want to be at our school in order for consistent learning to take place.
- We also believe that by creating a culture where students feel connected and more included in our school, that they will then feel a greater desire to seek academic growth.
- Align our work in AVID and MTSS to support all students

▪ **Relevant Data:**

1. Climate Surveys from 2021, 2022 and 2023
2. Second Survey TBD – supports our MTSS work
3. F & D grades for targeted sub-groups
4. Attendance rates
5. Participation in school activities

II. Action Plan: (List all activities and timelines designed to achieve goal.)

- In August 2022, meet as a staff to review current agreed upon common routines and to add new ones based on implementation of Advancement Via Individual Determination (AVID) curriculum.
- 100% teacher participation in agreed upon common routines by November 2022.
- We will discuss and report the use of Common Routines at our Building Directed Professional development sessions, our monthly staff meetings, and at our Care Team meetings (Monthly)
- Discuss Climate Survey with students - to be done during Advisory in November and May.
- Implement Climate Survey in November and April
- Hold Advisory Class Weekly



- Continue to use Character Strong Social Emotional Curriculum in the Advisory Program (September 2022)
- Continue with our activity day we developed and held in spring of 2022. Add one more like activity for the 2022 -23 school year. A winter craft day has been suggested
- Tiger Postcards sent home monthly to selected students
- Re-instate the use of our Tiger Pride recognition program
- Provide opportunities for intra-school competitions in multiple activities that will appeal to different groups of students (November, February, April)

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

- **November**

- Teacher**

- 100% of our Advisory teachers will implement the use of the Character Strong curriculum
 - Implement Fall Climate Survey to gather baseline data
 - Send home two post cards
 - Create Plan for Winter Activity Day

- Student**

- Students will participate in intra-school competition activity
 - Students will use and participate in Common Routines
 - Students will complete Climate Survey



- **February**
 - **Teacher**
 - 100% of our Advisory teachers will continue the use of the Character Strong curriculum
 - Create plan for Activity Day
 - Send home two post cards

 - **Student**
 - Students will continue to participate in Common Routines
 - Students will participate in intra-school competition

- **May**
 - **Teacher**
 - 100% use of all Common Routines by staff on an intentional and regular basis
 - Emphasize maintaining the use of routines through intentional planning, as this is the time of year items get dropped due to pressure of “other” end of year activities

 - **Student**
 - Complete and review the results of our Climate Survey
 - Continue to use Common Routines implemented by staff
 - Through Advisory Discussions, share how connections and belonging at our school are working for them

Data Tables

	Math/Science % of students not passing at least one class	English/Social Studies % of students not passing at least one class
8th Grade		
2022	2%	2%
2021	19%	32%
2020	20%	20%
7th Grade		
2022	5%	3%
2021	14%	12%
2020	38%	22%
6th Grade		
2022	21%	12%
2021	13%	13%
2020	15%	2%

MAP DATA REVIEW By Cohort Students Meeting RIT Grade Level Target								
	Fall 2019 Math	Spring 2021 Math	Fall 2021 Math	Spring 2021 Math	Fall 2019 Reading	Spring 2021 Reading	Fall 2021 Reading	Spring 2021 Reading
5th Grade	64%				65%			
6th Grade	69%	43%	46%	47%	76%	63%	59%	59%
7th Grade	59%	46%	44%	45%	50%	69%	64%	56%
8th Grade		43%	68%	61%		67%	65%	56%

Mean RIT MAP Scores						
	8th Grade		7th Grade		6th Grade	
	Fall 21	Spring 22	Fall 21	Spring 22	Fall 21	Spring 22
Math	229	235	218	225	211	218
Reading	223	224	217	221	211	218

Honor Roll Rates				
	18-19	19-20	20-21	21-22
6th	34%	56%	44%	50%
7th	53%	50%	53%	41%
8th	49%	55%	41%	80%