

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

Accountability Rating: Good



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.

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: FHHS: Update curriculum to align with standards and support with strong professional development for CCSS or NGSS shifts in instruction. This alignment which informs instructions will support closing the gap as well as moving at least 10% of students to level 3 or 4 on Smarter-Balanced or End of Course Biology exams.

Summative Evaluation 1:





| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|---|--------------------------------|--|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 3 CHPS 5</p> <p>1) Establish Departmental PLC's to review CCSS and NGSS. Determine both scope and sequence 7-12 as well as evaluate current curriculum to determine fidelity.</p> | Principal. Department Heads | Notes from professional collaboration meetings. Results from classroom based and State mandated exams. |  |  | | |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 3 CHPS 5</p> <p>2) Attend professional development, as needed, specific to CCSS or NGSS development. This can be job embedded, delivered on site, or sent off campus. The objective is to increase understanding of the standards so that instruction can be informed.</p> | Principal, Department Leads | Agendas from training opportunities. The end goal is to recognize growth in the scores on State mandated exams.. |  |  | | |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 3 CHPS 6</p> <p>3) Improve the student growth reporting component of the evaluation cycle. Ensure that teachers are utilizing specific standards related to CCSS or NGSS when identifying student growth.</p> | Principal. | Evidence will be through observation notes, artifacts from staff, and the final evaluation. |  |  | | |

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| <p>Characteristics of High Performing Schools CHPS 4 CHPS 6</p> <p>4) Review of currently adopted curriculum in order to determine if it best fits the expectations of either CCSS or NGSS. We will begin specifically with the math department while we undergo a second year of a piloting various curriculum.</p> | Principal, math and science teachers. | By Spring 2017, a curriculum will be chosen that will be finalized through the District's adoption process. |  |  | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 1: Powerful Teaching and Learning

Performance Objective 2: FHHS: Strategic planning addressed the need for a K-12 plan for science that aligns NGSS standards with STEM and core science classes. At the high school, this must include a specific review what is being taught, why it is being taught, and the progression a student follows. This organization of course offerings will support K-12 alignment as well as increase science literacy as revealed in the increase of student participation in higher level science courses and classroom based assignment.





Summative Evaluation 2:














| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|--|------------------------------|---|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy</p> <p>Characteristics of High Performing Schools CHPS 5 CHPS 9</p> <p>1) Consistent review of STEM course by advisory committee to determine efficacy of current program.</p> | Principal, STEM coordinator. | Established curriculum approach as presented in catalog by spring of 2017. |  |  | | |
| <p>Student Growth Strategy</p> <p>Characteristics of High Performing Schools CHPS 5 CHPS 7</p> <p>2) Visit established STEM schools in order to inform our own approaches. The objective is to recognize how successful program link NGSS along with the interest of the students and the needs of future employers.</p> | STEM coordinator | Agendas and other artifacts that demonstrate attendance. The establishment of a plan that for the 2017-18 school year and beyond. |  |  | | |

Goal 1: Powerful Teaching and Learning

Performance Objective 3: FHHS: Establish mandated intervention opportunities. These specific interventions will result in a 10% decrease of D's and F's reported on the bi-monthly eligibility report and close the gap by 10-15 %.

Summative Evaluation 3:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|--|-----------------------|--|--|--|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 2 CHPS 6 CHPS 8</p> <p>1) Implement a volunteer or mandated 1 hour intervention on each early release. All students with D's or F's remain in school and attend the classroom in which they currently have a D or F for specific support and guidance from that teacher. We can utilize peer tutors as necessary additionally.</p> | Principal, FHHS staff | Attendance records and demonstrated decrease of D's and F's on bi-monthly reports. |  |  | | |
| <p>Closing the Achievement Gap Strategy Characteristics of High Performing Schools CHPS 1 CHPS 2 CHPS 8</p> <p>2) Incorporate MTSS strategies in our student support team meetings in order to create establish school wide interventions. Student support team meetings will meet more regularly to identify students who are at risk, determine interventions, communicate the steps to the entire staff, and then evaluate the effectiveness.</p> | Principal, Counselor | Students identified will achieve as indicated by classroom based assessments and State mandated exams. |  |  | | |






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|--|---|--|---|---|--|--|
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 6 CHPS 8</p> <p>3) Utilize MAP testing two times a year for all 9th grade and other targeted students identified by the student support team and/or enrollment in content area support or tutorial courses. We will also implement the SBA interim tests in order to determine if the data available can be used to inform instruction.</p> | <p>Content Area Support and Tutorial teachers. Counselor.</p> | <p>Continued growth on MAP scores throughout the year. Increase achievement on the State mandated exams.</p> |  |  | | |
| <p>Characteristics of High Performing Schools CHPS 6</p> <p>4) Use the Claims Data to specifically identify the gaps in learning for ELA and Math. This review should inform and change instruction to meet the specific need of each student.</p> | <p>Principal, Counselor</p> | <p>Increase of proficient score on both District based and State mandated assessments.</p> |  |  | | |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 6</p> <p>5) Using student support team provided data, the staff will identify students' specific needs that are causing the achievement gap. The purpose of this goal is for the faculty to realize the gap thereby informing instruction. Interventions can be put into place that will address this concern based on data. Recognition of a change in clientele is necessitated in order to move from good to exemplary.</p> | <p>Principal, Counselor</p> | <p>Documented notes from professional collaboration sessions and student support team meetings.</p> |  |  | | |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 3 CHPS 6</p> <p>6) Focus evaluations on purpose and success criteria. The objective is for all teachers to demonstrate that students understand what skill is expected of them and that there is clarity in all assessment tied to the purpose.</p> | <p>Principal</p> | <p>Observations from the cycle of inquiry and final evaluations.</p> |  |  | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 1: Powerful Teaching and Learning

Performance Objective 4: FHHS: Review current resource material utilized to ensure intentional and coherent 7-12 alignment. This alignment refers to scope and sequence as established by CCSS and NGSS. Additionally, FHHS will maintain rigor by including in this alignment a commitment to dual enrollment that is reflective of the sequences established 7-12.

Summative Evaluation 4:


| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 2 CHPS 7</p> <p>1) Utilize professional collaboration and departmental meetings to analyze the rigor of each class taught. From this review, recommendations for change in curriculum pedagogy, and/or offerings will be made. The discussion on rigor will correspond also with the need for a high degree of interventions necessary to ensure all students are reaching proficiency.</p> | Principal, Department Heads | Higher level offerings on the master schedule. Documented changes in curriculum that increases rigor and matches CCSS or NGSS standards. | | | | |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 2 CHPS 4 CHPS 5</p> <p>2) Use early release and other professional development opportunities to ensure materials used align to the common core.</p> | Department chairs, Principal | Choice of material best aligned. Improved scores on the SBA | | | | |
| <p>Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 2</p> <p>3) Implement the first dual enrollment course through CWU in Pre-Calculus.</p> | Principal, Counselor, Math Teacher | Student completion of course and reception of college credit. | | | | |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: District Climate

Performance Objective 1: FHHS: Establish theme based advisory sessions centered on academic achievement, cultural diversity and socially acceptable behaviors.

Summative Evaluation 1:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|--|-------------------------------|------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy Characteristics of High Performing Schools CHPS 4 CHPS 8 1) Created bi-monthly theme based advisories where adviser and advisees can discuss impacts on student achievement. The advisory committee will have to meet regularly to establish the approach. | Principal, Advisory committee | Advisory plan as developed. | ● | ● | | |
|  | | | | | | |

Goal 2: District Climate

Performance Objective 2: FHHS: A Latino Advocacy Club will be started at Friday Harbor High School where leadership, engagement, and student voice will be encouraged. inclusive in this will be a commitment to attend LEAP conferences

Summative Evaluation 2:



| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|--|-----------------------|------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy Characteristics of High Performing Schools CHPS 1 CHPS 8 1) A club will established in order to provide a voice for students of color. | Principal, counselor. | Minutes from meetings. | ● | ● | | |






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: District Climate

Performance Objective 3: FHHS: Establish a Master Schedule Committee to review current secondary campus schedules and then to make recommendations for the following year. The objective is to reduce transitions as well as the number of subjects a students is juggling at one time. This deeper dive into a subject area will improve assessments outcomes by 10% on the Spring 2018 tests.

Summative Evaluation 3:








| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|--|--------------------------------------|--|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 9 1) Utilize the building leadership team meetings and professional collaboration opportunities to review current schedule. A recommendation for an alternative approach will be made to the board by January 2017. | Principal, Building leadership team. | Change in schedule and notes from meeting minutes. |  |  | | |

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: District Climate

Performance Objective 4: FHHS: In PLC determine why students C or below state they "feel" not as supported as those who receive a "b" or higher. In so doing and then by enacting researched based measure for improving climate an increase in both overall number of students receiving a B or higher and on the SBA by 10% will be recognized.








Summative Evaluation 4:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|---|--------------------------------|--|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Closing the Achievement Gap Strategy Student Growth Strategy Characteristics of High Performing Schools CHPS 1 CHPS 8 1) Provide data on student achievement to advisories. The objective is for students to participate in conversations concerning effort, grades, and supports systems. | Principal, Counselor, Advisers | Information retrieved through intentional advisory conversations should lead to improved achievement in both classroom based assessments and the Smarter Balanced Assessments. |  |  | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: District Climate

Performance Objective 5: FHHS: Establish a digital format for high school and beyond plan utilizing my school data as the platform. Additionally Good Docs will be used as a warehouse for all samples of work that students will review at the end of the year. The review will lead to a reflection piece. The objective is for students to recognize growth and how it impacted 5th year plan decisions.

Summative Evaluation 5:

| Strategy Description | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|---|--|--|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Characteristics of High Performing Schools CHPS 1 CHPS 8 1) The advisory committee will establish a plan for job embedded training and organize the process for implementing My School Data. We will move to a digital process rather than the current paper and pencil model. | Principal, Advisory Committee, Advisers. | Full implementation of My School Data process by the end of the 2016-2017 school year. |  |  | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |