

**San Juan Island School District**  
**Friday Harbor Middle 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:** FHMS: By the end of 2016-2017, 75% of all 7th and 8th grade students will reach proficiency on the SBA, which is scoring a level 3 or 4. This is a 10% increase.

### Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Closing the Achievement Gap Strategy Student Growth Strategy</b> 1) Staff will commit to a review of the claims data in order to determine instructional needs.	Student support team. Counselor and principal	Notes from student support team meetings and professional collaboration times during early release.				
<b>Closing the Achievement Gap Strategy Student Growth Strategy</b> 2) A teacher will be hired for open position of social studies for the 2015-16 school year that also has an English endorsement who can focus on reading and writing. Additionally, this person will be specifically responsible for secondary instruction in the reading CAS classes.	Principal	Recommendation for hire is made to the superintendent.				
<b>Closing the Achievement Gap Strategy Student Growth Strategy</b> 3) Content Area Support and special education teachers will utilize the articles program which mandates daily reading and provides feedback on comprehension and literacy immediately upon completion. This practice and feedback will inform instruction as well as allow students to use the data for motivation.	Principal, special education teacher, and reading content area support instructor.	Full implementation of the program as well as increase in achievement as indicated on the MAP test given in Fall, Winter, and Spring.				
<b>Closing the Achievement Gap Strategy Student Growth Strategy</b> 4) Friday Harbor Middle School will commit to literacy across the curriculum emphasizing content themes that include specific cultural elements.	Principal, Assistant Principal, Counselor.	Full implementation. Improvement in reading achievement as indicated in MAP scores Fall and Winter.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1: Powerful Teaching and Learning**

**Performance Objective 2: FHMS:** The achievement gap on the ELA exam will close by the end of the 2017 school year. Smarter Balanced results in August of 2017 will recognize 80% of all students of color reaching proficiency, which is level 3 or 4.







**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 Student Growth Strategy</b></p> <p>1) Teachers will commit to professional development that identifies best practices for cultural awareness and the culture of poverty.</p>	Principal, Assistant Principal	Notes from professional collaboration opportunities during early release and documentation of training attendance.				
<p><b>Closing the Achievement Gap Strategy Student Growth Strategy</b></p> <p>2) Friday Harbor Middle School will identify the educational gaps using SBAC and MAP test results using these to inform instruction, specifically in Content Area Support courses where specified content and instructional strategies are implemented for targeted subgroups based on their needs.</p>	Principal, content area support instructors.	Increase in achievement in MAP and SBA scores.				
<p><b>Closing the Achievement Gap Strategy Student Growth Strategy</b></p> <p>3) Friday Harbor Middle School will commit to increasing familiarity with assessment formats. We will do this by utilizing the already purchased SBA guide to success in all English classrooms. We will supplement this in targeted intervention courses so more time can be dedicated to the test structure as well as content expectations. Additionally, we will utilize the online practice test provided by the State throughout the course of the year.</p>	Principal, Counselor, Assistant Principal, District Assessment Coordinator.	Improvement in ELA scores on SBA spring of 2017.				
<p><b>Closing the Achievement Gap Strategy Student Growth Strategy</b></p> <p>4) Teachers will use the claims data to determine specific areas of need to inform instruction.</p>	Principal	Notes from from professional collaboration opportunities.				

**Goal 1: Powerful Teaching and Learning**

**Performance Objective 3: FHMS:** By the end of 2016-2017, increase math achievement for 7th grade students from 58% to 63% as evidenced by the SBA assessment.

**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>  <b>Characteristics of High Performing Schools</b>                      CHPS 1 CHPS 2 CHPS 3 CHPS 5 CHPS 7</p> <p>1) Utilize early release or other specifically identified professional learning opportunities to compare MAP data with SBA results in order to determine gaps in learning and thereby informing instruction</p>	Principal, Assistant Principal, Counselor	Improvement in scores on SBAC				
<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 5 CHPS 6</p> <p>2) Continue 2nd year implementation of the pilot of Utah math which aligns with common core.</p>	Math teacher, Assistant Principal	Improved results on SBA 2017				
<p><b>Closing the Achievement Gap Strategy</b>  <b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>                      CHPS 3 CHPS 7</p> <p>3) The math teacher will register for an attend the math fellows program through the ESD which will allow for her to determine best approaches to ensure dedication to common core.</p>	Math Teacher, Principal	Implementation of content learned into successful classroom lessons.  Impact on achievement as revealed in the SBA interim and summative.				
















<b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 4 CHPS 5 4) Implement 7-12 vertical alignment opportunities in order to determine both scope and sequence needed to prepare students for the tests	Principal, Department leads	Improvement in scores. Successful expression and implementation of a sequential approach.				
<b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 6 CHPS 8 5) Focus on Target development and Success Criteria for each teacher within the observation and evaluation process.	Principal, Assistant principal	Smarter Balanced Assessment improvement. Classroom observations and follow up conferences with individual teachers				
= Accomplished             = Considerable             = Some Progress             = No Progress             = Discontinue						

**Goal 1:** Powerful Teaching and Learning

**Performance Objective 4:** FHMS: By the end of 2016-2017, increase math achievement for 8th grade students from 50% to 55% as evidenced by the SBA assessment.

**Summative Evaluation 4:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<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 5 CHPS 7 1) Utilize early release or other specifically identified professional learning opportunities to compare MAP data with SBA results in order to determine gaps in learning and thereby informing instruction	Principal, Assistant Principal, Principal, Counselor	Improvement in scores on SBAC				

<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 5 CHPS 6</p> <p>2) Continue 2nd year implementation of the pilot of Utah math which aligns with common core.</p>	<p>Math teacher, Assistant Principal</p>	<p>Improved results on SBA 2017</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 4 CHPS 5 CHPS 6</p> <p>3) Collaboration between 8th grade math and algebra I teachers. Specific conversations concerning how to implement constructed responses into classroom based assessments. This will include work with "Agile Minds" and "Better Lessons" curriculum.</p>	<p>Principal, Math Teacher Leads</p>	<p>Utilization of constructed response assessments in classroom.</p> <p>Implementation of Interim Testing from Smarter Balanced site.</p>				
<p><b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b></p> <p><b>Characteristics of High Performing Schools</b> CHPS 3 CHPS 7</p> <p>4) The math teacher will register for an attend the math fellows program through the ESD which will allow for her to determine best approaches to ensure dedication to common core</p>	<p>Math Teacher, Principal</p>	<p>Implementation of content learned into successful classroom lessons.</p> <p>Impact on achievement as revealed in the SBA interim and summative.</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 4 CHPS 5</p> <p>5) Implement 7-12 vertical alignment opportunities in order to determine both scope and sequence needed to prepare students for the tests</p>	<p>Principal, Department leads</p>	<p>Improvement in scores.</p> <p>Successful expression and implementation of a sequential approach.</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 6 CHPS 8</p> <p>6) Focus on Target development and Success Criteria for each teacher within the observation and evaluation process.</p>	<p>Principal, Assistant principal</p>	<p>Smarter Balanced Assessment improvement.</p> <p>Classroom observations and follow up conferences with individual teachers</p>				
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						



**Goal 1: Powerful Teaching and Learning**

**Performance Objective 5:** FHMS: Establish a process for practicing SBA "like" testing to ensure students understand the structure of the test. The result will be increased scores in all content areas of the SBA.









**Summative Evaluation 5:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 5 CHPS 7 1) Utilize the Interim Block Testing prior to the actual exam.	Principal, Assistant Principal, Director of Assessment.	Improved Achievement on the summative Smarter Balanced Assessment.				
<b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 5 CHPS 6 2) Review of results after Interim testing so that instruction can be informed and intentional.	Principal, Assistant Principal, Director of Assessment.	Improved Achievement on the Smarter Balanced Assessment.				
<b>Characteristics of High Performing Schools</b> CHPS 1 CHPS 2 CHPS 5 3) through departmental meetings, teachers will develop classroom based assessments that resemble the "types" of questions found on the SBA.	Principal, Assistant Principal, Teacher Leads.	Improved Achievement on the SBA.				
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

## Goal 2: District Climate

**Performance Objective 1: FHMS:** The achievement gap will close due to an increase in cultural awareness activities. By spring 2017, 80% of target subgroups will receive at least a level 3 or 4 on the SBA ELA.

### Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> 1) Friday Harbor Middle School will utilize parents minority volunteers, high school student mentors, and community organizations to support targeted subgroups. This includes but is not limited to various open house nights, cultural and diversity celebrations, and parent/student study clubs. The objective is to increase parental involvement in the lives of students.	Principal, Counselor, Assistant Principal.	Increase in SBA proficiency and demonstrated closing of the achievement gap.  Notes and/or agendas from community involvement nights.				
<b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 4 CHPS 8 CHPS 9 2) Include in our the "Motivational Mondays" program specific elements of culture instruction. Allow for student participation and demonstration to increase validity.	Principal, Assistant Principal Prevention/Intervention Specialist.	Agendas from each "Motivational Monday" that specifically addresses diversity and relevance.				
<b>Closing the Achievement Gap Strategy</b> <b>Student Growth Strategy</b> <b>Characteristics of High Performing Schools</b> CHPS 8 CHPS 9 3) A Latino Advocacy Club will be started at Friday Harbor Middle School where leadership, engagement, and student voice will be encouraged. inclusive in this will be a commitment to attend LEAP conferences	Counselor, Assistant Principal, Prevention/Intervention Specialist	Meeting Notes and records of LEAP attendance.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** District Climate

**Performance Objective 2:** FHMS: Decrease the number of formal or informal incidents of harassment bullying and intimidation by 50%.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>                      CHPS 4 CHPS 8</p> <p>1) Continue "Motivational Monday" program placing even more emphasis on student participation and identification of appropriate behaviors.</p>	Dean of Students, Prevention Intervention Specialist	Decrease in HIB referral whether they are formal or informal.				
<p><b>Student Growth Strategy</b>  <b>Characteristics of High Performing Schools</b>                      CHPS 1 CHPS 3 CHPS 8</p> <p>2) Review the Behavior Matrix established 5 years ago, revised in 2014. Ensure that all teachers follow the same expectations. Take time to demonstrate to new staff the expectations.</p>	Assistant Principal	Decrease in referrals and increase in the number of students keeping their golden tickets.				
<p><b>Characteristics of High Performing Schools</b>                      CHPS 8</p> <p>3) Create monthly campaigns the includes signage reminding all students of the importance of treating everyone with respect and dignity.</p>	Assistant Principal, Prevention Intervention Specialist.	Decrease in referrals.				
<p><b>Characteristics of High Performing Schools</b>                      CHPS 4 CHPS 8</p> <p>4) Review the golden ticket and Tiger Pride award system at the beginning of the year. Make changes as necessary and increase teacher involvement in the programs that identify students doing well socially.</p>	Assistant Principal	Notes from professional collaboration opportunities. Significant increase in positive awards for those students who are succeeding behaviorally.				
<p>  = Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>						