



Friday Harbor High School

SCHOOL IMPROVEMENT PLAN ~ 2022-2023

I. **Goal 1:** (SMART - Specific, Measurable, Attainable, Relevant, Timebound)

In the 2022-23 school year, students taking state assessments will meet or exceed the pre-pandemic pass rates on all exams.

- Tenth-grade students at FHHS who take the Smarter Balanced Assessment will improve the pass rate by 8 percentage points on the English/Language Arts exam, from 75% meeting standard to 83%.
- Tenth-grade students taking the SBA Math exam will improve by 12 percentage points, from 49% to 60%.
- Eleventh-grade students taking the Washington Comprehensive Assessment of Science will improve by 7 percentage points, from 63% meeting standard to 70% meeting standard.

• **Problem of Practice:**

As we progress through our second in-person year after the COVID closure years, we are monitoring our school's progress by attempting to regain or surpass the levels of achievement we had on state exams pre-pandemic. We chose to set goals for all three academic tests, as they will give us a broader scope for the work. We chose to use the state assessments as our through-line so we have a pre-pandemic indicator to anchor our trends over time.

We know that the school closure had deep impacts on the learners in our schools and disrupted the progression of learning for them, as well as the formation of the habits students need to be able to learn and grow academically.

The data in the tables below not only show the progression of achievement over the last several years, but also show the achievement levels of the largest non-white segment of student learners: Hispanic/Latinx/Chicanx students.

By setting these goals, and by highlighting the achievement gap between our white students and our Hispanic/Latinx students, we can focus our strategies on ways to support the learners farthest from educational parity.



• **Theory of Action:**

We believe in the ability of every student at FHHS to achieve at high levels. If we believe in the ability of every student, then we believe there are strategies we can augment or implement to support students to achieve at high levels. If we implement targeted strategies to support our Hispanic/Latinx students, we believe their achievement levels will also increase, therefore increasing the achievement levels of all students.

• **Relevant Data:**

ALL RESULTS	17-18	18-19	19-20 (no test in Spr 20)	20-21 (10 th -gr test in Fall 21)	21-22	GOAL 22-23
SBA ELA	80	69		58	75	83
SBA Math	59	54		35	49	60
WCAS	59	61		57	63	70

ELA - 10th			% Proficient
16 Hisp/Lat	10 Met	6 Not Met	63%
40 White	33 Met	7 Not Met	83%
61 All	46 Met	15 Not Met	75%

Math - 10th			% Proficient
16 Hisp/Lat	3 Met	13 Not Met	19%
40 White	24 Met	16 Not Met	60%
61 All	30 Met	31 Not Met	49%

WCAS – 11 th	Hisp/Lat N<10
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II. Action Plan: (List all activities and timelines designed to achieve goal.)

- Schoolwide Tier I strategies to support student academic success
 - Students have a weekly opportunity to complete their HotSheet reflection and set goals; Advisory teachers monitor progress
 - Students have daily opportunity to see, hear, and restate the learning targets for every lesson
 - Students lead conferences with Advisory teachers and family about their progress and future goals twice/year
 - Professional development in strategies for ML students, which support all students
- Schoolwide MTSS definition and alignment of academic tiers of support
- Tier II and Tier III strategies to support student academic success defined, access points identified, and adjusted based on need and utilization

- Care Team
- After-School Tutoring in LIB, including on Wednesdays
- ML classes, ML strategies incorporated into instruction, and ML tech supports identified, taught, and implemented
- ILT will have met w/ESD liaison at least 2x to do alignment work
- Develop and implement methods to analyze the effectiveness of our academic strategies.
- Investigate data that shows academic progress of students in MS AVID elective.
- Study academic strategies implemented in MS and train staff on effective use of these strategies
- Study next best academic strategies (academic/AVID) for our school, implement them, and monitor their effectiveness

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

- **November**

- **Teachers**

- 100% of teachers will be posting the daily learning target in every class, every day
- 100% of Advisory teachers will have rolled out, implemented, and used Hotsheets as supplements in fall conferences.
- Math teachers with 10th- through 12th-grade students who haven't met standard on their SBA Math exam will have identified students for extra support, and matched them with after-school free math tutoring in the LIB
- 100% of teachers who teach content areas that are represented by the SBA will have used collaborative time to review SBA data and plan for modifications and adaptations.

- **Students**

- 100% of students will be able to verbalize what they're meant to know and be able to do at the end of every class (based on walkthrough data)
- 100% of students will be completing the Hotsheet on a weekly basis
- 75% of students recommended for after-school math will be passing their math class by the end of Q1
- 100% of students will have participated in fall student-led conferences and identified goals for themselves moving forward in the 22-23 SY
- 70% of students in targeted subgroup will be passing all their classes, including 60% passing their math class

- **February**

- **Teachers**



- 100% of teachers will share the daily learning targets with each of their classes, and share how targets connect to past and/or future learning
- Teachers will have had an opportunity to reflect on effectiveness of Hot-sheet strategy and made adjustments to practice
- Teachers will have experienced PD on both Tier I schoolwide strategies, and on MS strategies experienced by all 9th- and 10th-grade students, and selected a way to deepen the student experience with both strategies, and made a plan to incorporate them at high levels.
- **Students**
 - 75% of students will not only be able to talk about what they know or are able to do by the end of a lesson, they will also be able to connect the learning to past and/or future learning
 - All students will be consistently able to demonstrate facility with their understanding of the LTs and the Hotsheets.
 - 75% of all math students who have not met standard on their Math SBA will be passing their math class
 - 75% of students in targeted subgroup will be passing all their classes, including 70% passing their math class
- **May**
 - **Teachers**
 - 100% of teachers will share the daily learning targets with each of their classes, and will have had student input into the development of the success criteria that demonstrate achievement of those targets
 - Teachers will have reflected on the Tier I strategies implemented this year and been able to make adjustments and make a plan to further the work
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 - **Students**
 - 100% of students will be able to share the learning target, how it connects to previous or future learning, and how it will impact them now or in the future.
 - 50% of students will be able to independently share not only the LTs, but also the relevance of the work, and ways for them to be able to demonstrate their learning (success criteria).
 - 90% of all math students who have not met standard on their Math SBA will be passing their math class
 - 85% of students in targeted subgroup will be passing all their classes, including 80% passing their math class



Friday Harbor High School

SCHOOL IMPROVEMENT PLAN

I. **Goal 2: (SMART - Specific, Measurable, Attainable, Relevant, Timebound)**

Using the FHHS climate survey, in May of 2023 there will be a 10 percentage-point increase in the number of favorable responses of students expressing their belief that adults can stop a bully when compared with the survey data from May of 2022, from 54.5% to 64.5%. In addition, we seek to increase our Hispanic/Latinx students' average scores on their feelings of belonging to be within 0.05 points of the White students' feelings of belonging when comparing the May 2023 survey with the May 2022 survey.

- **Problem of Practice:**

As we begin our second full in-person year at school after the C19 closures, our data shows our students' sense of belonging (a major concern in last year's SIP) has returned to pre-pandemic levels. However, as exhibited in the data below from the Spring 2022 climate survey, we can see our Hispanic/Latinx students' sense of belonging lags behind. Therefore we opted to continue to monitor these students' levels of their sense of belonging in this year's SIP.

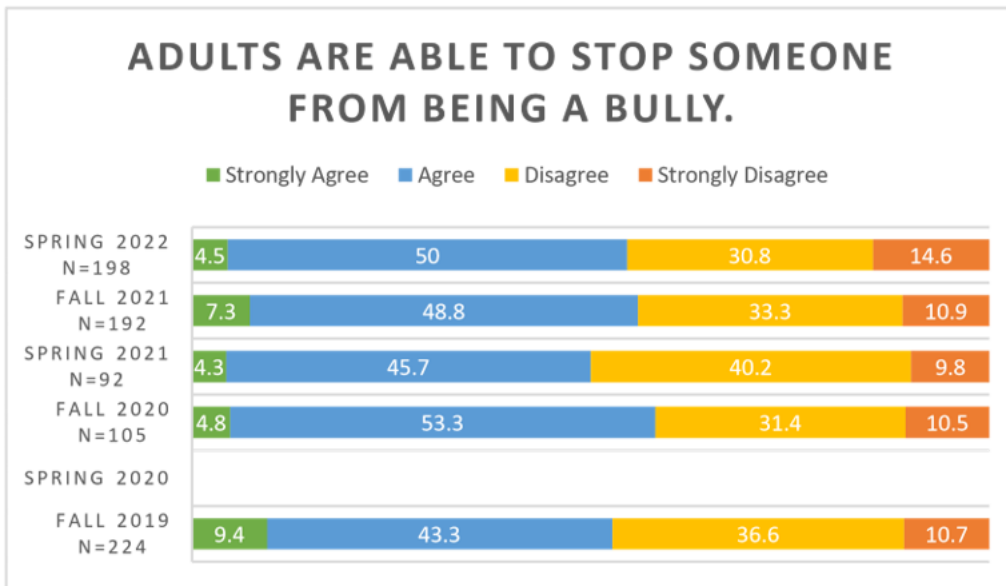
What was stark about the data from all students is their belief that there is little adults can do to stop bullying behavior. This made us curious and also compelled us to stress bullying, online behavior, and bystander agency in our SEL work this year and to review our staff practices in regards to reporting concerning behavior as it relates to bullying.

- **Theory of Action:**

If we focus on supporting our students as they encounter bullying behavior, then our students will not only be able to manage situations where they witness bullying but also they will be better at reducing actions that are perceived as bullying behavior and/or being able to intervene when they witness it. This skill is transferable to all social situations as they progress through their high school years and beyond, contributing to the health and well-being of society in general.

If we focus on our Hispanic/Latinx students' feelings of belonging at school, we will be compelled to review our school's initiatives through an equity lens, impacting the social well-being of all our students, and having impacts academically as well.

- **Relevant Data:**



	I belong to a group of friends at school.	My teachers take the time to get to know me.	People at my school care if I'm not there.
All	3.29	2.97	2.93
White	3.32	2.98	2.93
Hispanic/Latino	3.12	2.91	2.91

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

The strategies to be augmented or implemented to reach this goal are:

- Schoolwide Tier I strategies to support student social-emotional well-being
 - Students have weekly opportunity to complete their HotSheet reflection and check in with their feelings around school; Advisory teachers monitor progress
 - Students have opportunity to learn about bullying behavior and apply the learning to their social lives, both in and out of school
 - Students lead conferences with Advisory teachers and family about feelings of success and belonging at school twice/year
 - Targeted professional development in strategies for interrupting bullying behavior
 - Staff review of practices that result in student belief that staff don't have power to stop bullying behavior
 - Student climate survey implemented in Oct 2022 and May 2023
- Schoolwide MTSS definition and alignment of social-emotional tiers of support
- Tier II and Tier III strategies to support student social-emotional well-being defined, access points identified, and adjusted based on need and utilization
 - Care Team
 - Analysis of clubs, activity, and athletic participation disaggregated by ethnicity



- Social-emotional strategies incorporated into Advisory and all classes
- We noted that ~50 students did not participate in the last administration of this survey. We will work to get as close to 100% participation as possible in both administrations this year.

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

- **November**

- **Teachers**

- ILT/MTSS team will agree on draft question for Student Climate Survey to tease out the challenges students feel with the response to bullying behavior, and include it in Student Climate Survey
- All Advisors will support the fall administration of the Student Climate Survey.
- Use of Admin-Directed Collaborative Time to plan SEL lessons connected to the SEL state standards, including implementation of Character Strong lessons, if desired. Initial focus will be on augmenting students' sense of belonging.
- ILT/MTSS team will define our Tiers of Intervention.
- At least 1 staff member will pick up advising of the Latinx Club at school and the club will be having regular meetings and showcasing cultural contributions and celebrations.
- ILT/MTSS team will analyze Student Climate Survey results and decide next steps.
- Advisors will plan/support Homecoming activities for a fall grade-band connection activity.

- **Students**

- Student Climate Survey will be administered in last week of October. Aiming for a 90%+ response rate.
- Fall Student Climate Survey results will, at a minimum, stay at the spring levels.
- Students will have a chance to share their feedback on the 1-6 Wednesday schedule.
- Students who choose to participate in Latinx Club will have hosted at least one educational event/cultural celebration.
- Students will plan and participate in Homecoming activities for a fall grade-band connection activity.

- **February**

- **Teachers**



- After ILT/MTSS team has defined our Tiers of Intervention, we will plan to and then push out to larger staff, as well as an analysis of the Student Climate Survey results and action plan.
- Implement SEL lessons based on results of Student Climate Survey and perceptions of bullying behavior and responses.
- Advisors will plan and host one grade band connection activity.
- **Students**
 - 100% of students in Advisory will have a SEL opportunity to respond to climate survey data and develop skills
 - Students will continue to have the opportunity to participate in Latinx Club, and consider summer camp leadership development opportunities.
 - Students will have the opportunity to participate in one grade band connection activity.
- **May**
 - **Teachers**
 - Teachers will be able to identify the SEL supports for our students in our Tiered MTSS support structure, and know how to refer students for support in all tiers.
 - Advisors will plan and host one grade band connection activity.
 - Spring Administration of Student Climate Survey by mid-May
 - Latinx will continue to be a club offered for students, and plans will be made for the 23-24 school year.
 - **Students**
 - Student Climate Survey spring administration completed by mid-May; 90%+ response rate and increase in beliefs in adults to respond to bullying behavior and in sense of belonging in our Hispanic/Latinx/Chicanx subgroup.
 - Students will have access to a multi-tiered system of supports, and will be able to have staff support through the identification and initiation process.
 - Students will continue to have the opportunity to participate in Latinx Club, and 2 students will register for summer camp / Latinx student leadership development.
 - Students will have the opportunity to participate in one grade band connection activity.