



Friday Harbor High School 2025-26 SCHOOL IMPROVEMENT PLAN

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

In the 2025-26 school year, students at FHHS will continue to show growth across all state-tested academic areas.

- Tenth-grade students at FHHS who take the Smarter Balanced Assessment will improve the pass rate by 5 percent on the English/Language Arts exam, from 61% meeting standard to 66%.
 - This is a year-to-year increase of 5% as well as an 8th-grade to 10th-grade increase of 5%, and higher than the 24-25 state average of 59%.
- Tenth-grade students taking the SBA Math exam will improve by 15 percent, from 28% to 43%.
 - Last year's 10th grade had a 28% pass rate. This year's 10th grade had a 37% pass rate in 8th grade. And this goal remains higher than the 24-25 state average of 31%.
- Eleventh-graders taking the Washington Comprehensive Assessment of Science will earn a 60% pass rate.
 - In 8th grade, these students had a 35% Science pass rate on the MSP and this goal remains higher than the 24-25 state average of 33%.

II. Problem of Practice:

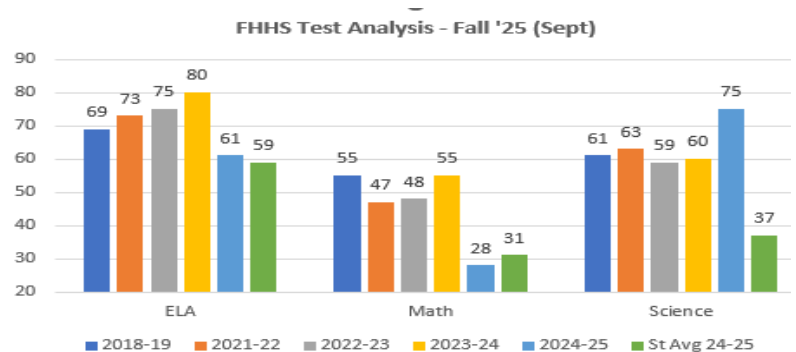
Our current practices are not yet ensuring equitable learning experiences or outcomes for all students. Spring 2025 SBA results show a 23% achievement gap in math and a 4% gap in ELA between white and non-white students. This indicates our instructional systems are currently more effective for some student groups than others. While staff is deeply committed to student success, we have not yet achieved consistent implementation of high-impact academic strategies such as supporting multilingual learners, strengthening organization and executive functioning, and promoting self-assessment. These strategies lead to strong outcomes for every learner. Without a unified and collective belief in our ability to influence achievement for all students, inequities will persist.

III. Theory of Action:

If we strengthen our collective efficacy through consistent implementation of effective instructional practices, such as learning strategies to support language development, supporting student organization and executive functioning, and deepening our understanding of ourselves and the principles of *Culturally Responsive Teaching and the Brain*, then all staff will more effectively design and deliver instruction that meets the diverse academic needs of our students. As a result, all learners will demonstrate greater access to rigorous content, and disparities in achievement between white and non-white students will decrease over time.

IV. Relevant Data:

	ELA	Math	Science
2018-19	69	55	61
2021-22	73	47	63
2022-23	75	48	59
2023-24	80	55	60
2024-25	61	28	75
St Avg 24-25	59	31	37



The additional relevant data with target group disaggregation can be found [at this link](#).



V. Action Steps

1. Strengthen Collective Efficacy

- Engage staff in ongoing professional learning around collective efficacy using shared readings and structured collaboration protocols.
- Use staff meetings and collaborative time to organize into PLCs and implement common strategies that align with our professional goals.
- ILT/MTSS Team-directed implementation of affinity strategies, and intentional work on a plan→do→study→act cycle for collaborative groups.
- Celebrate small wins and instructional shifts to build shared belief in our collective impact.

2. Deepen Implementation of *Culturally Responsive Teaching and the Brain*

- Facilitate professional learning focused on Parts II and III, connecting key ideas to practical classroom strategies.
- Identify 2–3 anchor practices (ie, scaffolding cognitive demand, using formative feedback) to implement consistently across content areas, and monitor impact.

3. Strengthen Academic Strategies to Support Multilingual Learners

- Provide professional learning and coaching to help teachers implement instructional strategies that make academic language and content accessible for multilingual learners (e.g., structured discussion, sentence frames, visual supports).
- Integrate opportunities for students to use academic language in multiple modes (speaking, writing, and collaborative work) to deepen understanding.
- Share exemplars of effective multilingual supports across content areas to ensure consistent, high-quality practices schoolwide.

4. Build Student Organization and Executive Functioning

- Develop and share common routines for organizing materials, tracking assignments, and planning for assessments.
- Continue use of Hotsheets in Advisory for weekly accountability.

5. Implement, Monitor, and Adjust

- As part of PDSA cycle, set time aside in collaborative time to review implementation effectiveness early in the year, and add strategies as the year progresses.
- Review SBA, MAP, classroom, and formative data by subgroup each trimester to track progress toward narrowing achievement gaps.

I. Goal 2 – Social-Emotional: (SMART - Specific, Measurable, Attainable, Relevant, Timebound)

By June 2026, the percentage of non-white students at Friday Harbor High School who report favorable responses on climate survey items related to belonging and connection (“teachers take time to know me,” “people care if I’m not at school,” “I feel calm and relaxed,” “there is an adult I can talk to,” and “I can get help for my academics”) will increase by at least 10 percentage points, reducing the gap between non-white and white students to 5% or less across these indicators.

II. Problem of Practice:

Climate survey data show that our non-white students experience lower levels of belonging and connection at school. Their favorable responses are more than 10 percentage points lower than their peers in areas including: teachers taking time to know them, people caring if they’re not at school, feeling calm and relaxed, having an adult at school they can talk to, and feeling like they can get help for their academics.

III. Theory of Action:

If staff intentionally build relationships with students through culturally responsive practices, consistent check-ins, gratitude routines, and clear pathways for academic and social-emotional support, then non-white students will feel more known, supported, and connected to school, leading to increased belonging, engagement, and academic persistence.

IV. Relevant Data:

Although the fall 2025 data looks better in three of the five areas, the gaps persist in “teachers take time to know me,” and “people care if I’m not at school.” Because the drop was significant in these 5 last year, we choose to keep them all as data points of focus.

Student Climate Survey Results	Spring 2025			Fall 2025		
	All	Non-White	White	All*	Non-White*	White*
Favorable Answers (Agree & Strongly Agree) N	197	54	143	218	48	163
My teachers take the time to get to know me.	85.3	75.9	88.8	89	81	91
People at my school care if I'm not there.	74.1	63	78.3	76	64	80
I usually feel calm and relaxed during school.	54.3	44.4	58	64	66	63
If I have a problem there is at least one adult from school I can talk to.	83.2	75.9	86	84	85	84
I feel I can get help if I need it for my academics.	87.8	75.9	92.3	90	89	90

*7 students selected “prefer not to say” for Fall 2025 administration.

Full student climate survey data for 24-25 administration can be found [at this link](#).



V. Action Steps

1. Increase Adult Connections:

- Implement PBIS strategies (like the 2x10 strategy, Positive Greetings at the Door, Inclusive Welcome) to ensure each student builds a consistent connection with at least one adult.
- Track and review connection-building through staff contact rosters.

2. Embed Belonging and Gratitude Practices:

- Incorporate classroom-based gratitude practices (e.g., daily or weekly reflection prompts, or end-of-week appreciations, and share-outs) to help students notice positive interactions, connect with each other, and support emotional regulation.
- Provide professional learning on culturally responsive teaching, Wise Feedback, Positive Greetings, and inclusive routines that affirm all student identities.

3. Elevate Student Voice:

- Explore effective options to help elevate voices, including listening sessions, interviews w/trusted staff, etc. Once determined, follow through.
- Host speaker to work with student body: Erin Jones 2/3/26.

4. Expand Academic Support Pathways:

- Increase visibility and accessibility of tutoring, teacher help sessions, and peer supports.
- Ensure that outreach and invitations to supports are equitable and personalized, including considering open house/coffee, college nights, and more for Spanish-speaking community.

5. Monitor and Reflect:

- Review disaggregated climate data mid-year and end-of-year.
- Celebrate growth and identify next steps for continued improvement.