SAN JUAN ISLAND
SCHOOL DISTRICT

Friday Harbor High School

SCHOOL IMPROVEMENT PLAN ~ 2023-2024

I. **Goal 1**: (**SMART** - **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**imebound)

In the 2023-24 school year, students taking state assessments will continue to 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 5 percentage points on the English/Language Arts exam, from 78% meeting standard to 83%.
- Tenth-grade students taking the SBA Math exam will improve by 5 percentage points, from 50% to 55%.
- Eleventh-grade students taking the Washington Comprehensive Assessment of Science will improve by 5 percentage points, from 75% meeting standard to 80% meeting standard.
  - o (note) The state report card shows our achievement level at **59%**. We prioritized juniors and seniors taking the SBA over the WCAS (they took the SBA at the same time the rest of the juniors took the WCAS) and did not take the WCAS at all. For this reason, their scores were entered as zeros.

- **Problem of Practice:**

We have exceeded pre-pandemic test scores (using the 18-19 scores), with the exception of the SBA Math, but our math scores in Spring '23 were higher than in Spring '22, and we hope to continue on that trajectory. We continue to chose goals in all three academic areas, since we have a reliable through-line of data with those and they are an anchor for us as we continue to put distance between us and the school closures.

We continue to be very concerned about the impact the school closures had on our learners, and are noticing a particular challenge in that area with our current 9th-grade class. We intend to dovetail our academic and our social-emotional goals this year, to the end of supporting our students in growing in their ability to "student," which means specifically focusing on students' ability to self-assess and monitor their own learning in the following ways:

1. Continue to focus on sharing the learning targets with students every class, including how it connects to prior and future learning and clearly delineating for students the success criteria (a student who has mastered this learning will be able to show it by ____). This is a continuation of a whole-school goal from last year.
   - *"The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today's lesson and use it along with their students to aim for and assess understanding" (Brookhart & Moss, 2012, p. 2).*
   - *Hattie's effect size: "Learning goals vs no learning goals" 0.68 (Hattie, 2017, visiblelearningplus.com)*

2. Collaborate as a staff on implementing strategies that help students assess their own growth and learning towards the standards in every course of learning, so students build the awareness around the standards, the classrooms' learning activities, the assessments, and the behaviors they engage in that result in high levels of learning and accountability.
   - *Hattie's effect size: "Self-reported grades" 1.33 (Hattie, 2017, visiblelearningplus.com)*
3. Continue honing our Hotsheets, so they become a tool for students to monitor their progress in the aggregate (not in individual classes) in Advisory, to inform their overall progress, achievement, habits, and as a basis for student-led conferences.
   - *Hattie's effect size: "Self-reported grades" 1.33 (Hattie, 2017, visiblelearningplus.com)*

The testing data we have reviewed has been for all students, and we also review it by gender, ethnicity, income levels, and special programs. Last year we selected our subgroup as our Latinx students. Their achievement on state tests was not at an equivalent rate to the whole or to white students, but in addition, the N is regularly so small, that the data is pretty unreliable and volatile because of the small N size. We have shifted to reviewing the race/ethnicity data in the following three ways: all students, White students, and non-White students.

The data in the tables below not only show the progression of achievement over the last several years, but also show the achievement levels in those now adjusted race/ethnicity categories, as well as the other categories.

By setting these goals, and by highlighting the achievement gap between our white students and our non-white 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 non-white 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 (10th-gr test in Fall 21)	21-22	22-23	GOAL 23-24
SBA ELA	80	69		58	75	78	83
SBA Math	59	54		35	49	50	55
WCAS	59	61		57	63	59 (75)	80

Class of 2025 – MATH SBA Scores – Spring '23

	# Met	# Not Met	% Met	% Not Met
All	27	27	50%	50%
White	27	18	60%	40%
Non-White	0	9	0%	100%
Hispanic / Latinx	N < 10			
Amer Ind / AK Native	N = 0			
Asian	N < 10			
Black / Afr Amer	N = 0			
Haw / Pac Is	N = 0			
2+ Races	N = 0			
Low Income	11	13	46%	54%
Non-Low Income	16	14	53%	47%
504	2	2	50%	50%
SPED*	0	8	0%	100%
ML*	0	3	0%	100%
Non-504, -SPED, -ML	25	16	61%	39%
*note: 2 students are both ML and SPED, so they appear in both categories …				
Male	17	20	46%	54%
Female	10	7	59%	41%

Class of 2025 – ELA SBA Scores – Spring '23

	# Met	# Not Met	% Met	% Not Met
All	42	12	78%	22%
White	36	9	80%	20%
Non-White	6	3	67%	33%
Hispanic / Latinx	N < 10			
Amer Ind / AK Native	N = 0			
Asian	N < 10			
Black / Afr Amer	N = 0			
Haw / Pac Is	N = 0			
2+ Races	N = 0			
504	1	3	25%	75%
SPED*	1	7	13%	87%
ML*	1	2	33%	67%
Low Income				
Non-504, -SPED, -ML	37	4	90%	10%
*note: 2 students are both ML and SPED, so they appear in both categories …				
Male	28	9	76%	24%
Female	14	3	82%	18%

Class of 2024 – Science WCAS Scores – Spring '23

	# Met	# Not Met	% Met	% Not Met
All	40	13	75%	25%
White	26	6	81%	19%
Non-White	14	7	67%	33%
Hispanic / Latinx	8	5	62%	38%
Amer Ind / AK Native	N = 0			
Asian	N < 10			
Black / Afr Amer	N = 0			
Haw / Pac Is	N = 0			
2+ Races	N = 0			
504	3	1	75%	25%
SPED*	2	4	33%	66%
ML*	N < 10			
Non-504, -SPED, -ML	37	4	90%	10%
Low Income	10	7	58%	42%
Non-Low Income	30	6	83%	17%
*note: 2 students are both ML and SPED, so they appear in both categories …				
Male	28	9	76%	24%
Female	14	3	82%	18%

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

- *August through mid-October*
  - Review school-based data
  - Launch school year and evaluate current student skills and abilities
  - Identify strategies that will lead to improved achievement for all students, as well as for our targeted group
    - All Students
      - Clear learning intentions and success criteria in every class, every day
      - Student self-reflection
        - In every course to measure their learning/growth per standards and targets in a given unit of study
        - In Advisory in the aggregate to reflect on overall progress and achievement (AVID strategy)
    - Targeted Group: Non-White Students
      - Sustained professional development for staff on strategies to support multilingual students
        - Sentence stems, sentence frames. Introduced September 2023, continued focus through remainder of school year.
        - Vocabulary instruction strategies / word walls
          - Encourage staff to share content vocabulary with ML teacher (yearlong)
          - ML teacher instructing on teaching vocab words/word walls (Nov staff meeting)
        - Family engagement event (mid-November)
        - ML strategies at staff meetings (yearlong)
        - ML strategy recap / deeper dive / targeted resources in weekly bulletin
  - Create a data-informed and achievement-focused School Improvement Plan (SIP)
- *Mid-October through End of Semester 1*
  - Develop and implement methods to analyze the effectiveness of our academic strategies. (ILT, full staff, yearlong)
  - Collect implementation data (2x/Sem1) on teacher-identified strategies; review as ILT (Dec ILT) and full staff (Jan admin-directed collaborative time)
  - Make revisions and adjust implementation as needed (yearlong)
- *Beginning of Semester 2 through End of Year*
  - Continue to monitor and adjust as needed (yearlong, ILT, full staff)
  - Monitor gradebook grades, Sem 1 credits earned (Feb ILT)
    - Specific focus on 9th-grade data, based on staff goals in October
- *Other Considerations*
  - District-wide equity training during 23-24 school year, with an intended outcome of a shift from cultural deficiencies to cultural assets
  - The teacher for the required junior class, Community Projects, has had a shift of focus to a more global exposure
  - Continuing to increase Latinx engagement in cultural and school activities with an increase in club membership, LEAP participation in March, (hopeful) college visits

including contacts on campus for Latinx students, increased cultural celebrations (both Hispanic Heritage Month and Dia de los Muertos)
- o Increase the numbers of non-traditional enrollees in our CHS and AP classes
- o Continue to support Spanish language translation and interpretation volunteers through a for-credit opportunity

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

- **February**
  - o **Teachers**
    - Learning Targets and Success Criteria will be shared in 80% of classes daily, as evidenced by walkthrough data and/or screenshots of this practice uploaded electronically to shared drive
    - Teachers will consistently use sentence stems and/or frames in courses with majority freshmen and sophomores, as evidenced by walkthrough data and/or screenshots of this practice uploaded electronically to shared drive
    - Teachers will incorporate a learning reflection exercise grounded in standards, learning targets, and success criteria in at least one class for one unit, and will have an opportunity to analyze student outcomes in staff PD
    - Teachers will have a Sandbox or other PD session on how to set up and collate electronic HotSheets, and how to incorporate their use into March conferences
  - o **Students**
    - Students will be able to share verbally or in writing what the daily learning targets and/or the success criteria are on any given day/task for 50% classes, as evidenced by walkthrough data
    - Students will have participated in a teacher-designed unit reflection in at least one class by the end of Sem1
    - Students will be using electronic HotSheets consistently, including the opportunity to prepare for March conferences with a visual electronic representation of their progress.

- **May**
  - o **Teachers**
    - Learning Targets and Success Criteria will be shared in 100% classes daily, as evidenced by walkthrough data and/or screenshots of this practice uploaded electronically to shared drive
    - In addition to using sentence stems/frames consistently, teachers will also include at least two more ML strategies shared in PD or communications to support language and content learning goals
    - Teachers will incorporate a learning reflection exercise grounded in standards, learning targets, and success criteria in more than one class for at

least one more unit in Semester 2, and will have an opportunity to analyze student outcomes in staff PD

- o **Students**
    - Students will be able to share what the daily learning targets and/or the success criteria are on any given day/task for 100% classes
    - Students will have participated in a teacher-designed unit reflection in at least one class by the end of Sem1
    - Students will be using electronic HotSheets consistently, including the opportunity to prepare for March conferences with a visual electronic representation of their progress.

Works Cited

Hattie, J (2017). Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes. visiblelearningplus.com

Moss, C. M., & Brookhart, S. M. (2012). Learning targets: helping students aim for understanding in today's lesson. Alexandria, VA, ASCD.

Friday Harbor High School

SCHOOL IMPROVEMENT PLAN

I. **Goal 2**: (**SMART** - **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**imebound)

Using the FHHS climate survey, in May of 2024 average scores on a 4-point scale for all students and for categories of students will increase by 0.2 on the following 4 items, as compared to the May 2023 scores:
- 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
- I feel safe at school

- **Problem of Practice:**

We are continuing to feel the effects of the school closures, not only academically, but socially as well. Many of our older students have reported feeling that they haven't had enough 'experience' to know whether they want to attend college directly out of high school. We had the highest number of graduates opting for a gap year (11%) we have ever had. We believe this is an effect of the school closures.

At the other end of the spectrum are our freshmen. What we are realizing with them is that they (as shared in Goal 1) are struggling with the behaviors it takes for them to "student." While our academic goal highlights a reflective process based on learning outcomes and their progress in mastering them, for our Goal 2, we are aiming to put into place structures and strategies that focus on students' ability to self-assess and monitor their learning behaviors in the following ways:
1. Continue to use HotSheets to help students monitor their overall progress at school, and the behaviors that support success (or not) in their classes. We will shift from a paper HotSheet to an electronic one so individual data will be collected and easily collated to see growth over time.
   - *Hattie's effect size: "Self-reported grades" 1.33 (Hattie, 2017, visiblelearningplus.com)*
2. Shift to using AVID Schoolwide Advisory curriculum, that helps develop college and career readiness in all students schoolwide, including supporting students' relational capacity, organization, post-secondary options, focused note-taking, grade checks and goal-setting, collaborative study groups, building career preparedness, and monitoring student digital footprints.
   - *Hattie's effect size: "Collective Teacher Efficacy" 1.57; Hattie's effect size: "Transfer strategies" 0.86 (Hattie, 2017, visiblelearningplus.com)*
   - *AVID College & Career Readiness Framework (2023) https://resources.avid.org/instruction/all-things-advisory/*

We are excited to intentionally tie our social-emotional goals with our academic goals. We also believe that there is a connection between
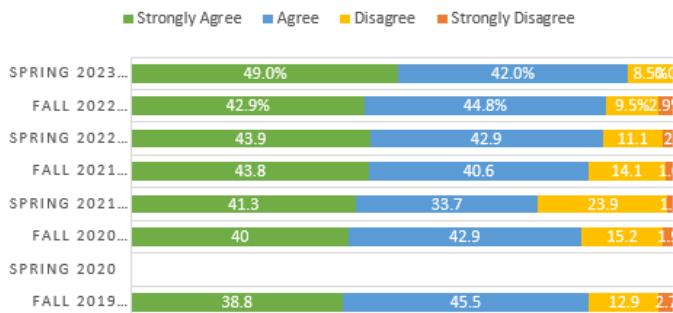
a) students' feelings of belonging, that people at school care about them, that staff gets to know them, and how safe they feel and
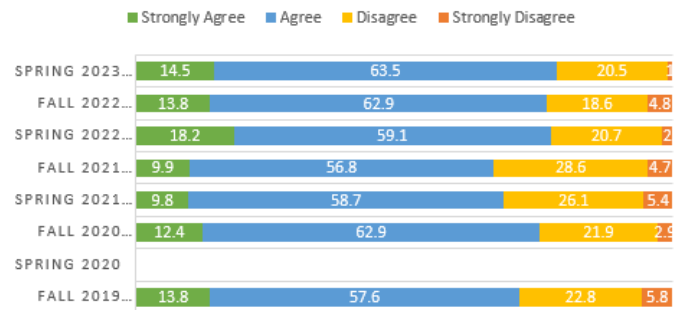b) their overall success in school.

- **Theory of Action:**

Self reflection builds ownership over learning. Ownership leads to success, which we should celebrate. This leads to a feeling of belonging and safety.
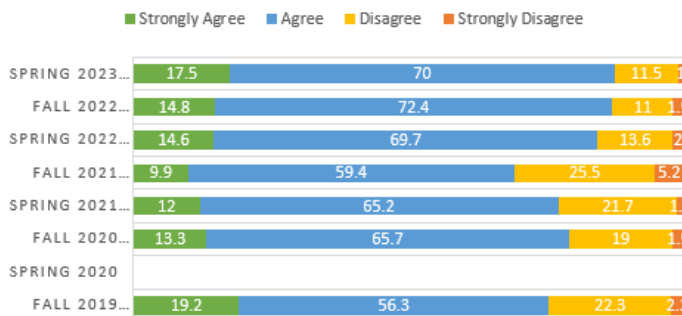
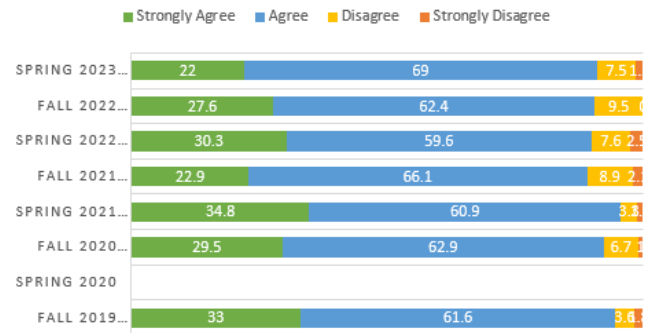- **Relevant Data:**

I BELONG TO A GROUP OF FRIENDS AT SCHOOL.

Strongly Agree | Agree | Disagree | Strongly Disagree

	Strongly Agree	Agree	Disagree
SPRING 2023...	49.0%	42.0%	8.5% 6
FALL 2022...	42.9%	44.8%	9.5% 2.9
SPRING 2022...	43.9	42.9	11.1 2
FALL 2021...	43.8	40.6	14.1 1
SPRING 2021...	41.3	33.7	23.9 1
FALL 2020...	40	42.9	15.2 1
SPRING 2020			
FALL 2019...	38.8	45.5	12.9 2

PEOPLE AT MY SCHOOL CARE IF I'M NOT THERE.

Strongly Agree | Agree | Disagree | Strongly Disagree

	Strongly Agree	Agree	Disagree
SPRING 2023...	14.5	63.5	20.5 1
FALL 2022...	13.8	62.9	18.6 4.8
SPRING 2022...	18.2	59.1	20.7 2
FALL 2021...	9.9	56.8	28.6 4.7
SPRING 2021...	9.8	58.7	26.1 5.4
FALL 2020...	12.4	62.9	21.9 2.9
SPRING 2020			
FALL 2019...	13.8	57.6	22.8 5.8

MY TEACHERS TAKE THE TIME TO GET TO KNOW ME.

Strongly Agree | Agree | Disagree | Strongly Disagree

	Strongly Agree	Agree	Disagree
SPRING 2023...	17.5	70	11.5 1
FALL 2022...	14.8	72.4	11 1
SPRING 2022...	14.6	69.7	13.6 2
FALL 2021...	9.9	59.4	25.5 5.2
SPRING 2021...	12	65.2	21.7 1
FALL 2020...	13.3	65.7	19 1
SPRING 2020			
FALL 2019...	19.2	56.3	22.3 2

I FEEL SAFE AT/DURING SCHOOL.

Strongly Agree | Agree | Disagree | Strongly Disagree

	Strongly Agree	Agree	Disagree
SPRING 2023...	22	69	7.5 1
FALL 2022...	27.6	62.4	9.5
SPRING 2022...	30.3	59.6	7.6 2.5
FALL 2021...	22.9	66.1	8.9 2
SPRING 2021...	34.8	60.9	3.1
FALL 2020...	29.5	62.9	6.7 1
SPRING 2020			
FALL 2019...	33	61.6	3.4

SEL Data for FHHS – August 2023

N=200 1 = Low // 4 = High	All	Male	Fe-male	Non-Binary / Pre-fer Not to Say / Some-thing Else	White	His-panic / Latino	Non-White	9th	10th	11th	12th	Less Than 1 Year	1-5 Years	Over 5 Years
I belong to a group of friends at school.	3.41	3.52	3.24	3.67	3.44	3.29	3.32	3.52	3.38	3.45	3.31	3.40	3.43	3.40
My teachers take the time to get to know me.	3.04	3.07	3.00	3.00	3.06	3.06	2.96	3.09	2.98	3.06	3.02	3.15	3.06	3.01
People at my school care if I'm not there.	2.91	2.91	2.93	2.83	2.92	3.00	2.89	2.84	2.77	3.06	2.97	3.00	2.94	2.89
I feel safe during school.	3.12	3.18	3.07	2.67	3.08	3.26	3.21	3.18	2.98	3.14	3.15	3.25	3.11	3.10

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

- *August through mid-October*
  - Pre-service PD to build crosswalk between WA state SEL standards and AVID Advisory curriculum; planned Semester 1 Advisory lessons
  - Review school-based climate data
  - Launch school year and evaluate current student skills and abilities
  - Identify strategies that will lead to improved achievement (Tier 1)
    - Student self-reflection
      - In Advisory in the aggregate to reflect on overall progress and achievement (AVID strategy)
      - Develop electronic HotSheet
  - Create a data-informed and achievement-focused School Improvement Plan (SIP)
- *Mid-October through End of Semester 1*
  - Develop and implement methods to analyze the effectiveness of our social-emotional strategies. (ILT, full staff, yearlong)
    - Freshman teachers will use collaborative time to align 2-4 specific classroom expectations, strategies, and interventions so there is consistency from classroom to classroom
  - Collect implementation data (2x/Sem1) on AVID Advisory strategies that have been directly taught (per grade level); review as ILT (Dec ILT) and full staff (Jan admin-directed collaborative time)
  - Make revisions and adjust implementation as needed (yearlong)
- *Beginning of Semester 2 through End of Year*
  - Continue to monitor and adjust as needed (yearlong, ILT, full staff)
  - Monitor gradebook grades, Sem 1 credits earned (Feb ILT)
    - Specific focus on 9th-grade data, based on staff goals in October
- *Other Considerations*
  - District-wide equity training during 23-24 school year, with an intended outcome of a shift from cultural deficiencies to cultural assets
  - Continuing to increase Latinx engagement in cultural and school activities with an increase in club membership, LEAP participation in March, (hopeful) college visits including contacts on campus for Latinx students, increased cultural celebrations (both Hispanic Heritage Month and Dia de los Muertos)
  - Increase the numbers of non-traditional enrollees in our CHS and AP classes
  - Continue to support Spanish language translation and interpretation volunteers through a for-credit opportunity

III.   **Outcomes in both teacher practice and student performance in February, May:**

- **February**
  - **Teachers**
    - Teachers will have had the PD and resources necessary to be able to have student HotSheet data organized and analyzable to be able to progress monitor at a glance

- Teachers will be assigning Advisories to complete electronic HotSheets at least 1x/month
- Teachers will have had the chance to teach at least 5 lessons from the new Advisory curriculum and give feedback on the experience.
  - **Students**
    - Students will have used the new electronic HotSheets to reflect on their progress and on the behaviors that support their progress (or don't support it) at least 5 times before the end of 1st semester
    - Students will complete a reflection in every course at the end of Semester 1, including Advisory.
    - Students will have had exposure to grade-level appropriate AVID Advisory curriculum in Advisory and will be able to share at least one enduring understanding from their set of lessons.

- **May**
  - **Teachers**
    - Teachers will have been progress monitoring via electronic HotSheets and be able to offer suggestions to improve the experience moving into the next school year
    - Teachers will be assigning Advisories to complete electronic HotSheets at least 2x/month in 2nd semester
    - Teachers will have had the chance to teach at least 12 lessons from the new Advisory curriculum and give feedback on the experience.
  - **Students**
    - Students will have used the new electronic HotSheets to reflect on their progress and on the behaviors that support their progress (or don't support it) at least 10 times before the end of 2nd semester
    - Students will complete a reflection in every course at the end of Semester 2, including Advisory.
    - Students will have had exposure to at least 12 grade-level appropriate AVID Advisory lessons and will be able to share at least five enduring understandings from their lessons.

Works Cited

AVID College & Career Readiness Framework (2023). https://resources.avid.org/instruction/all-things-advisory/

Hattie, J (2017). Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes. visiblelearningplus.com