



Friday Harbor High School 2024-25 SCHOOL IMPROVEMENT PLAN

- I. Goal 1 - Academic: (SMART - Specific, Measurable, Attainable, Relevant, Timebound)** In the 2024-25 school year, students taking state assessments will continue to increase achievement in all academic areas tested.
- 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 80% meeting standard to 85%.
 - Tenth-grade students taking the SBA Math exam will improve by 5 percentage points, from 55% to 60%.
 - Eleventh-grade students taking the Washington Comprehensive Assessment of Science will improve by 5 percentage points, from 60% meeting standard to 65% meeting standard.

II. Problem of Practice:

Our students' achievement data continues to improve year after year on our state testing data. Taking a deeper dive, however, we can see that our students who are low-income, non-white, and who qualify for supports (ML, Special Education, 504) achieve at rates lower than 'All Students,' and in comparison to their peers who do not qualify for those supports, the difference is pronounced. We want to maintain high levels of achievement, but continue to move the needle in these areas of opportunity.

Our equity-driven focus will prioritize high-leverage strategies that not only address the needs of these students but also uplift the entire learning community. From John Hattie's research, we know the continuum of factors that impact student learning. While many factors are beyond the school's locus of control, several key areas are within our influence, and we will focus on these this year, while maintaining the integrity of the classroom practices we already perform regularly and with fidelity.

- Collective teacher efficacy (1.57 effect size): this is the shared belief that, through our actions, we

can positively impact student outcomes. In a high-school setting, collective teacher efficacy manifests when educators collaborate, trust each other's expertise, and take ownership of student learning. This sense of shared responsibility leads to a culture of continuous improvement, where teachers work together to set high expectations, share best practices, and support one another in addressing student needs. This year, we will focus on collaborative professional development and data-sharing practices to build this efficacy across departments.

- Response to Intervention (1.07 effect size): this is an approach to identifying and supporting students with learning and behavioral needs. It focuses on providing early, systematic assistance to students who are struggling, using data-driven interventions. The RTI framework includes three tiers of intervention, increasing in intensity based on student need: Tier 1 (whole class), Tier 2 (small group), and Tier 3 (individual). By refining and intensifying our RTI practices, especially at Tiers 2 and 3, we aim to reduce disparities for our targeted student groups.

- Use of ML strategies to scaffold the learning for all students who need the additional supports



- Focus on strategies in monthly staff meetings, with follow-up resource materials provided by ML teacher to full staff
 - Use of sentence stems, sentence frames, just-in-time feedback that is specific and task-focused, explicit modeling, word banks, opportunities for scaffolded speaking, graphic organizers, varied methods for students to demonstrate learning beyond traditional assessments, specific rubrics for which essential vocabulary is taught and practiced
- See Goal 2 for behavior intervention / classroom management strategies

III. Theory of Action: (If – then)

If we implement high-leverage instructional strategies that are specifically designed to meet the needs of students who are furthest from educational justice (students who are non-white, low-income, multilingual learners, and those receiving Special Education or 504 supports), **and** we foster a collaborative school culture focused on collective teacher efficacy and targeted interventions through the RTI framework, **then** we will create equitable learning opportunities that will close achievement gaps and raise overall academic performance.

Specifically:

- **If** we strengthen collective teacher efficacy by promoting professional collaboration, shared responsibility, and the continuous improvement of instructional practices, **then** teachers will feel empowered to meet the diverse needs of all students, leading to improved student outcomes across the board.
- **If** we implement Response to Intervention (RTI) practices with fidelity, providing targeted support through Tier 2 and Tier 3 interventions for our most underserved students, **then** we will ensure that struggling students receive the timely and personalized assistance they need to succeed, reducing the achievement gap.
- **If** we use scaffolded learning strategies, such as sentence frames, just-in-time feedback, and differentiated assessments for all students, but especially for multilingual learners, **then** students will be better equipped to access rigorous content and demonstrate their learning in a variety of ways.

As a result, by addressing the needs of our most marginalized students through these targeted and evidence-based approaches, we will create a more equitable school environment, close achievement gaps, and maintain high levels of academic achievement for all students.



IV. Relevant Data:

FHHS vs State Achievement Data + 2024-25 Goal

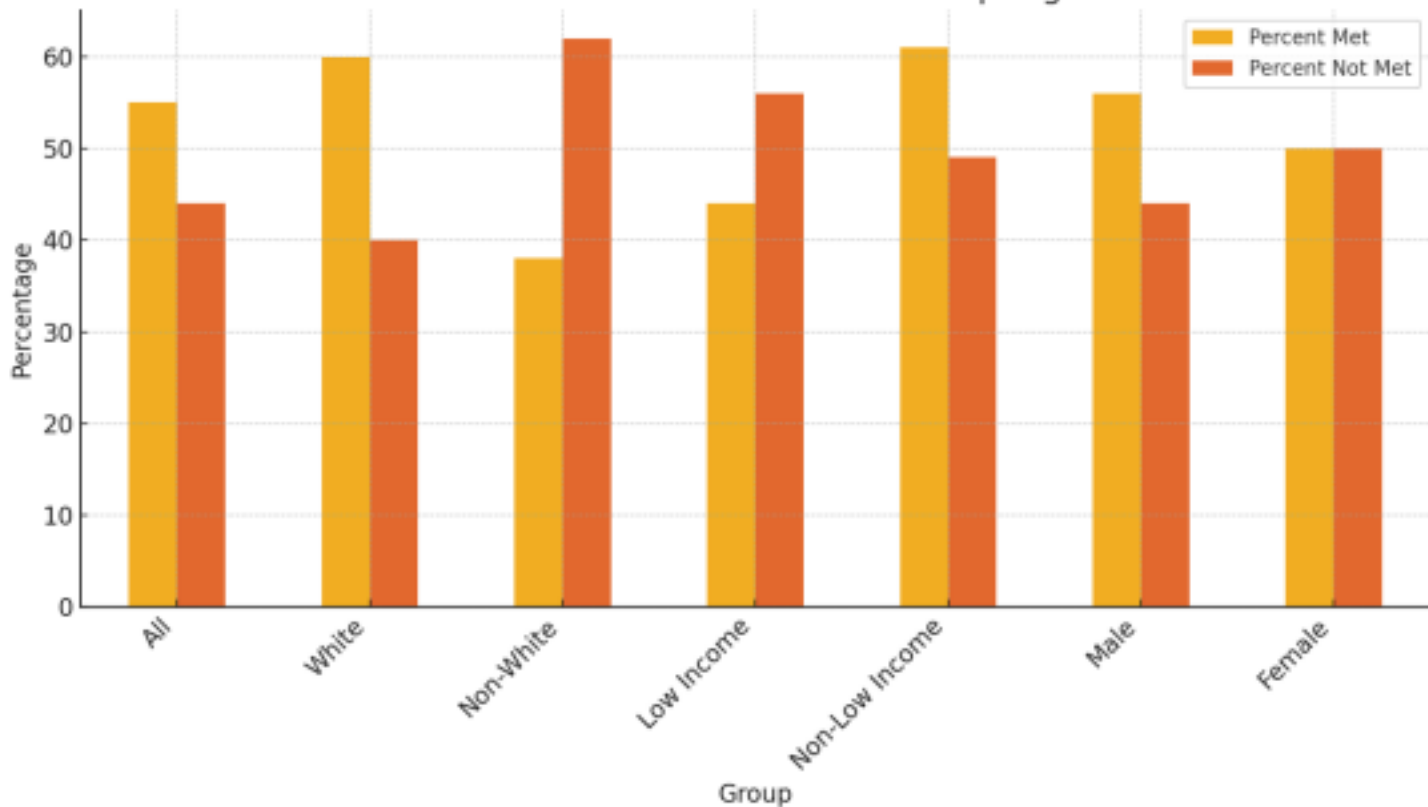
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ELA Math Science

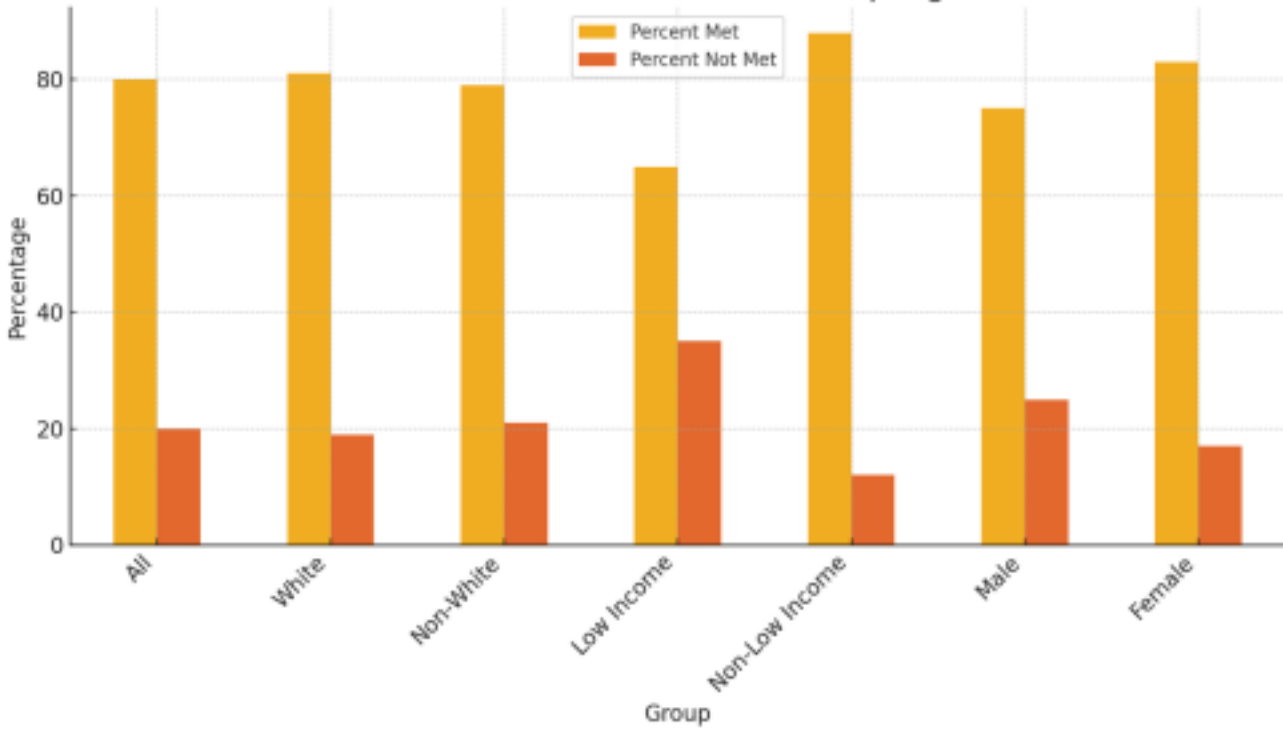
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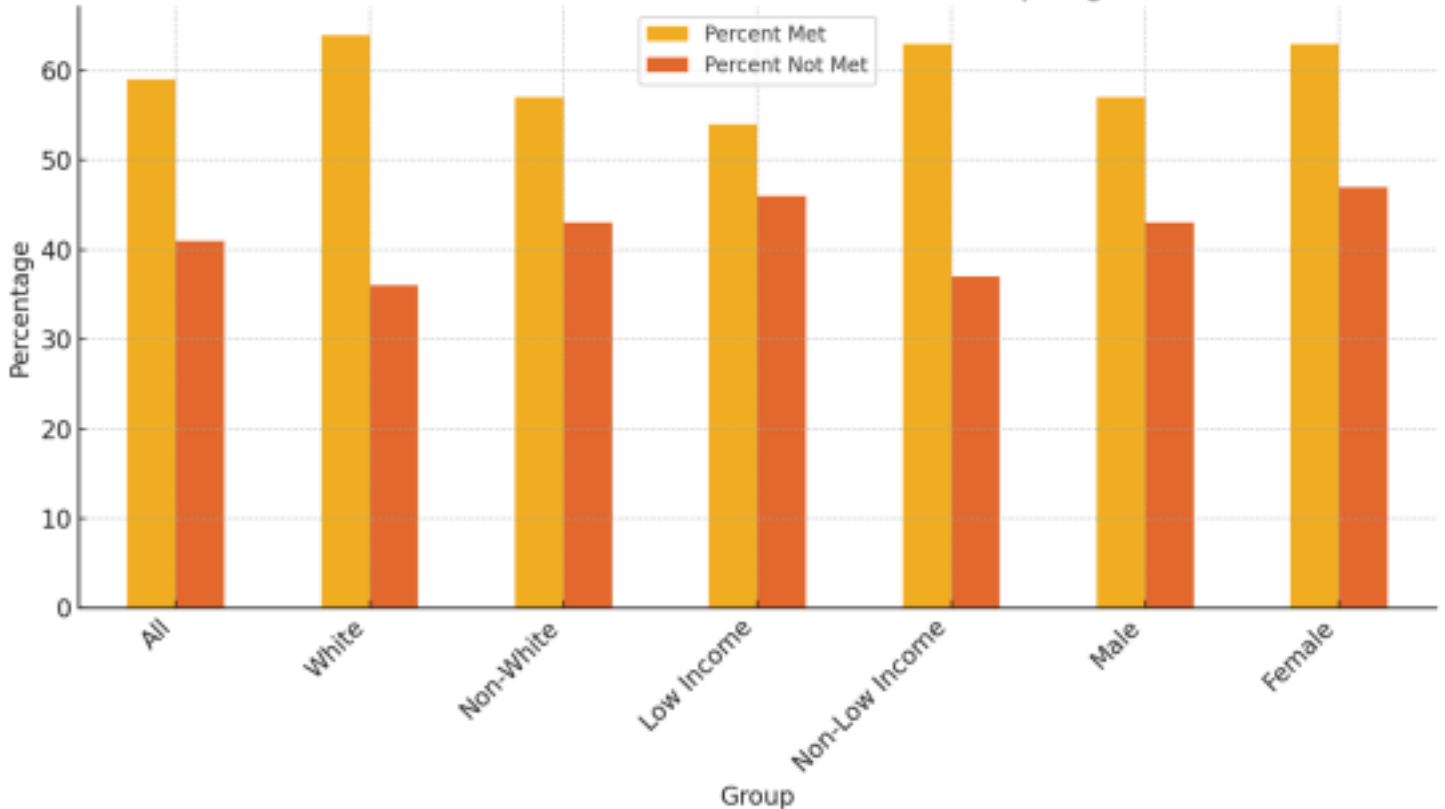
Class of 2026 - Math SBA Scores - Spring '24



Class of 2026 - ELA SBA Scores - Spring '24



Class of 2024 - Science WCAS Scores - Spring '23



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

V. Action Steps (Teacher and Student)

Collective Teacher Efficacy:

- **Implement two new high-impact instructional strategies** (e.g., scaffolding or differentiation) by the end of the first quarter, based on shared practices from team meetings.
- **Participate in monthly professional learning** focused on building collective teacher efficacy, where teachers will review student progress and adjust strategies as needed.

Response to Intervention (RTI):

- **Identify struggling students in Tier 2 and 3 interventions** within the first quarter using baseline assessment data. Plan for individualized intervention plans for each identified student.
- **Review data on targeted groups** (non-white, low-income, students with IEPs/504s, multilingual learners) and adjust Tier 2 and 3 interventions based on progress monitoring results.
- **Monitor intervention effectiveness** by tracking a 5% increase in proficiency scores among targeted student groups by the mid-year assessment (if available) and/or gradebook grades, adjusting instruction if targets are not met.

Multilingual Learner (ML) Strategies:

- **Integrate one new scaffolding strategy** (e.g., sentence stems, sentence frames, direct vocab instruction, etc.) into daily lessons for ML students starting by the second month of the school year.

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- **Participate in monthly staff meetings** to focus on ML instructional strategies, and implement at least one strategy before the next staff PD, with follow-up on implementation during subsequent meetings.
- **Offer at least one differentiated assessment method** for beginner ML students+ at the end of units, allowing students to demonstrate learning through varied formats (e.g., presentations, projects) beyond traditional assessments.

Data Monitoring and Reflection:

- **Analyze student performance data every six weeks** in ILT/MTSS meetings, identifying trends and providing relevant data and PD so that staff can adjust instructional strategies as needed, with the goal of reducing achievement gaps by 10% by the end of the year.

VI Progress on Goals will be presented in a mid-term review at the February meeting. This will be a one-page report that includes the following:

1. Statement of goals
2. A narrative summary of current progress (success and failures)
3. Relevant and available data to support the summary
4. Identification of changes to goal or action steps based on data.
5. Prediction of outcomes.

A final summary of the previous year's SIP and outcomes will be presented

at the September board meeting. This is a one-to-two-page presentation that includes:

1. Statement of Goals
2. Reflective summary of the outcome.
3. All relative data disaggregated.
4. Lessons learned that will be considered on next SIP
5. Prediction of what goals will be developed for next SIP based final outcomes.



I. Goal 2 – Social-Emotional: (SMART - Specific, Measurable, Attainable, Relevant, Timebound) On the spring administration of the student climate survey, our student responses to the prompt “If I have a problem there is at least one adult from school I can talk to” will increase from 84% favorable to 90% favorable. In addition, students who have been here less than 1 year had a 79% favorable response, and in the spring, we would like to see that move to at least 85%.

A secondary goal for us would be to see the favorable responses to the prompt, “Most students at my school treat each other well” increase from 78% to 85%, with a targeted subgroup of the Class of 2027 (sophomores) who feel the least connected to adults at school and observe the least respect among peers.

II. Problem of Practice:

The current systems and structures for building meaningful connections between students and adults in the school are not fully effective. This gap in connection may contribute to students feeling unsupported or unable to identify an adult to confide in when facing problems. Additionally, the school culture needs to be sufficiently inclusive and positive so students consistently treat each other with respect and care.

Contributing Factors:

- New students may need more opportunities to build relationships with staff.
- Existing structures (such as advisory periods, counseling access/availability, or staff availability) may not be adequately addressing student needs.
- Peer-to-peer relationships and interactions may need support via direct instruction and supported opportunities to encourage positive, respectful behaviors.

III. Theory of Action: (If – then)

If we consistently apply positive behavior interventions like Positive Greetings, Wise Feedback, the 2x10 strategy, and maintain a 5:1 ratio of positive to constructive interactions, **then** we will create safe and supportive classroom environments that promote engagement and reduce behavioral barriers to learning.

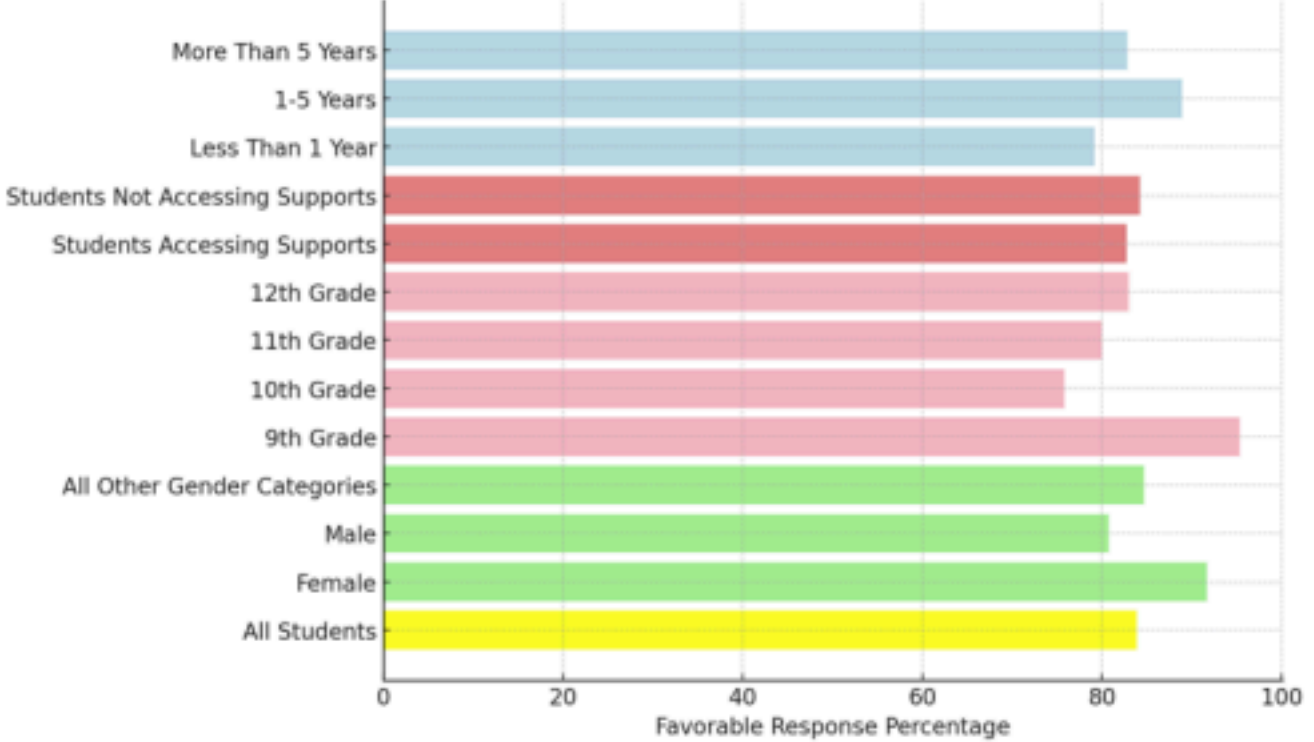
Additionally, **if** we strengthen systems that foster meaningful connections between students and adults, **then** students will feel more supported and empowered to seek help when needed.

Lastly, **if** we create opportunities for students to practice positive peer interactions, **then** the overall school culture will become more inclusive and respectful, leading to an increase in students treating each other well.

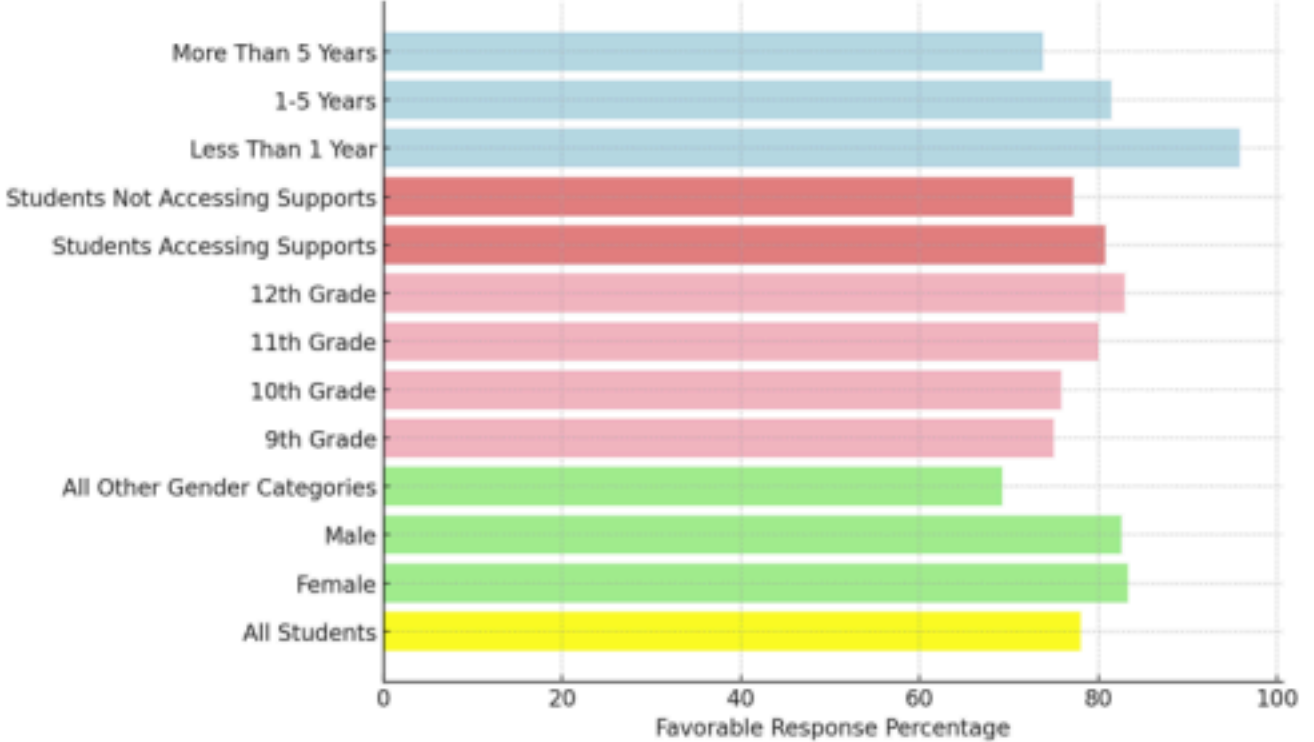


IV. Relevant Data:

Favorable Responses: Adult Support ("If I have a problem...")



Favorable Responses: Peer Treatment ("Most students treat each other well")



Full student climate survey data for fall 24-25 administration can be found [here](#).



V. Action Steps (Teacher and Student)

Objective 1: Apply Positive Behavior Interventions

Action Steps:

1. **Teacher Training:** Provide professional development on Positive Greetings, Wise Feedback, 2x10 strategy, and the 5:1 positive-to-constructive interaction ratio.
2. **Implementation:** Teachers will implement these strategies daily and reflect on their use during team meetings.
 - **Greet every student at the door** at least 3 times per week using Positive Greetings at the Door, starting from the first week of school.
 - **Apply the Wise Feedback strategy** to provide constructive feedback to at least 5 students per class, per week, focusing on specific and task-oriented feedback by the end of the second month of the school year.
 - **Increase the positive-to-negative interaction ratio** to 5:1 by maintaining 5 positive interactions for every negative interaction in the classroom, aiming for a 10% decrease in negative behavior incidents by mid-year.
3. **Monitor Progress:** Use classroom observations and teacher feedback to ensure consistent application, providing coaching as needed.

Timeline: Initial PD at the beginning of the year, followed by ongoing support.

Person Responsible: Principal, ILT/MTSS, Care Team, Teachers/Staff

Measure of Success: Reduced behavioral issues and increased student engagement.

Objective 2: Strengthen Student-Adult and Student-Student Connections

Action Steps:

1. **Advisory Periods:**
 - Focus on relationship-building activities and SEL, ensuring all students, particularly new ones, feel supported.
 - Implement SEL lessons focused on empathy and respect in advisory periods.
2. **Schoolwide Emphasis on Empathy and Respect**
 - Explore opportunity to implement a Make the Change Day, facilitated by AWSL
 - Emphasize kindness in our February Care Week

• **Timeline:** Yearlong, with specific events at specific times; advisory lessons when able

• **Person Responsible:** Admin/Counselor, Advisory Teachers, Student Leaders

• **Measure of Success:** 5% improvement in student responses to the prompt, "If I have a problem, there is at least one adult from school I can talk to."

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