



Friday Harbor Elementary School

SCHOOL IMPROVEMENT PLAN

- I. **Goal:** By May 2025 95% of Students at FHES will be able to name or identify their feelings and they will know two to three strategies to calm down and feel in control, according to the student Zones of Regulation Self-reflection survey.

II **Problem of Practice:** Students at Friday Elementary School have grown tremendously in their social-emotional skills over the past few years, yet we continue to see difficulties in students' abilities to regulate emotions during recess play, cooperation during classroom tasks, and in various other times during the school day. We see students continuing to have anxiety about making mistakes. Some students are frustrated that they don't yet have the language/vocabulary to explain their thinking or understand directions. These, among other scenarios causing frustration in students, are examples of why we need students to feel empowered to use calming strategies to help themselves be ready to learn.

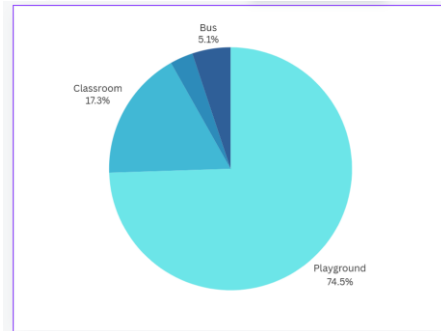
III **Theory of Action:** If 95% of our students are able to name their feelings and identify and use a strategy to regulate their emotions, instances of frustration leading to unsafe behaviors will decrease. Students will have a sense of confidence, self-control and safety ensuring that they are ready to learn.

IV **Relevant Data:**

Discipline data from the 2023-2024 School year shows that there were 141 office referrals. 73% of office referrals were due to unsafe behavior (physical or verbal) on the playground. 17% were due to unsafe behaviors in class, 3% were due to unsafe behaviors that happened in other common areas, and 5% were due to unsafe behaviors on the bus before or after school.

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- In the OSPI Social Emotional Implementation Guide, it is reported that Research shows that implementing purposeful, evidence-based SEL programs and practices improves students' academic outcomes, attitudes, and social emotional skills; improves students' and educators' sense of well-being and safety; and reduces disciplinary incidents, emotional distress, and drug use (Durlak et al., 2011; Taylor et al., 2017).

V **Action Steps (Teacher and Student)**

- Teachers will post visuals of the Zones of Regulation, and will refer to them regularly
- The school counselor will teach the Zones of Regulation to students through ongoing classroom lessons.
- Teachers will implement morning check-ins using the color zones to identify their current emotional state.
- School Counselor provides ongoing professional development to staff.
- Teachers will model and integrate the zones of regulation into daily classroom routines.
- Students will identify their feelings by identifying the zone.
- Students will be able to use 2-3 strategies to regulate their feelings.

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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.