

Fife High School



Strategic Direction

2024-2025

Fife Public Schools

Vision

The vision of Fife Public Schools is to be an inclusive and affirming learning organization that inspires academic achievement and fosters personal growth and well-being in **all** students, preparing them for success in college, careers, community, and life.

Mission

The mission of Fife Public Schools is to be equity-focused and committed to success for **all**, including dismantling barriers for historically marginalized groups. Recognizing, celebrating, and embracing the diversity in our students and staff, we will...

- Engage our students in rigorous, culturally responsive experiences that link learning to college, careers, community, and life.
- Foster collaboration.
- Provide a safe and supportive environment for all.
- Cultivate collaborative, long-lasting relationships with families/caregivers and strong partnerships with community.

2024-2025 District Professional Learning Focus

PLC Implementation utilizing Solution Tree PLC Model

FIFE HIGH SCHOOL

Vision

To be a professional learning community that prepares **all** students for life beyond high school by developing their mind, body, and character.

Mission

At Fife High School All students learn at high levels (grade-level or above).

2024-2025 School Professional Learning Focus

PLC Implementation utilizing Solution Tree PLC Model

(By definition: A **vision** describes your building's compelling future. It answers the question "What do we hope to become at some point in the future?" The **mission** outlines your enduring purpose and answers the question "Why do we exist?". While the **district** mission may be lengthier and more explanatory in nature, both your building vision and mission should be concise and easy to recall.)

Instructions for Setting SMARTIE Goals:

A SMARTIE Goal is specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Goal 1: Engage our students in rigorous, culturally responsive experiences that link learning to college, careers, community, and life.

2024-2025 SMARTIE Goal 1A (enter goal in the space below):

Fife High School will increase the 10th grade SBA ELA test scores on the Reading Informational Text section of the test by improving from 2 out of 7 to 0 out of 7 areas of weakness (see first table below) by the end of the 2024-2025 school year. There will be an emphasis on closing the gap for our Native Hawaiian/Pacific Island students, students with disabilities, and multilingual students for their overall ELA SBA scores as well (see second table below).

	Target 8	Target 9	Target 10	Target 11	Target 12	Target 13	Target 14
<i>Area of Weakness</i>		X	X				
<i>Performance similar to performance on test as whole</i>	X			X	X	X	X
<i>Area of Strength</i>							

<i>Group</i>	17/18	18/19	20/21	21/22	22/23	23/24
<i>ALL</i>	78.8	81.1	53.7	74.9	60.6	64.7
<i>Native Hawaiian/ Pacific Islander</i>	46.2	47.4	42.9	55.6	38.9	30.8
<i>Multilingual</i>	35.7	45.8	13.5	26.1	16.7	12.5
<i>Students with disabilities</i>	38.5	36	18.2	<12	20.6	26.7

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

We will use classroom ELA formative assessments around the areas listed in reading informational text as well as the SBA Interim Exams.

Who will monitor the progress of this overarching goal?

Progress will be monitored by the Instructional Leadership Team.

When/how often will they monitor progress toward this overarching goal?

At the time of the SBA test as well as periodically during classroom formative assessments.

Using the District Strategic Direction’s pictures of success for this goal area as our guide, here is our action plan for this SMARTIE goal. Include at least two practices/activities/strategies.

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Each staff member will have their students</p>	<p>Short: classroom formative assessment</p>	<p>Progress will be monitored on a weekly</p>	<p>The entire staff will be responsible for</p>	<p>The professional learning team will</p>

<p>summarize once a week including the central idea and key details to support it.</p>	<p>data Long: SBA target data and overall ELA SBA data.</p>	<p>basis in each classroom. ILT will monitor this quarterly, at minimum (could be monthly).</p>	<p>implementation. ILT will be responsible for looking at the data and measuring and making adjustments as needed.</p>	<p>provide professional learning at staff meetings, and in newsletters, around different strategies that can be used for this.</p>
<p>Each staff member use strategies to help students determine meanings of domain specific words based on context and the academic vocabulary.</p>	<p>Short: classroom formative assessment data Long: SBA target data and overall ELA SBA data.</p>	<p>Progress will be monitored in each classroom. ILT will monitor this quarterly, at minimum (could be monthly).</p>	<p>The entire staff will be responsible for implementation. ILT will be responsible for looking at the data and measuring and making adjustments as needed.</p>	<p>The professional learning team will provide professional learning at staff meetings, and in newsletters, around different strategies that can be used for this.</p>
<p>We will create a focus group for students from our Native Hawaiian/Pacific Islander population who also have either an IEP or are multi-lingual. We will create focused learning and support times for these students around these target areas.</p>	<p>Short: Classroom formative assessment data as well as focused interim assessments. Long: SBA target data and overall ELA SBA data.</p>	<p>Progress will be monitored in each classroom. ILT will monitor this quarterly, at minimum (could be monthly).</p> <p>The staff member supporting the Focus group will monitor this each day they meet with the group.</p>	<p>The staff member supporting the focus group as well as ILT will be responsible for looking at the data and measuring and making adjustments as needed.</p>	<p>Access to the Focused Interim Assessments and professional learning will need to be provided around strategies to support the focus group.</p>

Goal 2: Foster staff collaboration.

Goal Supportive Action(s) (if no SMARTIE goal is included for this district goal)	Picture(s) of Success for Relevant Group(s)	Measure(s) of Progress/Impact (Qualitative and/or Quantitative)	Celebrations/Progress Made, if applicable
<p>Schoolwide focus on Professional Learning Community (PLC) and Professional Learning Team (PLT) time.</p>	<p>Students - Students have a common experience in Social Emotional Learning (SEL) and curriculum courses no matter what teacher they have when it comes to standards and assessments.</p> <p>Staff - Staff collaborates together on grade-level SEL instruction. Staff collaborate to create common forward facing course scope and sequence, agree upon common essential standards to focus on, and create common assessments.</p> <p>Families/Caregivers - Families/Caregivers can easily access forward facing documents to build a partnership and understanding of students or classroom learning.</p>		

Goal 3: Provide a safe and supportive environment for all.

2024-2025 SMARTIE Goal 3A (enter goal in the space below):

By the end of the 2024-2025 school year, Fife High School will increase the attendance percentage (the number of students attending at least 90 percent of school days in a school year) of all students from an average of 66% to 80% or above, with an emphasis on closing the gap for Native Hawaiian/Pacific Islander students (see table below) as measured by Skyward.

<i>Group</i>	<i>21/22</i>	<i>22/23</i>	<i>23/24</i>
<i>ALL</i>	<i>66.9</i>	<i>70.2</i>	<i>66</i>
<i>Native Hawaiian/ Pacific Islander</i>	<i>46.2</i>	<i>45.7</i>	<i>40</i>

(Percent of students at FHS with less than 19 absences and who were enrolled for more than 90 days with less than 19 absences.)

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

We will use all school attendance percentages as reported on Skyward as our data to track our goal. We will know that we are on track with our goal if we are at 80% or higher mid-year.

Who will monitor the progress of this overarching goal?

Progress will be monitored by the Instructional Leadership Team and the Attendance Secretary.

When/how often will they monitor progress toward this overarching goal?

Monthly

Using the District Strategic Direction's pictures of success for this goal area as our guide, here is our action plan for this SMARTIE goal. Include at least two practices/activities/strategies.

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Monthly Attendance Celebration, All students who meet a threshold or improve their attendance by a pre-determined amount/percentage</p>	<p>Short term: Monthly student Attendance (tardies and absences)</p> <p>Long term: Semester and year end attendance (tardies and absences)</p> <p>We will look at data for all students, but we also have a small group of students that we are focusing in on who have low attendance rates and are part of our PI group. Staff will especially focus on these students.</p>	<p>Monthly, as well as at the end of each Quarter</p>	<p>The entire staff will be responsible for implementation. ILT and attendance secretary will be responsible for looking at the data and measuring and making adjustments as needed.</p>	<p>We will need to create and teach family lesson around the importance of consistent attendance.</p> <p>We will need to use some building budget to purchase items for the celebration</p>

<p>Attendance Concern form to track and inform Admin/Counselors about frequent tardy/absent students.</p>	<p>Short - looking at attendance data for students of concern Long - overall attendance</p> <p>We will look at data for all students, but we also have a small group of students that we are focusing in on who have low attendance rates and are part of our PI group. Staff will especially focus on these students.</p>	<p>Staff will review family attendance every Monday and submit a form if needed throughout the year.</p> <p>SST will review submitted forms each week</p>	<p>The entire staff will be responsible for implementation. SST and attendance secretary will be responsible for looking at the data and measuring and making adjustments as needed.</p>	<p>We will need to utilize Skyward and Panorama to find attendance data. We will need to create and provide professional learning around the use of the google form for the staff.</p>
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Goal 4: Cultivate collaborative, long-lasting relationships with families/caregivers and strong partnerships with community.

Goal Supportive Action(s) (if no SMARTIE goal is included for this district goal)	Picture(s) of Success for Relevant Group(s)	Measure(s) of Progress/Impact (Qualitative and/or Quantitative)	Celebrations/Progress Made, if applicable
<p>Leverage athletics, activities, clubs, and academic events to foster and create relationships with families and community.</p>	<p>Students - Students are aware of the different opportunities they have and have a high participation in athletics and activities. Encourage families/caregivers to attend a variety of events at Fife High School.</p> <p>Staff - Staff have stronger relationships with students, families/caregivers, and community. Higher levels of staff participation in all types of events.</p> <p>Families/Caregivers - Families/Caregivers support and attend variety of events offered at Fife High School. They feel comfortable on campus and interacting with staff.</p>		

School Strategic Direction Considerations (WAC 180-16-220)

Supplemental basic education program approval requirements.

“...the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families/caregivers, and community members.

The Fife High School Strategic Direction was presented to the Fife School Board for approval.

The purpose of the School Strategic Direction (SSD) is to ensure student achievement in alignment with state learning standards and also include non-academic expectations from the district, families/caregivers, and community. The SSD includes specific goals and strategies to address educational equity including but not limited to gender (including gender identity/expression and sexual orientation), race, ethnicity, culture, language, physical/mental ability, and socio-economic status. Technology is addressed within the action plans as a vehicle to facilitate instruction.

Data to establish the school improvement goals contained within the document, and corresponding self-review, were gathered with active input from building staff, students, families/caregivers, and community members.

- Paige Carroll, Fife High School Principal
- Doug Gonzales, Fife High School Assistant Principal
- Brenden Shallow, Fife High School Assistant Principal