Friday Harbor High School
2026-27 School Improvement Plan

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

By spring 2027, FHHS will increase the percentage of students meeting standard on state assessments to 80% in 10th-grade ELA, 60% in 10th-grade Mathematics, and 75% in 11th-grade Science (WCAS). FHHS will monitor outcomes for all students, white students, and non-white students, with the aim of reducing proficiency gaps while increasing overall achievement.

	2024-25 results	2025–26 results	2026–27 target
ELA SBA	62%	75%	80%
Math SBA	27%	54%	60%
Science WCAS	78%	51%	75%

II. Problem of Practice:

FHHS made substantial overall gains in ELA and Mathematics in 2025-26, yet review of disaggregated assessment results indicate persistent disparities between white and non-white students. Our practices do not yet consistently ensure equitable access to rigorous academic thinking, academic language, and opportunities to explain, challenge, and refine ideas. Intentional academic discourse can address barriers experienced by our students while supporting both learning and classroom belonging.

III. Theory of Action:

If FHHS staff collaboratively strengthen inclusive, rigorous academic discourse through accessible entry points, intentional scaffolds, structured student-to-student interaction, and reflection, then more students will participate meaningfully, deepen understanding, and see themselves as valued contributors. If staff use self-assessment, targeted professional learning, and the Plan→Do→Study→Act inquiry cycle to improve the implementation of those strategies, then collective teacher efficacy will strengthen, academic achievement will increase, and achievement gaps will narrow.

Research supports purposeful academic discourse as a high-leverage instructional approach that strengthens student understanding, academic language development, reasoning, and engagement. The Education Endowment Foundation (2025) identifies oral-language interventions as a high-impact approach, with particularly promising evidence for students experiencing socioeconomic disadvantage. The National Academies of Sciences, Engineering, and Medicine (2018) emphasizes the importance of equitable classroom environments in which students explain, justify, build upon, and respectfully challenge one another's ideas.

Academic discourse also aligns with Washington's revised learning standards, particularly the emphasis on reasoning, communication, and mathematical practices. By intentionally incorporating structured discussion, linguistic scaffolds, equitable participation protocols, and student reflection, FHHS seeks to strengthen academic achievement while creating classroom conditions that support student voice, confidence, and belonging.

Sources: Education Endowment Foundation (2025); National Academies of Sciences, Engineering, and Medicine (2018); Institute of Education Sciences, *How Mathematical Discourse Can Help Students Succeed*; OSPI, *Washington Mathematics Learning Standards* (2026).

IV. Relevant Data:

2026	All N=62	White N=50	Non-white N=12
ELA	75%	80%	50%
Math	54%	56%	15%
	N=55	N=41	N=14
Science	51%	55%	36%

V. Action Steps

1. **Establish a common schoolwide instructional focus.** The Instructional Leadership Team (ILT) selected Academic Discourse as the 2026–27 high-leverage strategy, intentionally emphasizing equitable access for non-white students and students who face additional barriers, including low-income students and students with 504s or IEPs.
2. **Self-assess and target professional learning.** Teachers will rate their current implementation of nine academic discourse practices; ILT will analyze aggregate patterns and organize PD around identified strengths and needs. Repeat the self-assessment later in the year to assess growth in implementation.

Conditions for participation	Design of rigorous, accessible talk	Facilitation and reflection
1. Review discussion norms	3. Frame the question	6. Utilize discussion protocols
2. Affirm flexible thinking	4. Scaffold the input	8. Guide the report-out
5. Allow think time	7. Supply linguistic scaffolds	9. Embed reflection

3. **Implement collaborative inquiry.** During staff collaboration/PD time, teams will plan, implement, study, and adjust selected discourse practices using PDSA cycles. Teachers will examine student work, explanations, formative assessment evidence, and participation patterns; share examples across disciplines.
4. **Monitor equitable participation and outcomes.** Teams will consider who speaks, whose ideas are raised up, the quality of reasoning, and which scaffolds increase access. Review available classroom, MAP, and state assessment evidence for all/white/non-white groups, with appropriate caution for small Ns.
5. **Reflect and refine.** ILT will review self-assessment trends, team learning, and student outcomes during the year and adjust PD and implementation supports accordingly.
6. **Review and Align Instruction to Revised Washington State Learning Standards**
    i. Engage ELA, Mathematics, and Science teachers in structured, collaborative review of Washington's revised learning standards, including key shifts in content, curriculum, course scope and sequence, and vertical alignment around expectations for student learning.
    ii. Use OSPI crosswalks and supporting resources to examine alignment between current curriculum, instructional practices, assessments, and updated standards.
    iii. Identify opportunities to strengthen academic discourse through discipline-specific practices, including argumentation, explanation, reasoning, and evidence-based discussion.
    iv. Develop content-area priorities and next steps for continued curriculum alignment and implementation during 2027–28, recognizing that Science remains in the standards adoption process.

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

By spring 2027, FHHS will strengthen students' sense of belonging and connection to school and improve regular attendance. FHHS will:

a. increase regular attendance from 59% in 2025–26 to 65% in 2026–27, and
b. increase favorable responses on adult-connection climate indicators while reducing white/non-white gaps to 3 percentage points or less.

All, white, and non-white results will be monitored.

II. Problem of Practice:

Most FHHS students report strong peer friendships, physical safety, and access to academic help. However, not all students experience the same degree of adult connection and safety. In fall 2026, non-white students reported lower physical safety and adult connection than white students. Although regular attendance improved overall, subgroup patterns warrant continued attention. Students need consistent opportunities to feel known, heard, respected, and supported.

III. Theory of Action:

If FHHS staff strengthen intentional adult-student connections, equitable academic discourse, and student voice, while reviewing attendance information to connect students with timely support, then students will experience stronger belonging and engagement. We expect improvements in favorable climate responses, regular attendance, and equity of experience.

IV. Relevant Data:

Fall 2026 climate survey indicator	All	White	Non-white
Feel safe during school	94.9%	96.7%	88.6%
Adult at school to talk to	87.9%	89.3%	84.1%
Teachers take time to know me	88.0%	90.7%	84.1%
Academic help available	91.4%	90.7%	95.5%
Belong to a friend group	92.9%	93.1%	92.0%

V. Action Steps

1. **Strengthen adult connection and belonging.** Continue positive greetings, intentional check-ins, 2x10 relationship-building, and Advisory connections (Hoco, spirit/sports assemblies, schoolwide Clue game, , Winterfest, Care Week compliments for every student, open relationship with office + nutritious snacks provided by Rotary, etc.); prioritize students who report weak adult connections, including new students and students with attendance concerns.
2. **Use academic discourse as a belonging strategy.** Apply equitable discussion norms, think time, accessible scaffolds, structured participation, and reflection so that students can contribute ideas, listen across differences, and experience their thinking as valued.
3. **Strengthen attendance outreach and support.** Monitor regular attendance and patterns of missed school; connect students and families with personalized outreach, problem-solving, and school/community supports rather than relying only on consequences. Examine all/white/non-white patterns regularly.
4. **Elevate student voice.** Use Advisory, brief listening opportunities, or targeted feedback to learn where students feel connected or excluded and what adults can change. Report back to students on actions taken.
5. **Monitor and adjust.** Review fall-to-spring climate measures and attendance patterns, including subgroup gaps, and refine strategies through ILT/MTSS and staff collaboration.