



Finn Hill Middle School

School Improvement Plan

Annual Update: 2020-21

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Finn Hill Middle School is located in the Finn Hill neighborhood of Kirkland, WA. Students from four elementary schools – Juanita Elementary, Sandburg Elementary, Thoreau Elementary, and Bell Elementary – attend our school. Our school supports social emotional learning and personalization through the Character Strong curriculum, our House System, and our Positive Behavior Interventions and Supports (PBIS) system, Falcon P.R.I.D.E. Students are supported academically through our during the school day intervention program, College Prep, which allows students to participate in reteaching, challenge/enrichments activities, and general academic support on Tuesdays and Thursdays.

Mission Statement: *Finn Hill Middle School shares the mission of the Lake Washington School District: Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.*

Demographics:¹

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		627	635	655	677
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.3	0.2	0.0
	Asian	8.8	9.4	9.5	8.4
	Black/African American	2.6	3.6	3.4	2.5
	Hispanic/Latino of any race(s)	12.8	12.1	13.0	14.6
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0	0.3
	Two or more races	10.4	10.4	10.8	10.9
	White	65.1	64.1	63.2	63.2
Students Eligible for Free/Reduced Price Meals (%)		21.9	20.6	20.6	19.1
Students Receiving Special Education Services (%)		12.0	10.2	11.9	11.8
English Language Learners (%)		4.5	5.5	5.2	5.0
Students with a First Language Other Than English (%)		18.7	19.0	20.9	20.3

¹Enrollment and racial diversity based on annual October 1 headcount. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

**ACADEMIC PERFORMANCE DATA:
LITERACY**

**ACADEMIC PERFORMANCE DATA:
MATH**

ELA: By Grade Level, Smarter Balanced Assessment

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	72	72	71	n/a
7 th Grade	79	73	79	n/a
8 th Grade	73	82	79	n/a

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	65	69	66	n/a
7 th Grade	73	67	68	n/a
8 th Grade	57	68	62	n/a

ELA: By Group/Program, Smarter Balanced Assessment²

MATH: By Group/Program, Smarter Balanced Assessment³

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	71	82	88	n/a
Black/African American	30	29	35	n/a
Hispanic/Latino	68	52	55	n/a
Two or more races	82	73	79	n/a
White	77	82	80	n/a
English Learner	4	10	7	n/a
Low Income	45	42	56	n/a
Special Education	37	32	36	n/a

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	73	81	80	n/a
Black/African American	30	36	35	n/a
Hispanic/Latino	62	44	39	n/a
Two or more races	68	67	69	n/a
White	66	73	69	n/a
English Learner	12	24	10	n/a
Low Income	37	38	37	n/a
Special Education	25	23	26	n/a

**ACADEMIC PERFORMANCE DATA:
SCIENCE**

SCIENCE: By Grade Level, WCAS³

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
8 th Grade	n/a	86	73	n/a

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	81	87	n/a
Black/African American	n/a	-	50	n/a
Hispanic/Latino	n/a	62	41	n/a
Two or more races	n/a	94	76	n/a
White	n/a	91	78	n/a
English Learner	n/a	-	0	n/a
Low Income	n/a	63	44	n/a
Special Education	n/a	44	29	n/a

↘ = Cohort Track
n/a = not available

² Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

³ WCAS = Washington Comprehensive Assessment of Science. Given only to 8th grade at the middle school level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
6 th Grade	88	91	90	n/a
7 th Grade	90	87	85	n/a
8 th Grade	89	89	83	n/a

ATTENDANCE: By Group/Program⁴

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	94	95	95	n/a
Black/African American	84	83	91	n/a
Hispanic/Latino	87	80	73	n/a
Two or more races	92	88	79	n/a
White	88	90	88	n/a
English Learner	74	77	72	n/a
Low Income	84	77	70	n/a
Special Education	85	71	84	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁵

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	77	82	35	61	80	81	9	50	37
Math Proficiency Rate (%)	68	79	38	50	70	71	16	39	28
ELA Median Student Growth Percentile ⁶	52	52	36	45	51.5	54	50.5	43.5	48.5
Math Median Student Growth Percentile	55	68	57	58	49	53	53.5	47	53.5
EL Progress Rate (%)	54	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	88	96	88	80	86	88	80	76	82

= Cohort Track
 n/a = not available

⁴ Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

⁵ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

⁶ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1		
Priority Area	English Language Arts/Literacy	
Focus Area	Reading and Writing Standards	
Focus Grade Level(s)	6, 7, and 8 for the Class of 2026	
Desired Outcome	Finn Hill Middle School will increase its ELA SBA scores from 73% of students in the Class of 2026 meeting standard as measured by the 2018 - 2019 SBA to 83% of the students in the Class of 2026 meeting standard on the SBA during their 8th grade year (2021 – 2022).	
Alignment with District Strategic Initiatives	Culturally Responsive Teaching	
Data and Rationale Supporting Focus Area	<p>SBA Reading data showed students were not meeting standard in identifying text structures (Identifying author's purpose) and editing. Across the grades, writing organization scores average Approaching/Near Standard (2.2-2.8 out of 4) for all modes of writing. This shows students need additional support in writing organization.</p> <p>Teachers of grades 6th, 7th, and 8th grade Language Arts (English) classes are spiraling reading and writing strategies to create a cohesive transition between the grade levels for acquiring and building upon skills. Targeted strategies will support students in their overall comprehension (Close Reading Strategies) and writing proficiency (Writing Organization).</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<p>Explicit and deliberate instruction and practice in Close Reading Strategies in both English and Social Studies classes with an emphasis on:</p> <ul style="list-style-type: none"> • Purposeful highlighting based on the text structure in conjunction with annotation strategies. • Cornell/Focused Notetaking (AVID school-wide strategy) • Use of high interest reading materials. <ul style="list-style-type: none"> • Student choice of novels and utilization of book; clubs to discuss reading 	<p><u>Professional Learning and Collaboration</u> Measures of Fidelity for members of the English and Social Studies departments:</p> <ul style="list-style-type: none"> • Quarterly (or more frequent) department meetings to discuss implementation of close reading strategies. • Ongoing professional development in close reading strategies led by the English Department Chair or other team members. • Promotion meetings each school year to ensure student reading levels, strengths and areas of

	<ul style="list-style-type: none"> • Use of current event articles for non-fiction reading strategies in social studies classes. • Use of Amplify language arts curriculum across grade levels. 	<p>growth are known by the next teacher.</p> <p><u>Progress Monitoring</u> Measures of Fidelity with respect to close reading strategies:</p> <ul style="list-style-type: none"> • Regular monitoring of student use of close reading strategies. • Amplify reading formative and summative assessments (grade-level specific). • Use of SBA Interim Assessments by all grade levels to progress monitoring student reading progress.
	<p>The English and Social Studies teams in each grade level will focus on instruction that aims to strengthen students' writing organization by:</p> <ul style="list-style-type: none"> • Utilizing Amplify writing structures, vocabulary and rubrics across language arts and social studies classes. • Teaching students how to use writing rubrics as self-assessment tools while completing writing tasks across grade levels. • Utilizing sentence stems to model effective writing and communication and to serve as a springboard in supporting students in improving their writing skills. • Explicitly teaching different text structures (how information is organized for readers). • Regularly utilizing a variety of graphic organizers to teach and strength writing organization and provide students with choice as to which organizer best supports their writing. 	<p><u>Professional Learning and Collaboration</u> Measures of Fidelity for members of the English and Social Studies departments:</p> <ul style="list-style-type: none"> • Quarterly (or more frequent) department meetings to discuss instruction related to writing organization. • Department chair created newsletters to inform social studies teachers of Amplify reading and writing strategies. • Shared graphic organizers. • Review of student work by teacher teams to determine how best to serve students through differentiation. • Review of student completed graphic organizers to support subsequent high leverage instruction in their use. • Use of systems such as OneNote to reflect on writing progress each year. • Promotion meetings each school year to ensure student writing strengths and areas of growth are known by the next teacher. <p><u>Progress Monitoring</u> Measures of Fidelity with respect to writing organization:</p>

	<ul style="list-style-type: none"> • Regular monitoring of student growth in Amplify writing rubric areas. • Use of SBA Interim Assessments by all grade levels to progress monitoring student writing progress.
Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Regular classroom-based assessments. • ELA SBA Interim Assessments and Fastbridge data. • School-wide progress monitoring through: <ul style="list-style-type: none"> ○ Twice monthly grade checks and Student Success Monitoring process. ○ Monthly grade level team meetings to discuss student progress in all classes and develop common interventions for students who are struggling. • Partner with parents through our Student Success Team Meeting process to address students who experience significant challenges/are not progressing in more than one class. • Teacher-Parent-Student meetings to support students only struggling with reading and writing and to collaboratively develop strategies to support the student in reading and/or writing. • ELA SBA assessments, monitored annually to ensure students are making progress toward our multi-year goal. • Fastbridge district assessment data.

Priority #2

Priority Area	Mathematics	
Focus Area	Finn Hill's focus area, <i>constructing viable arguments and critiquing the reasoning of others</i> , is one of the Common Core's 8 Mathematical Practices which are the foundations of mathematical thinking. Specifically, our team will focus communicating reasoning as a steppingstone to constructing viable arguments and critiquing the reasoning of others.	
Focus Grade Level(s)	6, 7, and 8 for the Class of 2026	
Desired Outcome	Finn Hill Middle School will increase student Math SBA scores from 58% of students in the Class of 2026 meeting standard as measured by the 2018 - 2019 SBA to 70% of the students in the Class of 2026 meeting standard on the SBA during their 8th grade year (2021 – 2022).	
Alignment with District Strategic Initiatives	Culturally Responsive Teaching	
Data and Rationale Supporting Focus Area	Students at Finn Hill Middle School struggle to communicate their reasoning. As measured by the Math SBA, 30% of our students are below standard on communicating reasoning, and 44% of our students are at standard. 26% of students are above standard, the smallest percentage of students above standard in the three math claims. Students' ability to communicate their thinking both verbally and in writing as well as constructing viable arguments based on reasoning is an expectation shared by both the Common Core Standards in Mathematics and The Next Generation Science Standards (NGSS). Specifically, in Science, the NGSS' science and engineering practices are encompassed with: "Once collected, data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others."	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	In math classrooms, teachers will support students in developing their reasoning skills, their ability to construct viable arguments, and their skill in critiquing the reasoning of others using the following progression of instruction.	
	Grade 6 teachers will regularly engage students in dot/number talks to normalize and strengthen students' skill in sharing their mathematical reasoning with one another.	<ol style="list-style-type: none"> 1) Teachers will build dot/number talks into their lessons at least twice a week in all Math 6 classrooms. 2) Teachers will track the number of students participating during each talk with the intent of all students speaking in at least one number talk, if not more, by the end of the school year.
	Grade 7 teachers will utilize structures of inquiry as a strategy to strengthen number sense, use of reasoning to create arguments.	<ol style="list-style-type: none"> 1) Structures of inquiry will be used at least twice a week by all teachers.

	<p>Grade 8 teachers will utilize Desmos, GeoGebra, or a similar inquiry tool to support students in developing their reasoning, both in written and verbal forms, as well as their ability to construct arguments and critique the reasoning of others. Teachers will provide sentence stems/starters to support students in formulating their reasoning during the first half of the year, gradually moving toward independent creation of arguments.</p>	<ol style="list-style-type: none"> 1) Teachers will use Desmos, GeoGebra or a similar tool at least once a week as a platform for supporting students in visually viewing mathematics and drawing conclusions from those visuals. 2) Sentence starters will be projected or posted in each classroom to aid in student participation of argument construction during these activities. 3) Student arguments will be written down at least once a quarter and reviewed with the content level team to determine next instructional steps in teaching reasoning skills.
	<p>In science classrooms, teachers across all grade levels will support this goal in the following ways.</p>	
	<p>Teachers will use the Claim-Evidence-Reasoning (CER) rubric, scaffolded for each grade. The team will review rubrics by grade level, identifying strengths and areas for growth, to improve instruction for reasoning.</p>	<p>The science team will teach the CER rubric a minimum of 2 times per Semester.</p>
	<p>Teachers will teach summary tables and Claim-Evidence-Reasoning (CER) structures to communicate reasoning.</p>	<p>Student work, including CERs, will be critiqued by both students and then reviewed by each grade level team. The instruction will be sequenced to increase quality of reasoning and evaluated by the science team each quarter.</p>
<p>Timeline for Focus</p>	<p>Fall, 2019 - Spring, 2022</p>	
<p>Method(s) to Monitor Progress</p>	<ul style="list-style-type: none"> • Regular classroom-based assessments. • Math SBA Interim Assessments. • School-wide progress monitoring through: <ul style="list-style-type: none"> ○ Twice monthly grade checks and Student Success Monitoring process. ○ Monthly grade level team meetings to discuss student progress in all classes and develop common interventions for students who are struggling. • Partner with parents through our Student Success Team Meeting process to address students who experience significant challenges in more than one class. 	

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| | <ul style="list-style-type: none">• Teacher-Parent-Student meetings to support students only struggling with math or science and to collaboratively develop strategies to support the student in reading and/or writing.• Math SBA assessments monitored annually to ensure students are making progress toward our multi-year goal.• Review the Washington Comprehensive Assessment of Science (8th grade only) with a focus on communicating reasoning as additional evidence of reasoning development. |
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Priority #3

Priority Area	Social and Emotional	
Focus Area	Sense of Belonging	
Focus Grade Level(s)	6, 7, and 8	
Desired Outcome	Increase student’s sense of belonging (44% favorable), feelings of connectedness to adults in the school (18%), and feelings of being respected by others (39%) by 10 percentage points in each question as measured by associated questions on the Panorama survey.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	Overall, the sense of belonging topic and associated question resulted in the lowest percentages of agreement by students (36% overall). Research overwhelming supports better educational outcomes (higher achievement scores, better attendance, and less discipline) for students who feel connected to their school, both peers and adults, and possess a sense of belonging.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will deliver weekly Character Strong lessons during Falcon Time.	Counselors and administrators will observe Character Strong lessons each week to ensure they are delivered with fidelity across Falcon Time classes.
	The week’s social emotional learning objectives and the weekly Character Dare will be communicated to families so they may engage their children in conversation about this learning.	Each Character Dare will be posted on Twitter each Monday. Each Character Strong slide deck will be posted on shared school site week.
	Finn Hill will implement a House System in an effort to increase community and sense of belonging among students throughout the school.	Each House will host its own house meeting at least once a month. Each House meeting will include interactive activities that allow students to connect with and get to know one another.
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • We will continue to utilize the Panorama survey to monitor our students’ growth and adjust our practice to better meet student needs. We plan to administer the Panorama survey in the Fall and the Spring. • We will support teachers struggling to implement Character Strong by having counselors team teach with them. • We will host student focus groups throughout the year to obtain feedback about Character Strong, Houses, and our PBIS (P.R.I.D.E. Points) system. 	

Priority #4

Priority Area	High Levels of Family and Community Involvement					
Focus Area	Create opportunities for families and the community to be involved in our school and ensure that all staff members are aware of our numerous events and the level of parent and community involvement.					
Focus Grade Level(s)	6, 7, and 8					
Desired Outcome	At least 80% of our staff will “Agree Completely” or “Agree Mostly” to the Nine Characteristics Survey questions that contribute to the High Levels of Family and Community Involvement Characteristic.					
Alignment with District Strategic Initiatives	Culturally Responsive Family Engagement					
Data and Rationale Supporting Focus Area	On the 2018 – 2019 Nine Characteristics survey, 32% of staff slightly agreed or did not agree at all that Finn Hill Middle School has High Levels of Family and Community Involvement. Our school is dedicated to hosting events for our families throughout the school year to keep families and community members invested and involved in our school while addressing needs identified by our families and staff.					
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Finn Hill will host its annual curriculum night in September. • Finn Hill will host its annual 5th grade family night. • The PTSA will host monthly meetings and communicate with parents throughout the school about upcoming events. • Bi-monthly community meetings with the principal. • Bi-monthly student principal meetings. </td> <td> <p>All events will be communicated with staff prior to each event. Time will be given during Staff Meetings or Professional Learning sessions for the staff leading each event to inform staff about event attendance and highlights.</p> </td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	<ul style="list-style-type: none"> • Finn Hill will host its annual curriculum night in September. • Finn Hill will host its annual 5th grade family night. • The PTSA will host monthly meetings and communicate with parents throughout the school about upcoming events. • Bi-monthly community meetings with the principal. • Bi-monthly student principal meetings. 	<p>All events will be communicated with staff prior to each event. Time will be given during Staff Meetings or Professional Learning sessions for the staff leading each event to inform staff about event attendance and highlights.</p>	
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Timeline for Focus	Fall, 2019 - Spring, 2020					
Method(s) to Monitor Progress	Finn Hill has at least one event per month. Staff will share the results of their events. Events and participation will also be posted on the Finn Hill Middle School OneNote page and highlighted in the weekly staff newsletter. In addition, events will be sent to families and staff members in the Falcon Flyer (a PTSA publication) and will be posted on the PTSA Facebook page as well as on the Finn Hill Middle School Twitter account.					

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and not met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.⁷ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	The principal consulted with the PTSA board about priority areas and themes within our school.	September – October 2020
	The principal enlisted input from PTSA members on all topics.	September – October 2020
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	The principal will present the finalized SIP to the PTSA.	January 2020
	The SIP is posted on the Finn Hill Middle School website.	When approved by the district
	The SIP will be presented to our leadership students.	Semester 1

⁷ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>