Finn Hill Middle School

School Improvement Plan

Annual Update: 2021-22

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.[1]

SCHOOL OVERVIEW

Description: Finn Hill Middle School is 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. At FHMS, we utilize a whole child approach to education, with a focus on being a supportive school. Teachers, administrators, and other caring adults who take a personal interest in the social, emotional, and academic success of each student are central to a supportive school. We believe each student needs access to personalized learning and should be supported by qualified, caring adults. Our school supports social emotional learning through Falcon Time, a twice weekly advisory in which students learn the Character Strong curriculum. Additionally, students build character, relationships, and school spirit through our House System. Behavior supports are established and reinforced through our Positive Behavior Interventions and Supports (PBIS) system, Falcon P.R.I.D.E. Students are supported academically through our twice weekly intervention program, College Prep, which allows students to participate in reteaching, challenge/enrichments activities, and general academic support.

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:[2]

		2017-18	2018-19	2019-20	2020-21
Student Enrollment (count)		635	655	675	692
Racial Diversity (%)	American Indian/Alaskan Native	0.3%	0.2%	0.0%	0.0%
	Asian	9.4%	9.5%	8.4%	9.8%
	Black/African American	3.6%	3.4%	2.5%	2.0%
	Hispanic/Latino of any race(s)	12.1%	13.0%	14.8%	16.5%
	Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.3%	0.1%
	Two or more races	10.4%	10.8%	11.1%	10.8%
	White	64.1%	63.2%	62.8%	60.7%
Students Eligible for Free/Reduced Price Meals (%)		20.6%	20.6%	19.0%	17.8%
Students Receiving Special Education Services (%)		10.2%	11.9%	12.1%	9.8%
English Language Learners (%)		5.5%	5.2%	5.0%	5.5%

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[1] LWSD School Board Approval on <insert date>

[2] Enrollment and racial diversity based on annual October 1 headcount and includes any Preschool-Gr 12 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

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	MTSS
Alignment with Characteristics of Effective Schools	Curriculum, Instruction and Assessment Alignment
Data and Rationale Supporting Focus Area	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. 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).

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Explicit and deliberate instruction and practice in Close Reading Strategies in both English and Social Studies classes with an emphasis on: • 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.	<u>Professional Learning and Collaboration</u> Measures of Fidelity for members of the English and Social Studies departments: • 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.

	○ Student choice of novels and utilization of book clubs to discuss reading. ○ Use of current event articles for non-fiction reading strategies in social studies classes. - Use of Amplify language arts curriculum across grade levels.	- Promotion meetings each school year to ensure student reading levels, strengths and areas of growth are known by the next teacher. Progress Monitoring Measures of Fidelity with respect to close reading strategies: - Regular monitoring of student use of close reading strategies through the use of Amplify reading formative and summative assessments (grade-level specific) and use of SBA Interim Assessments by all grade levels to progress monitoring student reading progress.
	The English and Social Studies teams in each grade level will focus on instruction that aims to strengthen students' writing organization by: - 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) by 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.
Timeline for Focus	Fall, 2019 - Spring, 2022

Method(s) to Monitor Progress	• Regular classroom-based assessments.
	• ELA SBA Interim Assessments and Fastbridge data.
	• School-wide progress monitoring through:
	   o Twice monthly grade checks and Student Success Monitoring process.
	   o Bi-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 are monitored annually to ensure students are making progress toward our multi-year goal.

Priority #2	
Priority Area	Mathematics
Focus Area	Finn Hill's focus area, *constructing viable arguments and critiquing the reasoning of others*, 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	MTSS
Alignment with Characteristics of Effective Schools	High Standards and Expectations for All Students
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.	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.	1) Structures of inquiry will be used at least twice a week by all teachers.
	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.	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.
	In **science** classrooms, teachers across all grade levels will support this goal in the following ways.	
	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.	The science team will teach the CER rubric a minimum of 2 times per Semester.
	Teachers will teach summary tables and Claim-Evidence-Reasoning (CER) structures to communicate reasoning.	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.
Timeline for Focus	Fall, 2019 - Spring, 2022	

Method(s) to Monitor Progress	• Regular classroom-based assessments.
	• Math SBA Interim Assessments.
	• School-wide progress monitoring through:
	  ○ Twice monthly grade checks and Student Success Monitoring process.
	  ○ Bi-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. - Teacher-Parent-Student meetings are held 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 are 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.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Sense of Belonging
Focus Grade Level(s)	6, 7, and 8
Desired Outcome	By spring 2022, FHMS will increase students' sense of belonging (42% favorable), feelings of connectedness to adults in the school (22%), feelings of being respected by others (46%), and feelings of being valued members of the school community (38%) by at least 10 percentage points in each question from fall 2021 as measured by associated questions on the Panorama survey.
Alignment with District Strategic Initiatives	MTSS
Alignment with Characteristics of Effective Schools	Supportive Learning Environment
Data and Rationale Supporting Focus Area	Overall, the sense of belonging topic and associated question resulted in the lowest percentages of agreement by students (42% 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, possess a sense of belonging, and view themselves as valued members of their school community.

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 Strong slide deck will be posted on shared school site week.
	Finn Hill will continue utilizing 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, 2021- Spring, 2022
Method(s) to Monitor Progress	• 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.

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 instruction.
   Core instructional technologies include Microsoft tools, SMART Technologies, and classroom footprint technologies.
2. Utilizing digital tools to enhance the learning process and ensure access to content.
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) and Technology Integration Specialist to identify training needs based on the TIF program goals. The BIT plan identifies year-long goals and plans for providing professional learning to meet training needs. Beginning and end of year Technology Integration survey data informs the personalization of individual school plans in alignment with strategic efforts.

Based on Fall Technology Integration staff survey data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

☒Digital Citizenship
☒Integrating core instructional technologies within instruction
☐Utilizing digital tools to enhance learning and ensure student access to content
☐Applying Ed Tech Learning Standards across content areas

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 2019. During that year, the participation rate was not met.

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.[3] 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–December 2021
	The principal enlisted input from PTSA members on all topics.	September–December 2021

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 2022
	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.	January 2022

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[3] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265