



Finn Hill Middle School

School Improvement Plan

Annual Update: 2022-23

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 deserves access to rigorous 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 that we call “Falcon PRIDE.” Students are supported academically through our twice weekly intervention program, Falcon Flex, which allows students to participate in reteaching, challenge/enrichment activities, and general academic support.

Mission Statement: We share LWSD’s mission: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Academic: Disciplinary Literacy	Graduating Class of 2029	Over the next three years, Finn Hill Middle School students will increase their ELA SBA scores from 75.09% of students in the Class of 2029 meeting standards as measured by the 2021-2022 SBA to 90% of the students in the Class of 2029 meeting standard on the SBA during their 8th grade year (2024–2025).
2	Academic: MS Math Pathway	Multi-Lingual Students and Students with Disabilities in grades 6-8	Over the next three years, multi-lingual students and students with disabilities will improve their proficiency on the spring 2023 math SBA to 30% meeting or exceeding standards.
3	Social Emotional	All students, grades 6-8	During the 2022-2023 school year we will increase the percentage of students who feel connected to adults in our building as measured in the Panorama survey, administered in October 2022 and May 2023.

¹ LWSD School Board Approval on <insert date>

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	Disciplinary Literacy: Writing Across the Curriculum (3 Year Goal)
Focus GradeLevel(s)	Graduating Class of 2029 (current sixth graders)
Desired Outcome	<p>By 2026, 100% of Finn Hill students in the graduating class of 2029 will demonstrate growth on interim writing assessment in the areas of ELA, social studies, science, and math.</p> <p>Over the next three years, Finn Hill Middle School students will increase their ELA SBA scores from 75.09% of students in the Class of 2029 meeting standards as measured by the 2021-2022 SBA to 90% of the students in the Class of 2029 meeting standard on the SBA during their 8th grade year (2024–2025).</p>
Alignment with District Strategic Initiatives	Equity
Data and Rationale Supporting Focus Area	<p>Classroom data show students need additional support in writing organization, especially our students who receive specialized programming. Our current SBA scores show that students receiving special education and multi-lingual services perform well-below the state and district averages. Currently 15.1 % of FHMS multi-lingual learners and 23.9% of FHMS students with disabilities meet or exceed standards on the 2022 spring ELA SBA.</p> <p>If we develop and enact a school-wide model for disciplinary literacy and executive skill building, then students will grow literacy and discourse skills in multiple disciplines as well as content area knowledge. By developing common language schoolwide, students will know expectations and will practice those skills more regularly, thus reinforcing important concepts related to writing. Teachers in all content areas will spiral 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 writing proficiency (writing organization).</p> <p>ELA interim assessments are optional assessments that teachers can use at two strategic points in the year. These assessments are not tied to the curriculum text; rather, they offer a more generic pre- and post- assessment option. Therefore, the results of these assessments help teachers gain an understanding of student performance outside of the data provided within Amplify.</p>

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Create disciplinary literacy continuum and department action plans.	<p>Communicate learning goals and performance objectives in all disciplines and determine the grade-level expectations and academic vocabulary.</p> <p>Department created action plans for implementation/ integration of common writing terminology and practices. Action plans include a multi-tiered approach, with the development of a 3-year plan for teacher training in Y1, introduction to language and partial implementation in Y2, and full implementation in Y3.</p>
	Develop consistent rubrics to assess writing	Evidence based upon locally created, subject-specific criteria, and rubrics.
	Engage students in multiple targeted writing assignments in core content classes	Baseline writing samples collected in Year 1 prior to implementation of common writing practices across disciplines. Departments standardize their writing samples.
	Dedicate PLC time to create consistent disciplinary literacy strategies and best practices.	<p>100% of staff participating in professional development for all departments related to writing/current practices being used by ELA department.</p> <p>Teams will focus on calibration of learning activities, inter-rater reliability, development of interventions, etc. Various cross-content teams collaborate to share best practices.</p>
	Visit classrooms to observe visible disciplinary literacy practices to ensure students are regularly receiving specific strategy instruction.	Evidence of writing strategies/expectations and language posted in all classrooms. Evidence of these resources being referenced during writing assignments/activities.
	Create more opportunities for student presentations, application of work, and academic writing. Share student work with families on a regular basis.	Evidence of student academic writing shared with families.

	Create and publish exemplars across all disciplines in the areas of ELA, social studies, science, and math for students and families.	Published writing exemplars across grade levels and disciplines that assist in understanding grade level skills and learning expectations for students at Finn Hill.
Timeline for Focus	Spring, 2023 – Spring, 2026	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Regular classroom-based assessments • Twice a year interim winter assessment • ELA SBA Interim Assessments and FastBridge data • School-wide progress monitoring through: <ul style="list-style-type: none"> ○ Looking at Student Work protocols performed in PLCs ○ Bi-monthly grade level team meetings to discuss student progress in all classes and develop common interventions for students who are struggling • MTSS Help Desk sessions and SSM team meetings to support students 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	Math Achievement	
Focus Grade Level(s) and/or Student Group(s)	Multi-lingual Students and Students with Disabilities in grade 6, 7, and 8	
Desired Outcome	Over the next three years, multi-lingual students and students with disabilities will improve their proficiency on the spring 2023 math SBA to 30% meeting or exceeding standards.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	On the 2022 Math SBA, for multi-lingual students, 18.5% met or exceeded standards, while 21.1% of students with disabilities met or exceeded standards.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation

	Implement 6+ in 2022-2023	Number of 6+ courses offered; analyze triangulated data (SBA, FastBridge, grades) to determine effectiveness of instruction for ML/SPED/SN
	Implement 7+ in 2023-2024	Number of 7+ courses offered; analyze triangulated data (SBA, FastBridge, grades) to determine effectiveness of instruction for ML/SPED/SN
	Provide co-teaching opportunities in 6+, 7+, and Math 8	Number of co-taught courses offered; analyze triangulated data (SBA, FastBridge, grades) to determine effectiveness of instruction for ML/SPED/SN
	Provide collaboration time for math teachers as a department with SPED and ML providers	Number of common planning times & release days; PLC notes
	Provide opportunities for all students to model with mathematics across the curriculum	Professional development offered by the math department to the staff; at least one integrated lesson per teacher that focuses on modeling with mathematics
Timeline for Focus	Winter, 2022 - Spring, 2024	
Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Regular classroom-based assessments • ELA math Interim Assessments and FastBridge data • School-wide progress monitoring through: <ul style="list-style-type: none"> ○ Looking at Student Work protocols performed in PLCs ○ Bi-monthly grade level team meetings to discuss student progress in all classes and develop common interventions for students who are struggling • MTSS Help Desk sessions and SSM team meetings to support students struggling with math and to collaboratively develop strategies to support the student in math • Math SBA assessments are monitored annually to ensure students are making progress toward our multi-year goal. 	

Priority #3											
Priority Area	Social and Emotional										
Focus Area	Sense of Belonging										
Focus Grade Level(s) and/or Student Group(s)	6, 7, and 8										
Desired Outcome	By spring 2023, FHMS will increase students' feelings of connectedness to adults in the school (23%), perceptions of how well people at the school understand them as people (40%) and how much they matter to others at school (45%) by at least 10 percentage points in each question from fall 2022 as measured by associated questions on the Panorama survey.										
Alignment with District Strategic Initiatives	MTSS										
Data and Rationale Supporting Focus Area	Overall, the sense of belonging topic and associated question resulted in the lowest percentages of agreement by students (54% overall). Research overwhelmingly supports better educational outcomes (higher achievement scores, better attendance, and less discipline) for students who feel connected to their school, possess a sense of belonging, and view themselves as valued members of their school community.										
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	<p>support this goal through study teams and PLCs.</p> <p>Teachers and administrators will build empathy for the student experience at Finn Hill.</p> <p>The BLT will continue to analyze data and study sub-group opportunity gaps and trends.</p> <p>Administrators will provide facilitated focus groups to examine, evaluate and refine school programming and articulate common expectations in order to best support students' social and emotional development.</p> <p>School leadership will examine and refine current methods of connecting to students prior to entering Finn Hill. They will build opportunities for students to participate in programming that is designed to support the transition of students from building to building.</p> <p>Staff will increase opportunities for student growth and connections through additional student interest groups, affinity groups, and school-based programming.</p> <p>grading, Restorative Practices, peer observation, and co-teaching. Study teams will culminate with an exhibition of learning in the spring of 2023. Classified staff will participate in a PLC focused on student behavior.</p> <p>Opportunities to shadow students Admin facilitate Falcon Feedback sessions, implement a principal advisory council, and invite student representatives to be on the equity team and PTSA.</p> <p>BLT will examine effectiveness of Tier I, II, and III Interventions and make recommendations for changes.</p> <p>Revisions to advisory and intervention; collaborative development of counseling curriculum and programming; evaluate discipline data</p> <p>Design a model that provides greater connection with students, families, and staff and improves practices for student transitions so that students will feel connected to a community and prepared for the expectations and experiences as they transition from elementary to Finn Hill.</p> <p>Addition of student groups and improved school-based programming as measured by student, staff, and family feedback surveys.</p>
Timeline for Focus	Winter, 2022 - Spring, 2025
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.

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| | <ul style="list-style-type: none">• We will host student focus groups (Falcon Feedback sessions) throughout the year to obtain feedback about Falcon Time, Houses, and our PBIS (Falcon PRIDE) system. |
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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.

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.¹ 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 2022
	The principal enlisted input from PTSA members on all topics.	September-December 2022
	The principal solicited input from student Falcon Feedback sessions.	December 2022
	The principal solicited input from leadership students.	November 2022

¹ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

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 2023
	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 2023