

# FINN HILL MIDDLE SCHOOL

## School Improvement Plan

### Annual Update: 2024-25

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

#### 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 weekly advisory. Additionally, students build character, relationships, and school spirit through our House System, in-school clubs, and monthly assemblies. 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.

#### 2024-25 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	By June 2025, Finn Hill Middle School will increase the percentage of 8th-grade students meeting or exceeding proficiency in literacy on the SBA from 75% when they were in 5 <sup>th</sup> grade to 90% in their current 8 <sup>th</sup> grade year, with a specific focus on improving reading comprehension and fluency through effective Tier 1 instructional practices, targeted Tier 2 and Tier 3 interventions, and the integration of AVID reading strategies.
2	Academic: MS Math Pathway	Multilingual Students and Students with Disabilities in grades 6-8	Multilingual students and students with disabilities will improve their proficiency on the Spring 2025 Math SBA to 35% of students with IEPs and 40% of ML students meeting or exceeding standards.

<sup>1</sup> LWSD School Board Approval on <insert date>

<b>3</b>	Social-Emotional	All students, grades 6-8	By June 2025, Finn Hill Middle School will increase the percent favorable score for Social Awareness from 57% to 65% as measured by the Panorama SEL survey.

**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.

<b>Priority #1</b>	
<b>Priority Area</b>	English Language Arts/Literacy
<b>Focus Area</b>	Disciplinary Literacy: Reading Across the Curriculum
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Graduating Class of 2029 (current eighth graders)
<b>Desired Outcome</b>	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).
<b>Alignment with District Strategic Initiatives</b>	Equity
<b>Data and Rationale Supporting Focus Area</b>	Classroom data and SBA scores indicate that students, particularly multilingual learners and students with disabilities, need additional support in reading comprehension and fluency. In 2023, 20% of students on IEPs met/exceeded the standards, according to the 2022-2023 SBA, and 18% of ML students met/exceeded the standards, according to 2022-2023 SBA. In spring 2024, only 15.5% of multilingual learners and 22.6% of students with disabilities met or exceeded standards on the ELA SBA. Incorporating AVID strategies, improving Tier 1 instruction, and enhancing intervention structures will ensure all students have access to high-quality reading instruction and support.
<b>Strategy to Address Priority</b>	<b>Action</b>
	<b>Measure of Fidelity of Implementation</b>
	<p><b>Strengthen Tier 1 Reading Instruction</b></p> <p><b>Objective:</b> Equip all teachers with strategies to improve reading comprehension and fluency across disciplines, including AVID reading practices.</p> <p><b>Actions:</b> Provide professional development focused on best practices in reading instruction, such as:</p>
	<p><b>Professional Development Attendance and Engagement:</b></p> <ul style="list-style-type: none"> <li>• Track attendance and participation rates in professional development sessions focused on reading strategies.</li> <li>• Classroom Observations: Use a checklist during observations to look for consistent use of common schoolwide language and reading strategies across subjects and grade levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• AVID reading strategies such as Focused Note-Taking, Marking the Text, Reciprocal Teaching, and Socratic Seminars</li> <li>• Explicit vocabulary instruction</li> <li>• Close reading strategies</li> <li>• Annotating texts for meaning</li> <li>• Building background knowledge to support comprehension</li> <li>• Incorporate AVID’s WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies into lesson plans across content areas</li> <li>• Develop common schoolwide language for reading strategies to ensure consistency across grades and subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Self-Assessments: Administer surveys or self-reflection tools to assess teacher confidence and use of strategies (e.g., explicit vocabulary instruction, close reading, background knowledge building).</li> <li>• Student Work Artifacts: Collect and review annotated texts, marked-up reading assignments, and evidence of Socratic Seminars to evaluate implementation.</li> <li>• Student Feedback: Use surveys or focus groups to assess students’ perception of the reading strategies and their impact on comprehension.</li> </ul>
	<p><b>Optimize Falcon Flex for Tier 2 and Tier 3 Interventions</b></p> <p><b>Objective:</b> Provide targeted support for struggling readers through differentiated instruction during intervention time.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Use iReady data to identify students in need of Tier 2 and Tier 3 interventions.</li> <li>• Implement small-group, skill-focused reading interventions during Falcon Flex (e.g., fluency practice, decoding strategies, comprehension support).</li> <li>• Incorporate AVID strategies such as Reciprocal Teaching and collaborative study groups into intervention time to build comprehension and confidence.</li> <li>• Regularly monitor student progress with iReady diagnostic tools and adjust intervention groups as needed.</li> </ul>	<p><b>iReady Data Use</b></p> <ul style="list-style-type: none"> <li>• Review data logs to ensure iReady diagnostics are being used consistently to group students for interventions.</li> <li>• Intervention Group Rosters: Track the creation and modification of small groups based on student needs and progress.</li> </ul> <p><b>Staff Training Participation</b></p> <ul style="list-style-type: none"> <li>• Monitor attendance at training sessions and assess teacher confidence in implementing small-group interventions via post-training surveys.</li> </ul> <p><b>Intervention Observations</b></p> <ul style="list-style-type: none"> <li>• Conduct walkthroughs during Falcon Flex to confirm the use of AVID strategies and skill-focused activities in small groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer staff training on delivering effective interventions aligned with identified student needs and literacy instruction best practices.</li> </ul>	<p><b>Student Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• Analyze iReady progress monitoring data to ensure interventions are leading to measurable improvements.</li> </ul> <p><b>Consistency in Intervention Structure</b></p> <ul style="list-style-type: none"> <li>• Use fidelity checklists to ensure that intervention plans follow the prescribed format (e.g., decoding strategies, fluency practice).</li> </ul>
	<p><b>Support Multilingual Learners and Students with Disabilities</b></p> <p><b>Objective:</b> Close the achievement gap for students receiving special education and multilingual services.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Incorporate scaffolded reading supports, such as AVID graphic organizers, sentence starters, and scaffolded note-taking strategies.</li> <li>• Collaborate with special education and ELA teachers to co-plan and co-teach reading strategies.</li> <li>• Use Universal Design for Learning (UDL) principles to make reading instruction accessible for all learners.</li> </ul>	<p><b>Collaborative Planning Records</b></p> <ul style="list-style-type: none"> <li>• Review evidence of co-planning (e.g., shared documents, meeting minutes) between special education, ELA, and general education teachers.</li> </ul> <p><b>Lesson Plan Reviews</b></p> <ul style="list-style-type: none"> <li>• Examine plans for the integration of scaffolded supports (e.g., graphic organizers, sentence starters) and UDL principles.</li> </ul> <p><b>Student Artifacts</b></p> <ul style="list-style-type: none"> <li>• Collect and analyze examples of scaffolded reading tasks completed by multilingual learners and students with disabilities.</li> <li>• Classroom Observations: Use observation tools to confirm the use of UDL principles and scaffolded strategies in daily instruction.</li> </ul> <p><b>Teacher Feedback</b></p> <ul style="list-style-type: none"> <li>• Conduct surveys or focus groups to gauge the effectiveness of collaborative planning and strategy implementation.</li> </ul>

		<p><b>Progress Monitoring for Targeted Students</b></p> <ul style="list-style-type: none"> <li>• Use formative assessment data to ensure that strategies are improving outcomes for multilingual learners and students with disabilities.</li> </ul>
	<p><b>Foster a Culture of Reading Schoolwide</b>  <b>Objective:</b> Promote reading engagement and motivation among students.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Dedicate times for independent reading during ELA classes.</li> <li>• Organize schoolwide reading challenges and celebrations (i.e., Read Across America, Guerilla Reading, Grade Level “Book Fairs”) to encourage a love of reading.</li> <li>• Integrate culturally relevant texts into the curriculum to reflect the diversity of the student body.</li> <li>• Leverage AVID reading practices like Paired Reading and Socratic Seminars to engage students in text-based discussions and analysis.</li> </ul>	<p><b>Reading Time Implementation</b></p> <ul style="list-style-type: none"> <li>• Track the number of minutes dedicated to independent reading in ELA classes through teacher logs or observations.</li> </ul> <p><b>Participation in Challenges</b></p> <ul style="list-style-type: none"> <li>• Monitor student participation rates in reading challenges and schoolwide events like Read Across America or Read-In Day.</li> </ul> <p><b>Library Checkouts</b></p> <ul style="list-style-type: none"> <li>• Use library circulation data to assess student engagement with diverse, culturally relevant texts.</li> </ul> <p><b>Survey Data</b></p> <ul style="list-style-type: none"> <li>• Administer student surveys to measure interest and motivation in reading activities.</li> </ul> <p><b>Event Documentation</b></p> <ul style="list-style-type: none"> <li>• Document and review the execution of planned events (e.g., Book Fairs, Family Reading Nights) for alignment with objectives.</li> </ul> <p><b>Classroom Discussions</b></p> <ul style="list-style-type: none"> <li>• Observe classrooms for evidence of text-based discussions using AVID practices like Paired Reading and Socratic Seminars.</li> </ul>
	<p><b>Provide AVID-Specific Professional Development</b></p> <p><b>Objective:</b> Ensure teachers are confident in implementing AVID reading strategies.</p>	<p><b>Training Attendance Records</b></p> <ul style="list-style-type: none"> <li>• Track teacher participation rates in AVID-focused training sessions.</li> </ul>

	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Schedule regular AVID-focused training sessions that align with schoolwide literacy goals.</li> <li>• Coach and support teachers with implementation.</li> </ul> <p><b>Post-Training Surveys</b></p> <ul style="list-style-type: none"> <li>• Collect teacher feedback on the effectiveness and applicability of training sessions.</li> </ul> <p><b>Coaching Logs</b></p> <ul style="list-style-type: none"> <li>• Maintain records of coaching sessions and follow-ups with teachers on implementing AVID strategies.</li> </ul> <p><b>Classroom Observations</b></p> <ul style="list-style-type: none"> <li>• Evaluate the application of AVID strategies (e.g., WICOR framework) during classroom walkthroughs.</li> </ul> <p><b>Student Feedback:</b></p> <ul style="list-style-type: none"> <li>• Use student surveys or focus groups to gauge the perceived impact of AVID strategies on their learning.</li> </ul>
<b>Timeline for Focus</b>	Winter, 2024 - Spring, 2025
<b>Method(s) to Monitor Progress</b>	<p><b>Monitor Progress and Adjust Strategies</b></p> <ul style="list-style-type: none"> <li>• Regularly analyze classroom-based assessments, iReady, and FastBridge to measure growth in reading achievement.</li> <li>• School-wide progress monitoring through Looking at Student Work protocols performed in PLCs; 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 to collaboratively develop strategies to support the student in reading.</li> <li>• ELA SBA assessments are monitored annually to ensure students are making progress toward our multi-year goal.</li> <li>• Conduct classroom walkthroughs to observe the implementation of reading strategies.</li> <li>• Collect feedback from teachers and students to identify successes and areas for improvement.</li> </ul>

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Math Achievement	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Multilingual Students and Students with Disabilities in grade 6, 7, and 8	
<b>Desired Outcome</b>	Multilingual students and students with disabilities will improve their proficiency on the Spring 2025 Math SBA to 30% meeting or exceeding standards.	
<b>Alignment with District Strategic Initiatives</b>	Equity	
<b>Data and Rationale Supporting Focus Area</b>	On the 2022 Math SBA, for multilingual students, 18.5% met or exceeded standards, while 21.1% of students with disabilities met or exceeded standards.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	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
	Train math teachers in Building Thinking Classrooms (BTC) strategies to promote problem-solving, collaboration, and higher-order thinking.	<p>Track teacher attendance at BTC training sessions.</p> <p>Collect feedback from teachers on the usefulness of the training.</p> <p>Use a BTC-specific walkthrough tool to measure the frequency and quality of strategies implemented (e.g., student collaboration, use of visual tools, and problem-solving tasks). Conduct walkthroughs monthly and provide coaching feedback.</p> <p>Ensure at least 80% of teachers participate in peer observations related to BTC. Gather observation notes to analyze trends in BTC strategy use.</p> <p>Use quarterly self-assessments where teachers reflect on their BTC implementation and identify areas</p>

	<p>)for growth. Review these assessments in PLCs or individual coaching sessions.</p> <p>Build students' capacity for math-specific academic discourse to deepen understanding and improve reasoning skills.</p> <p>Track the percentage of multilingual students and students with disabilities participating in academic discourse during structured activities.</p> <p>Use teacher tallies or video/audio recordings to analyze participation trends.</p> <p>Observe the use of academic discourse protocols during math lessons using a fidelity rubric (e.g., evidence of sentence frames, student-to-student talk, and vocabulary integration). Conduct walkthroughs monthly, with feedback provided to teachers.</p> <p>Collect and analyze student work samples (e.g., written responses, collaborative problem-solving tasks) for evidence of academic discourse and reasoning.</p> <p>Teachers bring samples of academic discourse activities (e.g., discussion logs, written justifications) to PLC meetings monthly for peer review and calibration.</p> <p>Administer surveys to students to gather feedback on their confidence and comfort in participating in math discussions.</p> <p>Survey teachers to evaluate their perceived effectiveness of academic discourse strategies.</p>
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2025
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Regular classroom-based assessments</li> <li>• Math Interim Assessments and FastBridge data</li> </ul>

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|  | <ul style="list-style-type: none"><li>• School-wide progress monitoring through:<ul style="list-style-type: none"><li>o Looking at Student Work protocols performed in PLCs</li><li>o Weekly PLC meetings and monthly grade level and department meetings to discuss student progress in all classes and develop common interventions for students who are struggling</li></ul></li><li>• 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</li><li>• Math SBA assessments are monitored annually to ensure students are making progress toward our multi-year goal</li><li>• Revised approach to intervention groups provided during Falcon Flex sessions</li></ul> |
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**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Social Awareness	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	All Students	
<b>Desired Outcome</b>	By June 2025, Finn Hill Middle School will increase the percent favorable score for Social Awareness from 57% to 65% as measured by the Panorama SEL survey.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	According to the Fall Panorama survey, social awareness is in the 0th-19th percentile nationally (57% favorable), showing a significant area for improvement. It also had a noticeable decline of six percentage points since Spring 2024, which suggests a trend that needs attention.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<p>Implement Second Step SEL Curriculum</p> <ul style="list-style-type: none"> <li>• Train teachers on the Second Step curriculum before the second semester.</li> <li>• Schedule weekly SEL lessons in Falcon Time sessions.</li> <li>• Use student feedback and reflections to adapt lessons for maximum impact.</li> </ul>	<p>Track attendance and engagement during teacher training sessions on the Second Step curriculum.</p> <p>Maintain records of SEL lessons delivered during Falcon Time sessions, including lesson topics and participation.</p> <p>Conduct walkthroughs to observe teachers delivering SEL lessons and using the curriculum as designed.</p> <p>Analyze reflections and surveys to gauge student engagement and effectiveness of lessons.</p> <p>Use teacher surveys or focus groups to assess confidence and alignment with Second Step implementation goals.</p>
	<p>Introduce "Project PRIDE" Monthly Themes</p> <p>Focus on behaviors like respect, empathy, and teamwork.</p> <p>Kickoff Activities: Start each theme with an engaging schoolwide event or activity.</p>	<p>Monthly Theme Activities: Document kickoff activities, including participation rates and feedback from students and staff.</p> <p>Student Leadership Involvement: Track the number of student leaders involved in promoting</p>

	<p>Involve student leaders in promoting monthly themes.</p> <p>Share monthly themes with families to encourage reinforcement at home.</p>	<p>themes and their contributions to events.</p> <p>Family Communication: Monitor the distribution of monthly themes to families through newsletters, emails, or social media, and track family engagement metrics.</p> <p>Schoolwide Visibility: Ensure themes are consistently displayed (e.g., posters, announcements) and integrated into school communications.</p> <p>Student Participation: Use surveys or focus groups to measure the impact of themes on student understanding of respect, empathy, and teamwork.</p>
	<p>Host a Civics Day Event Organize workshops on topics such as civic responsibility and active listening.</p> <p>Facilitate activities like mock elections or town hall discussions.</p> <p>Include lessons on digital citizenship and respectful online behavior.</p> <p>Invite guest speakers to share real-world examples of civic engagement.</p>	<p>Record the number and type of workshops, activities, and guest speakers included in Civics Day.</p> <p>Monitor student attendance and participation in Civics Day events.</p> <p>Collect surveys or written reflections to evaluate student learning and engagement with the event.</p> <p>Use facilitator feedback or observations to assess the effectiveness of workshops and activities.</p> <p>Ensure Civics Day content aligns with classroom lessons on citizenship and civil discourse.</p>
	<p>January Assembly and Professional Learning with Christian Paige</p> <p>Host a student assembly with Christian Paige addressing respect, empathy, and community building.</p> <p>Conduct a professional learning session for staff focused on</p>	<p>Track attendance for the student assembly and staff professional learning session.</p> <p>Review session materials to confirm alignment with Second Step lessons and "Project PRIDE" themes.</p>

	<p>strategies for teaching civil discourse.</p> <p>Align content with Second Step lessons and the "Project PRIDE" themes.</p>	<p>Collect post-event surveys from students and staff to evaluate the impact of the assembly and professional learning session.</p> <p>Track any subsequent actions or changes in teaching strategies resulting from the professional learning session.</p> <p>Measure student responses and behavior changes post-assembly through reflections or focus groups.</p>
	<p>Foster Peer Collaboration and Empathy</p> <p>Train peer mentors to work with students with special needs in the transition room.</p> <p>Create an awareness campaign led by mentors to educate the school community on how to interact respectfully and inclusively with students with disabilities.</p> <p>Service Learning Projects: Encourage students to collaborate on initiatives benefiting the school or community.</p> <p>Implement Mix It Up Days during house meetings to promote relationship-building across diverse student groups</p>	<p>Peer Mentor Training Completion: Document attendance and content coverage in peer mentor training sessions.</p> <p>Mentorship Activities: Track the number of mentorship sessions held and the participation of mentors and mentees.</p> <p>Awareness Campaign Reach: Measure the reach and impact of the awareness campaign through surveys or attendance at related events.</p> <p>Service Learning Projects: Monitor the number, scope, and student participation in service learning initiatives.</p> <p>Mix It Up Days: Track attendance and student engagement in Mix It Up Day activities, focusing on interaction across diverse groups.</p>
	<p>Establish a Principal Advisory Cabinet</p> <p>Select 12 students from diverse backgrounds and experiences to serve on the advisory cabinet.</p> <p>Meet monthly to discuss school climate and plan initiatives that promote equity, inclusion, and community engagement.</p>	<p>Ensure the advisory cabinet includes 12 students representing a wide range of backgrounds and experiences.</p> <p>Maintain records of monthly meetings, including attendance, topics discussed, and student contributions.</p>

	<p>Use input from the cabinet to adapt and refine schoolwide programs and activities.</p> <p>Participate in the schoolwide service project sponsored by the Honor Society leadership board, leadership classes, and ASB.</p>	<p>Track changes or refinements to schoolwide initiatives based on cabinet input.</p> <p>Visibility of Contributions: Highlight cabinet recommendations and their implementation through newsletters, announcements, or assemblies.</p> <p>Document the completion and impact of cabinet-led initiatives, such as schoolwide service projects.</p>
<b>Timeline for Focus</b>	Fall, 2024 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Regularly review Panorama SEL survey results, classroom observations, and student reflections.</li> <li>• Collect feedback from peer mentors and the Principal Advisory Cabinet to assess the impact of these initiatives.</li> <li>• Use teacher feedback and assembly outcomes to adjust strategies for continuous improvement.</li> </ul>	

## 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.<sup>2</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	The principal consulted with the PTSA board about priority areas and themes within our school.	September-December 2024
	The principal enlisted input from PTSA members on all topics.	September-December 2024
	The principal solicited input from student Falcon Feedback sessions.	October 2024
	The principal will present the finalized SIP to the PTSA.	December 2024

<sup>2</sup> LWSD’s policy is found at: <https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCTAP76757A>

	The principal solicited input from leadership students.	
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	The principal will present the finalized SIP to the PTSA.	Fall 2024
	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.	Fall 2024