Finn Hill Middle School

School Improvement Plan

Annual Update: 2025-26

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 (FHMS), located in the heart of the Finn Hill neighborhood of Kirkland, Washington, serves a diverse student population from four elementary feeder schools: Juanita Elementary, Sandburg Elementary, Thoreau Elementary, and Bell Elementary. At FHMS, we are committed to a whole-child approach to education, fostering a learning environment where every student is known, valued, and supported. Our school culture is built on the belief that academic success is deeply connected to social and emotional well-being. Teachers, administrators, and dedicated staff members form a network of caring adults who take a personal interest in each student's growth—academically, socially, and emotionally. We believe that all students deserve access to rigorous, engaging learning experiences and the guidance of highly qualified, compassionate educators. Our commitment to social-emotional learning is reflected in Falcon Time, a weekly advisory period designed to build connections, promote self-awareness, and support personal development. Beyond the classroom, students cultivate character, strengthen relationships, and build school spirit through our House System, a vibrant network of in-school clubs, and monthly assemblies that celebrate community and achievement. Positive behavior is reinforced through our school-wide PBIS framework, known as Falcon PRIDE, which promotes respect, responsibility, and resilience. Academic support is provided through Falcon Flex, a twice-weekly intervention program offering targeted reteaching, enrichment opportunities, and personalized academic assistance. Together, these systems create a nurturing and dynamic school environment where students are empowered to thrive.

Mission Statement: At Finn Hill Middle School, our mission is to empower every student through a whole-child approach that nurtures academic excellence, emotional well-being, and strong character. We cultivate a supportive and inclusive learning environment where caring educators build meaningful relationships and ensure equitable access to rigorous learning. Preparing students to thrive as compassionate, confident, and capable members of their community.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	**Literacy**	All Students	All students will be literate by 8th grade according to a level 3 or higher on the SBA
2	**Mathematics**	All Students	All Students will pass Algebra by the end of their 8th grade year
3	**Social Emotional Learning**	All Students	FHMS will increase the percentage of favorable student responses on the Panorama Survey in the Student-Teacher Relationships domain from 47%

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

			to 60%, as measured by the Spring 2026 Panorama 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.

<table>
<tr><th colspan="2">Priority #1</th></tr>
<tr><td>Priority Area</td><td>Literacy</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>Students who have scored Level 1 for more than 3 consecutive years on the ELA SBA</td></tr>
<tr><td>Focus Area</td><td>Our focus area targets students who have consistently scored Level 1 on the Spring SBA in English Language Arts every year since 2022, or at least 3 consecutive years. This group represents a persistent opportunity gap that demands targeted intervention.</td></tr>
<tr><td>Desired Outcome</td><td>All students will be literate by 8th grade according to a level 3 or higher on the SBA</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>Classroom data and SBA scores indicate that students, particularly multilingual learners and students on an IEP, need additional support in reading comprehension and fluency.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Professional development with staff to support equitable grading practices</td><td>Adjustments to grade level grading practices</td></tr>
<tr><td>Flex options for review, support, check-ins with specific students</td><td>Monitor student’s use of Flex and teacher targeted supports</td></tr>
<tr><td>Motivational interviewing by counselors of specific students</td><td>Updates through our Students with Potential spreadsheet</td></tr>
<tr><td>Use of Language Live curriculum</td><td>Data from Language Live</td></tr>
<tr><td>Formatively assess student progress</td><td>SBA Interim Assessments/FastBridge</td></tr>
<tr><td>Summative assessment of student achievement</td><td>2026 ELA SBA</td></tr>
<tr><td>Targeted Reading Support</td><td>IXL</td></tr>
<tr><td>Homework Machine</td><td>Targeted after-school ELA support on Tuesdays and Thursdays</td></tr>
<tr><td>Phonics programming throughout our beginning Multilingual Learners classes</td><td>Teacher observation and formative assessment data</td></tr>
<tr><td>Co-Taught ELA classes utilizing Lexia</td><td>Teacher observation and formative assessment data</td></tr>
<tr><td>Intervention specific Flex to target phonics along with the use of IXL</td><td>FastBridge: fall, winter and spring data, along with IXL formative and summative assessments</td></tr>
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Strategy to Engage Students, Families, Parents and Community Members	Curriculum Night Parent Square newsletters from teachers/administration Panorama Survey PTSA General Membership Meetings/Weekly Principal & President meetings. Frequent family communication from ELA teachers specific to student need. These touch points are designed to help develop a plan to support students.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Fall, Winter, Spring FastBridge Assessments Spring SBA

Priority #2	
Priority Area	Mathematics
Focus Grade Level(s) and/or Student Group(s)	Students who have scored Level 1 for more than 3 consecutive years on the Math SBA.
Focus Area	Our focus area targets students who have consistently scored **Level 1** on the Spring SBA in Mathematics every year since 2022, or at least 3 consecutive years. This group represents a persistent opportunity gap that demands targeted intervention.
Desired Outcome	All Students will pass Algebra by the end of their 8th grade year
Current Data Supporting Focus Area	Classroom data and SBA scores indicate that students need additional support in their foundational math skills.
Strategy to Address Priority	See table below

Action	**Measure of Fidelity of Implementation**
Professional development with staff to support equitable grading practices	Adjustments to grade level grading practices
Flex options for review, support, check-ins with specific students	Monitor student's use of Flex and teacher targeted supports
Motivational interviewing by counselors of specific students	Updates through our Students with Potential spreadsheet
Use of ALEKS curriculum and newly adopted Imagine Learning and Amplify Desmos.	ALEKS assessments, Digital practice
Formatively assess student progress	FastBridge, ALEKS, Amplify Desmos
Summative assessment of student achievement	2026 Math SBA
Homework Machine	Targeted after-school Math support on Tuesdays and Thursdays.

Strategy to Engage Students, Families, Parents and Community Members	Community Math Night Curriculum Night Parent Square newsletters from teachers/administration Panorama Survey Frequent family communication from Math teachers specific to student need. These touch points are designed to help develop a plan to support students. PTSA General Membership Meetings/Weekly Principal & President meetings.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Fall, Winter, Spring FastBridge Assessments Spring SBA, Grade trend data

Priority #3	
Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	Building Wide
Focus Area	Current 8th grade and students who identify as two or more races.
Desired Outcome	FHMS will increase the percentage of favorable student responses on the Panorama Survey in the Student-Teacher Relationships domain from 47% to 60%, as measured by the Spring 2026 Panorama Survey
Current Data Supporting Focus Area	Last 4 years of Panorama survey data, specific to Teacher-Student Relationships.
Strategy to Address Priority	

Action	Measure of Fidelity of Implementation
Professional Development	Professional Development for teachers on building positive relationships with students, including workshops on empathy, active listening, and conflict resolution.
Regular Check-ins	Regular one-on-one check-ins between teachers and students to discuss academic progress, personal goals, and any concerns.
Collaborative Learning	Collaborative learning activities that promote interaction and teamwork between students and teachers.

	Positive Reinforcement	Use positive reinforcement techniques to acknowledge and reward positive behavior and academic achievements. Ideal state of 5:1 positive to negative interactions.
	Inclusive classroom environment	Foster an inclusive classroom environment where every student feels valued and respected.
	Extracurricular activities	Promote extracurricular activities that allow teachers and students to interact in a more relaxed and informal setting.
	Mentorship program	Establish mentorship programs where teachers can offer guidance and support to students, fostering trust and mutual respect.
	Admin/Teacher Collaboration focused on Student Growth Goals	Establish a class observation with Administrator to work directly with students to gather data.
	Falcon Time and Falcon Clubs	Lessons to help build teacher-student relationships. Falcon clubs are a way for students to choose a club based on interest. These are shared interests with staff members who run the club.
Strategy to Engage Students, Families, Parents and Community Members	Curriculum Night Parent Square newsletters from teachers/administration Panorama Survey – Use data to support lesson designs in Falcon Time PTSA General Membership Meetings/Weekly Principal & President meetings Parent information events, (Foundations night, math nights, book club)	
Timeline for Focus	Fall, 2025 - Spring, 2027	
Method(s) to Monitor Progress	Spring 2026 Panorama Survey Student Attendance Records Student Discipline Records Student Focus groups Conduct frequent classroom visits with a targeted focus on Danielson Framework Component 2A: Cultivating Respectful and Affirming Environments.	

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.