



Continuous Improvement Process Plan 2018-2019

Finn Hill Middle School

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Kirkland, WA 98034

<http://www.lwsd.org/school/fhms>

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Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

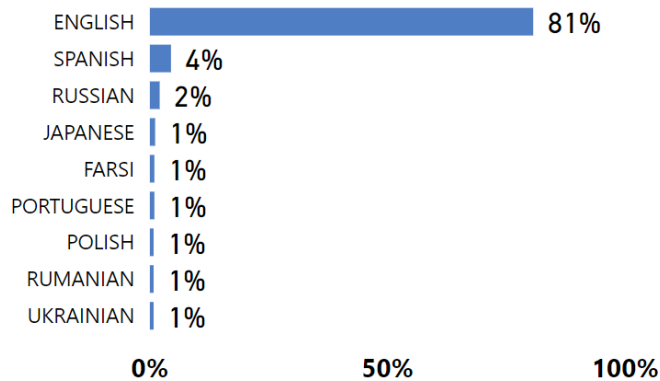
I. Description of School

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.

Demographics from the 2017 – 2018 school year show our 630 students identified racially as:

White	64%	Asian	10%
Hispanic/Latino	12%	Black/African American	4%
Two or More Races	10%	Native American	< 1%

Students at Finn Hill Middle School have a variety of native languages:



To support students academically, Finn Hill Middle School has several programs:

- College Prep: Our twice weekly intervention and enrichment program embedded in the school day supports students needing extra academic support and offers students who are ready for a challenge a variety of enrichment opportunities.
- After school tutoring and homework clubs: Sometimes students need a little help to perform at their best. With this idea in mind, teachers host after school tutoring and homework clubs in language arts, math, and science to provide extra learning support for students.
- School-wide adoption of Advancement via Individual Determination (AVID) strategies: The school provides planners for every student and explicitly teaches students how to use them effectively. All teachers start class with a “Welcome Screen” that includes a bell starter/entry activity, the day’s learning target(s), and what students should write in their planners. All teachers provide time each class period for students to fill in their planner; many teachers model writing in the planner daily throughout the year. Students are also taught Focused notetaking and notemaking (formerly Cornell notes) in nearly every class. These skills are used widely throughout courses at Finn Hill.

- Family Learning Nights and Workshops: Teachers offer a variety of family learning nights and workshops through the school focused on different topics.
- Monday Routine: Every Monday during Falcon Time, students engage in a short Monday routine which includes checking their grades and selecting a College Prep session (often determined via the grade check) which students then write in their planner.

To inspire students, fuel their passions, and support students socially and emotionally, Finn Hill hosts:

- Falcon Time: Students attend Falcon Time every Monday and Friday. This student-led personalization period is aimed at building and fostering peer-to-peer relationships as well as classroom and school community. Our school also hosts a wide variety of assemblies during Falcon Time, ranging from kindness assemblies to Internet/Social media safety assemblies.
- 8th grade Overnight Field Trip: 8th grade students participate in a shared experience by attending a two-day overnight retreat. To better create a sense of community, understanding of others, and exhibit our FHMS PRIDE characteristics, students participate in a series of team building activities. Because students work in various groups during team building and cabin time, they are better able to learn about themselves and the community of students at our school.
- 8th grade annual field trip to a local university: Part of college and career readiness involves understanding the opportunities available after high school. This field trip, which all 8th graders attend, focuses on what college offers. Students tour the campus and learn what attending college is like, including the many areas of study possible. Understanding the requirements for college admission is critical at this stage as 9th grade marks an important transition for students as colleges look at transcripts from 9th grade forward.
- High-quality music programs – band, choir, and orchestra: Our music programs allow students to development their skills and perform a variety of music.
- Athletic programs: Students are encouraged to participate in a variety of sports - cross country, basketball, volleyball, badminton, soccer, wrestling, tennis, and track throughout the school year.
- Clubs: Student involvement in at least one of our clubs – National Honor Society, Technology Student Association (TSA), Chess Club, Code Breaker, Drama Club, G.L.O.W., Green Team, and Math Olympiad is recommended. Students are encouraged to initiate the creation of their own clubs of interest following the Associated Student Body (ASB) process.

Finn Hill Middle School provides many opportunities for student leadership beyond elected ASB positions. Our two leadership classes plan activities, events, and assemblies for the student body. Our Where Everyone Belongs (WEB) program also provides a leadership opportunity for thirty-two students, who are called WEB Leaders. These students attend days of leadership training prior to the start of school and lead sixth grade orientation on the first day of school and lead their Falcon Times which meets twice a week for 30 minutes for the entire school year.

This year, Finn Hill will begin to implement our Positive Behavioral Interventions and Supports (PBIS) system. Falcon P.R.I.D.E. is the framework for our system which emphasizes **P**ositivity, **R**espect, **I**ntegrity, **D**etermination, and **E**mpathy. Staff and students are working to define positive expectations within this frame for all areas of our school. The goal is to catch students successfully showing their Falcon P.R.I.D.E. as often as possible.

Our mission at Finn Hill is to ensure that each student will graduate high school prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. Middle school is critical in ensuring success in high school. Finn Hill staff is dedicated to student academic success, the development of skills related to future readiness, and supporting each students' personal growth.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	71.6%	75.0%	71.5%	71.7%			
	% of 6 th graders meeting or exceeding state standards in Math	48.2%	66.1%	65.1%	69.2%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	74.6%	73.5%	78.7%	73.0%			
	% of 7 th graders meeting or exceeding state standards in Math	63.4%	56.9%	72.7%	66.8%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	75.7%	78.1%	73.3%	82.2%			
	% of 8 th graders meeting or exceeding state standards in Math	58.7%	70.2%	56.5%	68.3%			
	% of 8 th graders meeting or exceeding state standards in Science	82.5%	92.5%	85.3%	86%			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection:

During the 2017-2018 school year, teams planned units and lessons collaboratively and offered College Prep sessions every Tuesday and Thursday to reinforce and reteach concepts to students needing extra support. Teams also offered a variety of enrichment experiences during College Prep throughout the school year for students needing or seeking extensions to their learning.

As part of the data analysis process, content teams analyzed SBA data trends for grade level cohorts and by individual student heavily through the fall and during the school year. The analysis of SBA data and knowledge of the Common Core State Standards for Literacy and Math and the Next Generation Science Standards for Science were used to determine the 2017 – 2018 goals. Content teams monitored student progress throughout the year at least twice per quarter. This progress monitoring supported regular student assignment to College Prep reteaching or reinforcement sessions.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: 80% of students will meet or exceed state standards in Literacy.	Outcome: 75.5% of students met or exceeded standard on the Spring 2018 SBA.
<p>Narrative Reflection: 71.7% of 6th graders, 73% of 7th graders, and 82.2% of 8th graders met or exceeded standard on the SBA, resulting in an overall achievement rate of 75.5% of students in grades 6 – 8 meeting or exceeding standard. . Additionally, 9.6% of students identified as English Learners, 31.6% of students receiving Special Education services, and 41.9% of students identified as low income met or exceeded standard on the SBA. A difference in achievement existed between males and females; 72.5% of males met or exceeded standard while 79% of females met or exceeded standard.</p> <p>Students meeting or exceeding standard disaggregated by race follows:</p> <ul style="list-style-type: none"> ▪ Asian: 82% ▪ White: 82% ▪ Two or More Races: 73% ▪ Hispanic/Latino: 52% ▪ African American/Black: 29% <p>An analysis of SBA data over time shows that students grow academically during their years at Finn Hill Middle School in Literacy. More specifically, when looking at students' performance from sixth to eighth grade, students increasingly met standard despite the school not meeting the 2017 -2018's Literacy goal. Students in grade 8 met the Literacy goal while 6th and 7th grade students did not. Collaboration with the four feeder elementary schools may provide insight into student learning needs.</p>	
Math: 6-8 Math Goal: 71% of students will meet or exceed state standards in Math.	Outcome: 68% of students met or exceeded state standards on the Spring 2018 SBA.
<p>Narrative Reflection: 69.2% of 6th graders, 66.8% of 7th graders, and 68.3% of 8th graders met or exceeded standard on the SBA, resulting in an overall achievement rate of 68% of students in grades 6 – 8 meeting or exceeding standard. Additionally, 24.2% of students identified as English Learners, 23.3% of students receiving Special Education services, and 37.6% of students identified as low income met or exceeded standard on the SBA. A nominal difference in achievement existed between males and females.</p> <p>Students meeting or exceeding standard disaggregated by race follow:</p> <ul style="list-style-type: none"> ▪ Asian: 81% ▪ White: 73% ▪ Two or More Races: 67% ▪ American Indian: 50% ▪ Hispanic/Latino: 44% ▪ African American/Black: 36% 	

Overall, student performance was lower than expected though certain groups, specifically students identifying as Asian and White, demonstrated higher levels of proficiency than their non-Asian and non-White peers. In addition, English Learners (EL), students receiving Special Education services, and students identified a low income performed significantly lower than their non-EL, non-Special Education, and non-Low-Income peers.

The math team values depth of learning, specifically understanding how mathematical concepts are related to one another, recognizing patterns, and understanding the whys in mathematics. The team’s challenge was and continues to be managing the breadth of learning articulated in the Common Core State Standards while ensuring the depth of learning as articulated in the Eight Mathematical Practices is experienced by each student. Finally, the team has spent considerable time teaching students mathematical perseverance – not giving up when a problem seems hard or causes one to struggle – and considers this a vital skill in learning mathematics. The team feels that despite the attention given to this skill, students continue to find this area challenging. These topics will be a focus for the team moving forward.

Science: 8 Science Goal:

90% of our 8th grade students will meet or exceed state standards in Science.

Outcome:

86% of our students met or exceeded state standards on the Spring 2018 WCAS.

Narrative Reflection:

Disaggregated had not been released at the time of writing this Continuous Improvement Plan. It is worth noting that the first WCAS was given during the 2017 – 2018 school year. This assessment differs greatly from previous state assessments (MSP) in science as it is based on new standards, the Next Generation Science Standards. The Science goal set for the 2017 – 2018 school year was lofty given the fact that the district adopted new curricula to support the new standards adopted by the state. In addition, limited information was known about the WCAS, making it challenging to prepare students for the structure of the exam.

That being said, 8th grade science students who took the 2018 WCAS did exceedingly well last year and performed beyond the state average of 52.95% and our District average of 78.3% of students meeting or exceeding standard. The team felt preparing students with test taking strategies and online testing opportunities supported student scores. One-to-one student computers made regular online practice testing opportunities possible as a part of teaching test taking strategies during class time. The science team also gave instruction on reflection techniques while testing to make sure students responded to all parts of questions and completed the test. All teachers focused on teaching standards at all levels.

Achievement Gap Goal:

50% of African American, Hispanic/Latino students who scored a level 2 on the 2017 Math Smarter Balanced Assessment will meet standard on the 2018 Math Smarter Balanced Assessment.

Outcome:

12 6th and 7th grade African American/Black and Hispanic/Latino students earned a Level 2 score on the 2017 Math SBA. Of these 12 students, 8 students took the 2018 Math SBA. Of these 8 students, 12.5% of

	students met standard on the Math SBA in 2018.
<p>Narrative Reflection: As noted in each of our content area goals, certain subgroups of students did not meet standard more often than other subgroups. These subgroups include students who identify as African American/Black and Hispanic/Latino, the two groups on which our Achievement Gap Goal focused. Our goal focused on growing at least 50% students who identified as Black/African American and Hispanic/Latino from a Level 2 on the 2017 Math SBA to a Level 3 on the 2018 Math SBA. We did not meet this goal as only 12.5% of these students earned a Level 3 on the 2018 Math SBA. Reducing the achievement gap continues to be a focus of the school as we have not seen significant growth in this area. It is important to note that while our achievement gap goal focused on two sub groups and the Math SBA, we saw similar trends in Literacy as measured by the SBA. Our efforts need to expand beyond these two subgroups to include students identified as English Learners, low-income, and students receiving Special Education services as these groups of students have historically not met or exceeded standard on state assessments at a higher rate than their peers in other subgroups.</p> <p>Areas of celebration include an increase in 6th grade students identified as low-income meeting standard on the Math SBA from 19.5% in 2015 to 45.2% in 2018 and an increase in 8th grade students identified as Hispanic/Latino meeting standard on the ELA (Literacy) SBA from 50% in 2015 to 71.4% in 2018.</p>	
<p>College and Career Readiness Goal: We will recruit at least 15% of the 7th grade students who identified as a member of a historically underserved ethnicity to participate in a high school course during the 2018-19 school year; 100% of the students identified as a member of a historically underserved ethnicity who are participating in a high school course will pass the course with at least a “C” grade.</p>	<p>Outcome: 19/45 (42%) students enrolled at Finn Hill Middle school during the 2017-2018 school year who identified as a member of a historically underserved ethnicity are enrolled in at least 1 high school level course (Spanish I, French I, Algebra, or Geometry). The second portion of this goal is not reportable at the current time as the grading period has not ended.</p>
<p>Narrative Reflection: We exceeded our goal in the area of College and Career Readiness as it relates to enrollment in a high school level course by students who identified as a member of a historically underserved ethnicity. While this is most certainly a celebration, successful student performance in these courses is a critical aspect. Reporting on student success in these courses is premature at this time as the first grading period does not close until mid- November. The school will monitor student learning progress throughout the year. To ensure students enrolled in High School level courses are successful, teachers are offering College Prep sessions aimed at supporting each student in these courses, making the goal of passing the course with a grade of at least a “C” attainable.</p>	

<p>School Effectiveness Goal: 100% of our staff will agree that they receive time to collaborate and that our targeted professional development helped them achieve their student growth goals and improve instruction in the classroom.</p>	<p>Outcome: 77% of staff agree that the school provided focused professional development while 85% of staff agree that they receive time to collaborate.</p>
<p>Narrative Reflection: Most of our staff indicated success with regard to providing time for collaboration and 77% of staff thought the school offered enough targeted professional development (PD). These are both celebrations despite not meeting our goal of 100% agreement. During the 2017 – 2018 school year, the school continued to provide common planning periods for many of our content teams. Collaboration time was built into at least one staff meeting each month and our Wednesday LEAP afternoons; this time was aligned to targeted professional development. As evidenced by focus group and survey data, time to collaborate continues to be one of the top priorities for staff. The school continues to try to find ways to build in meaningful collaboration time. Our school has been thoughtful about targeted PD which is often teacher led. Our AVID site team, composed of teachers in nearly every content area, provided PD to all staff on rigorous instructional strategies throughout the school year.</p>	
<p>Attendance Goal: We anticipate that new attendance policies will increase our overall number of unexcused absences, but we will strive to educate our families about the new policies and reduce the overall unexcused absence rate to less than 1% by June 2018 as reported by Skyward</p>	<p>Outcome: 7% of all absences during the 2017 – 2018 school year were unexcused.</p>
<p>Narrative Reflection: As expected, the new attendance policies which included stricter rules did increase the number of unexcused absences from about 2% during the 2015-2016 school year to 7% during the 2016 – 2017 school year. As with any significant change, education is required to increase awareness and knowledge of new practices. Time is also a critical factor in the change process. During the 2017 – 2018 school year, the school will continue to educate our students, families, and community about the importance of attendance, and the critical role it plays in student academic success.</p>	
<p>Discipline Goal: We will reduce our out-of-school Short Term Suspension rate by 50% by June 2018 as reported by Skyward.</p>	<p>Outcome: During the 2016-2017 school year when looking only at In School Suspensions and Short-Term Suspensions, (21%) were In-School. During the 2017 – 2018 school year, (29%) suspensions were In School.</p>
<p>Narrative Reflection: We fell short of our goal of reducing our short-term suspension rate by 50%. For students whose behaviors resulted in a short-term suspension, we saw a decrease of 8% in assignment to out-of-school short-term suspension and an increase of 8% assigned to short-term in-school suspension. To truly impact suspension rates overall, a focus on</p>	

restorative practices is critical, specifically understanding what purpose student behaviors serve. Addressing minor behavior issues in this way when behaviors first appear and developing solutions collaboratively with the student and family will ultimately decrease the number of suspensions overall. During the 2018 – 2019 school, the FHMS staff will focus on developing knowledge around restorative practices and will revisit our school-wide discipline system with the intent of providing meaningful intervention.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

The reflection from the 6th grade and new student parent information night in August guided one portion of our parent input. The principal met with the PTSA board in August to discuss planned August LEAP work and SBA data to support instructional strategies and interventions throughout the upcoming school year.

Reflection on Outcome:

Both groups offered resources and support through teacher and school grants as well as feedback on the data.

2017-18 Strategies to inform parents, families and the community in the CIP process:

The CIP plan was posted on the school website, available to all parents, families, and community members. In addition, the CIP was present to the PTSA during the October general meeting.

Reflection on Outcome:

Parents, families, and the community were informed of the school's work and offered support in the form of grants, feedback, and volunteer hours.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy: 6-8 ELA SMART Goal:

78% of students will meet or exceeded standard on the Spring 2019 SBA.

Process used to determine goal:

The Literacy team, composed of all English/Language Arts and Social Studies teachers in the school analyzed historical data and considered what a reasonable goal was based on student scores and trends over past years.

Responsible individual or team:

The entire staff is responsible for supporting students in reaching this goal, especially subject areas using informational texts (STEM).

Strategies that will be implemented to support goal:

SIOP and AVID strategies will be used school-wide to support students in reaching standard. The Literacy Team will focus on annotation processes and the use of a variety of graphic organizers (SQ2PRS, Double Entry, Cornell notes, and Focused Note-taking) to maximize student learning in Literacy. The team will also use the SBA Interim Block Exams to familiarize students the SBA testing tool as well as progress monitor student learning. Finally, the team will hold reteaching and reinforcement sessions as well as enrichment sessions during College Prep to support student learning.

How challenge and rigor will be ensured for all students:

The Literacy team is committed to providing a challenging and rigorous learning environment for students. The team regularly utilizes leveled reading, differentiation tasks, and rubrics. In addition, the team offers enrichment opportunities for students during College Prep sessions.

How necessary interventions will be determined:

- Staff will assign students to College Prep to reinforce and reteach sessions based on their performance on formative and summative assessments in the classroom.
- Students who did not meet standard on the SBA were offered placement in Safety Net courses.
- The AVID elective class was offered to 7th and 8th grade students who were below standard on their SBA tests in Math and/or ELA and had a GPA between a 2.8 to a 3.3.
- The school utilizes a co-teaching model in grades 6, 7, and 8, allowing students who qualify for Special Education services in Reading or Written Expression or who are designated as English Learners to learn Literacy in a general education classroom with their same aged peers. This model also allows for strategic small group instruction.
- The school is focused on implementing components of the SIOP model into every unit and lesson. Specifically, the Literacy team is focusing on lesson preparation and building background as an instructional practice aimed at reaching and making learning meaningful for each student, especially English Learners.
- The Literacy team is providing differentiation using leveled texts, helping students find their “just right” level, and supporting students in moving to more challenging level.
- The Literacy team is collaborating on scaffolded writing tasks and using common planning time to develop these tasks with a focus on student learning needs.
- Assistive technology is used for readings to make learning accessible to each student regardless of their current reading level. These tools include Read & Write (a text to audio tool) and audio texts of books and articles.

Any professional learning needed:

- Ongoing SIOP and AVID professional learning sessions during LEAP time.
- Department book study on strategy implementation
- Money and time to attend conferences that support our literacy goal

Any resources needed and plans to obtain them:

- Resources to determine student reading levels (Lexile levels)
- Culturally responsive informational texts

- Time to continue to develop curriculum to support reading and understanding informational texts
- Time to implement the professional learning that we have acquired
- Library budget for more culturally responsive texts
- Funds to purchase books for literature circles that support culturally responsive teaching, EL students, different reading levels

Timelines and Progress Monitoring Plans:

The team will use collaborative team time to monitor student program toward goals at least four times per year.

Math: 6-8 Math SMART Goal:

70% of students will meet or exceeded standard on the Spring 2019 SBA.

Process used to determine goal:

The Math Team analyzed SBA data for the current year and past years, paying close attention to student achievement in each category.

Responsible individual or team:

The Math Team is responsible for setting and making progress toward this goal.

Strategy/ies that will be implemented to support goal:

The Math Team will utilize a variety of strategies to reach their goal of 70% of students meeting or exceeding standard on the 2019 SBA. These strategies include:

- Regular use of the SBA Interim Block Assessments to progress monitor students and teach students how to use this assessment tool,
- The implementation of Culturally Responsive Teaching practices and AVID and SIOP strategies focused on teaching students how to be independent learners, self-advocates, and collaborators,
- Emphasizing connections between math concepts and connections between math and the modern world,
- Regular and frequent use of formative assessments to provide the teacher and student with feedback about student learning progress which will inform next steps for both the teacher and the student,
- Strategic and deliberate assignment of students to College Prep for a 4 to 6 week intervention period aimed at closing mathematical gaps and building student confidence in mathematics,
- Regular family communications in the form of newsletters, upcoming assessment notifications, emails to families of struggling students, regular updates to PowerSchool and the Skyward grade book to keep families informed of learning and student progress,
- The Math Homework Club – a weekly after school math tutoring group.

How challenge and rigor will be ensured for all students:

The Math Team offers a variety of opportunities for challenge and rigor in and out of the classroom.

- The ALEKS software differentiates problems for students based on performance;
- Teachers regularly plan enrichments into their curriculum to challenge students during each unit;

- Strategic grouping;
- College Prep enrichment activities like Code Breaker and Tessellations, and Math Olympiad.

How necessary interventions will be determined:

The Math Team has identified students needing extra support in math based on their SBA score and performance on classroom-based assessments. These students will be assigned to a 4 to 6 week math intervention cycle during College Prep for additional support. Student progress will be reassessed after the initial cycle, and all students will be reviewed for subsequent 4 to 6 week intervention cycles. In addition to this targeted intervention, the math team will regularly develop and utilize common formative assessments to provide both the teacher and student information on student learning and will inform next steps for both parties.

Any professional learning needed:

The Math Team would like to attend the National Council of Teachers of Mathematics (NCTM) regional conference being held in Seattle this year to gain insights on how to best serve each student given their varying needs.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

The team will monitor the progress of students selected for the intensive math intervention cycle during College Prep. In addition, the team will meet at least four times throughout the school year to progress monitor the learning of all students with respect to the Common Core State Standards and Eight Mathematical Practices.

Science: 8 Science SMART Goal:

87% of our 8th grade students will meet or exceeded standard on the Spring 2019 WCAS.

Process used to determine goal:

The science team analyzed the WCAS scores from 2018, and previous MSP scoring trends.

Responsible individual or team:

All science teachers at Finn Hill Middle School will be responsible for implementing strategies aimed at reaching the 2019 WCAS goal.

Strategy/ies that will be implemented to support goal:

- The science team will work in teams to focus on modeling in all grade levels.
- The team will use multiple formative assessments to monitor student learning throughout units to identify students needing extra support or extension.
- The team will use specific intervention strategies from October through April to identify and address students who are falling behind and assign them targeted re-teaching during College Prep along with study hall opportunities for their grade level.
- Science tutoring will be open to all students, and a weekly science study hall will be available for students to get additional help.

- Teachers are available before or after school for individualized or small group help; teachers will encourage students who are struggling to meet standard to obtain help during these times.
- Parents of students who are falling significantly behind and not making progress will be contacted by their student's science teacher to make them aware of help available for their student.
- Science teachers will continue to offer engaging, rigorous enrichment opportunities during College Prep to reinforce our goals and extend learning opportunities for students who have met the standard or are ready for more rigor.
- SIOP and AVID strategies to support vocabulary for English Learners (EL) and other students with literacy concerns will be utilized.
- The 8th Grade Science Team will include WCAS Wednesday lessons prior to state testing focusing on testing strategies designed to familiarize students with the exam and provide practice answering questions and prompts similar to those on the WCAS.

How challenge and rigor will be ensured for all students:

- The Science Team will collaboratively design lessons that include AVID and SIOP strategies for all units.
- The Science Team will use specific intervention strategies from October through April to identify and address students who are falling behind and sign them up for targeted re-teaching during college prep opportunities for their grade level.
- Science Team will regularly encourage students to take advantage of enrichment activities during targeted College Prep opportunities.
- Activities in science class will be differentiated, providing challenge and rigor for students needing extension and enrichment.

How necessary interventions will be determined:

- Science teachers will continue to offer engaging and rigorous enrichment opportunities during our College Prep sessions to reinforce goals and extend learning opportunities for students who have met the standards or are ready for more rigor.
- We will use specific intervention strategies from October through April to identify and address students who are falling behind and sign them up for targeted re-teaching during College Prep along with study hall opportunities for their grade level.
- Science Tutoring is offered after school.
- Grade level teams analyze interim formative and summative assessments results and use this data as information to change instruction. The team will also identify individual students needing intervention using this data provide opportunities for reteaching during targeted College Prep sessions.

Any professional learning needed:

Given that the WCAS is in its second year, any information or training on the test and its contents as it relates to the level of rigor would be helpful.

Any resources needed and plans to obtain them:

- Designated collaboration time beyond LEAP afternoons focused on allowing the science grade level teams to collaborate on the strategies mentioned above. This time could come in the form of release time.

- IA or Paraeducator support for English Learners and students who need additional learning support

Timelines and Progress Monitoring Plans:

Together, the team will monitor student learning progress on a regular basis, at least twice quarterly, though this progress monitoring will likely occur more frequently.

Achievement Gap SMART Goal:

42% of students identified as low income will meet or exceed standard on the Spring 2019 Math Smarter Balanced Assessment (SBA), an increase of nearly 5% from the 2018 Math SBA.

Process used to determine goal:

Assessment data was reviewed in all areas, and the greatest area of improvement lies in math. In particular, students identified as low income meet and exceed standard a level significantly below their non-low-income peers across all grade levels.

Responsible individual or team:

The team primarily responsible for this goal is the math team. All staff are supporting students in reaching this goal as students in need of intensive intervention to strengthen their math content knowledge and skills will be using their College Prep time for math only.

Strategy/ies that will be implemented to support goal:

The Math Team will utilize a variety of strategies to reach this goal. These strategies include:

- Regular use of the SBA Interim Block Assessments to progress monitor students and teach students how to use this assessment tool;
- Strategic and deliberate assignment of students to College Prep for a 4 to 6 week intervention period aimed at closing mathematical gaps and building student confidence in mathematics,
- Regular family communications in the form of newsletters, upcoming assessment notifications, emails to families of struggling students, regular updates to PowerSchool and the Skyward grade book to keep families informed of learning and student progress,
- The Math Homework Club – a weekly after school math tutoring group.
- The implementation of Culturally Responsive Teaching practices and AVID and SIOP strategies focused on teaching students how to be independent learners, self-advocates, and collaborators.

How challenge and rigor will be ensured for all students:

The math team is dedicated to integrating the Common Core State Standards' (CCSS) eight Mathematical Practices into their units and lessons. In doing so, students will regularly engage in collaborative practices that require them to think together, participate in math discussions, and justify their mathematical thinking and reasoning. An emphasis on using mathematical vocabulary in their discussions will ensure students discuss math like mathematicians. Teachers will also utilize cultural modeling to help scaffold students' conceptual understanding of math. Specifically, teachers will support student learning of concepts by using metaphors, references to topics that interest

students, music references, TV shows, music, connecting math to the “real world”, and other student-centered topics. Finally, teachers will regularly provide positive, actionable feedback to students that support the idea that the learning process includes making mistakes and learning from them.

How necessary interventions will be determined:

The Math Team has identified students needing extra support in math based on their SBA score and performance on classroom-based assessments. These students will be assigned to a 4 – 6 week math intervention cycle during College Prep for additional support. Student progress will be reassessed after the initial cycle, and all students will be reviewed for subsequent 4 to 6 week intervention cycles. In addition to this targeted intervention, the math team will regularly develop and utilize common formative assessments to provide both the teacher and student information on student learning and will inform next steps for both parties.

Any professional learning needed:

The team and school needs continued professional learning on Culturally Responsive Teaching practices and common formative assessment practices.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

The team will monitor the progress of students selected for the intensive math intervention cycle during College Prep. In addition, the team will meet at least four times throughout the school year to progress monitor the learning of all students with respect to the Common Core State Standards and Eight Mathematical Practices.

College and Career Readiness SMART Goal:

98% of 8th grade students will complete the required components of Xello.

Process used to determine goal:

College and Career Readiness begins with students knowing themselves and their interests. Since this year will be the final year in middle school for 8th grade students, we believe helping students gain an awareness of themselves and the many opportunities the future holds is critical to student success in high school and beyond. This year, Xello is replacing Career Cruising, our former College and Career Readiness tool. This provides the school with an opportunity to explore college and career pathways in a new way.

Responsible individual or team:

The Counseling Team will teach classes relating to the required Xello components. The school will support the Counseling Team’s work to ensure students complete required Xello components during Falcon Time after counselors have taught their lessons.

Strategy/ies that will be implemented to support goal:

Counselors will develop and teach high-interest lessons that prepare students to complete the required components of Xello.

How challenge and rigor will be ensured for all students:

The Xello program allows students to explore a variety of areas, including but not limited to students' interests, careers related to those interests, colleges, apprenticeships, and many other post-secondary options. Students, at a minimum, will be required to complete certain components. Many other components exist, and students will be encouraged to explore those components during College Prep sessions or at home.

How necessary interventions will be determined:

Counselors will work with students who have not completed components individually or in small groups during College Prep.

Any professional learning needed:

Counselors need continued training on Xello. Classes are currently offered by the district.

Any resources needed and plans to obtain them:

None at this time

Timelines and Progress Monitoring Plans:

After the initial lessons are taught, and time is provided for students to complete the required components, counselors will review student progress and begin meeting with students who have not completed the required components. Completion monitoring will be ongoing until all students complete the required components.

School Effectiveness SMART Goal:

80% of staff will agree completely or agree mostly that staff keep the school's goals in mind when making important decisions as measured by the 2019 Nine Characteristics survey as compared to 70% in 2018.

Process used to determine goal:

A review of the Nine Characteristics data showed this area of the Nine Characteristics survey is an area of growth for the school.

Responsible individual or team:

All school staff are responsible for making progress toward this goal.

Strategy/ies that will be implemented to support goal:

School-wide and content specific goals will be reviewed by teams regularly as well as during staff meetings and professional learning sessions. In addition, decision-making bodies such as the Department Chairs team will be reminded of school-wide goals prior to making decisions.

How challenge and rigor will be ensured for all students:

Coherence is critical in ensuring goals are met. By focusing our efforts on our school's goals consistently, we will strengthen challenge and rigor for all students.

How necessary interventions will be determined:

Interventions are not necessary for this goal.

Any professional learning needed:

Administrators and team leaders will be diligent in incorporating school goals into all professional learning sessions.

Any resources needed and plans to obtain them:

None at this time

Timelines and Progress Monitoring Plans:

A staff survey will be given three times during the 2018 – 2019 school year to obtain feedback on our progress toward this goal.

Attendance SMART Goal:

5% or less of all absences during the 2018 – 2019 school year will be unexcused as compared to 7% during the 2017 – 2018 school year.

Process used to determine goal:

The 2017 – 2018 school year marked a change in attendance law. During this school year, our unexcused absence rate was 7%. The 3 years prior, under previous legislation, saw our unexcused absence rate at roughly 2%. A change of 2% over this school year seemed responsible given that families and students need to continue being educated about the new attendance expectations as well as our need to develop a school-wide system that addresses the number of chronically absent students (some of whom have a combination of excused and unexcused absences).

Responsible individual or team:

The entire school staff, though the counseling staff, administration, and the attendance secretary will take leadership over this goal.

Strategy/ies that will be implemented to support goal:

- Regular communication from the principal to families on the importance of attendance
- Phone calls and emails from our Attendance Secretary seeking to understand to purpose of the absence(s) and reiteration of the importance of attendance
- Implementation of the Positive Behavior Intervention and Supports (PBIS) System
- Build partnerships with families of students who have unexcused absences
 - School-family meetings for students who have 3, 5, and 10+ unexcused absences
 - School-family co-creation of an attendance plan aimed at improving attendance
- Focus on building connections and relationships with students
 - Counselor check-ins for students with unexcused absences
 - Assign students a staff mentor
- Consider referral to the building YES counselor

How challenge and rigor will be ensured for all students:

For students with many absences, attending school is often a challenge.

How necessary interventions will be determined:

Students with three or more unexcused absences will begin a process in which they meet with their counselor who will seek to understand the reason for their absences. Subsequent absences will result in family-school meetings in order to create a partnership between two entities aimed at improving student attendance.

Any professional learning needed:

None at this time.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

Attendance will be monitored every two weeks.

Discipline SMART Goal:

All discipline administered in classrooms and by school leadership will involve restorative discipline practices appropriate for each situation.

Process used to determine goal:

The goal was determined based on the following reasoning and research on behavior. Punitive discipline does not change behavior. Restorative practices – understanding one’s own behavior drivers, the behaviors impact on others, and how different choices in the future will result in different outcomes – change behavior. All aspects of our school discipline, even discipline that results in consequences like detentions and suspensions, will have at least one restorative component embedded in it as we believe discipline’s purpose is to improve or change student behavior.

Responsible individual or team:

All school staff are responsible for implementing this goal.

Strategy/ies that will be implemented to support goal:

- Relationships. Staff will take time to build positive relationships with students.
- PBIS. The school will implement a Positive Behavior Intervention and Supports (PBIS) system over the duration of the school year.
- 5:1 positive to negative interaction ratio. Staff will focus on creating opportunities for positive interactions such that the interaction ratio of positive to negative interactions will be 5 to 1.
- 3 step conversations. Staff will use 3-step conversations to redirect misbehavior and increase student awareness of it.
- Processings. When misbehavior does occur, staff will use processings to support students’ reflections of their behavior and its impact on themselves, their peers, and their teacher. In addition, students will develop different ways to act in the future and debrief with their classroom teacher.
- Mediation. Counselors will support student reflection when behaviors impact peer relationships directly and offer mediation to restore relationships as a strategy.
- Reflection Conversations. School administration will use reflective conversations to support students in understanding the impact of their behavior and how the impact may differ from the intent.

How challenge and rigor will be ensured for all students:

Asking students to reflect on their own behavior, its impact, and how they could act differently in the future provides challenge and rigor to all students who go through this process.

How necessary interventions will be determined:

Staff will meet together to develop intervention plans for students who have significant discipline/behavior issues in an effort to support behavior change and create positive relationships through common responses to misbehavior and increase predictably of expectations.

Any professional learning needed:

The school will focus some of its professional learning time on restorative discipline practices led by school leaders as well as teachers who are knowledgeable about the topic.

Any resources needed and plans to obtain them:

None

Timelines and Progress Monitoring Plans:

This goal will be monitored on an on-going basis by reviewing data in the Discipline Database (in which teachers enter all processings) as well as data generated from the referral process.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

The CIP will be reviewed by the Parent-Teacher-Student Association (PTSA). Feedback will be gathered.

Timelines and Progress Monitoring Plans:

The plan will be presented for review and feedback will be gathered in November 2018.

2018-19 Strategies to inform parents, families and the community in the CIP process:

The principal will discuss the CIP during Coffee Talk with the Principal and at the PTSA. The plan will also be posted on the school's website.

Timelines and Progress Monitoring Plans:

The CIP discussions will occur in January 2019, and the CIP will be posted on the website in January 2019.