

Continuous Improvement Process Plan

Finn Hill Middle School

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

2017 -
2018



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Lake Washington School District
2017 - 2018

TABLE OF CONTENTS

Section:

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

DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Finn Hill Middle School continually strives to increase its academic rigor for all students and achieve our yearly goals in the areas of math, reading, writing, science, and personalization. Our major areas of focus for 2016-17 continued to focus on providing time for teacher collaboration to: align assessments and best practices; differentiate instruction; and increase rigor, relevance and challenge in all classes. We continue our work to improve all learning, particularly in math. Our student intervention programs include: College Prep twice weekly during the school day, after school language arts, math and science tutoring and homework clubs, directing the use of schoolwide AVID strategies such as planners and grade checks during Falcon Time and the use of Cornell notes in instruction, student-led conferences, family learning nights and workshops, an 8th grade goal-setting overnight trip and an 8th grade trip to Western Washington University for college awareness.

We plan to continue to refine our student interventions at all levels for the 2017-18 school year. Finn Hill staff will continue to focus on subject and grade level collaboration through the analysis of formative and summative assessment data and refine best practices to revise instruction and assessments. Professional development will continue to focus on helping teachers infuse their practice with challenge, rigor, relevance and re-invention. This year all teachers agreed to adopt AVID's rigorous instructional strategies (including Cornell Note-making) and expanded the AVID elective to include 7th and 8th graders. We plan to continue to offer College Prep, with an emphasis on small group review of core concepts and enrichment opportunities. We will reinforce our teachers' use of the Power School calendar, student planners, and a consistent welcome screen that will remind students of the Learning Target, materials needed in class, homework, and warm up activity.

Our school mission is to ensure that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. Finn Hill staff and students emphasize student learning, future readiness and personal growth. This is our 13th year of the WEB (Where Everyone Belongs) orientation program for our incoming 6th graders and new 7th and 8th graders. Our New Family Night for families of new 6th, 7th, and 8th graders to join with FHMS staff, PTSA, and WEB students prior to prep days to get questions answered and information regarding a variety of subjects pertinent to new students almost doubled again in August 2017. We will continue to reach out to parents by hosting a session to help parents/guardians better access PowerSchool and Skyward as well as invite parent feedback through survey work regarding a range of programs that impact families – ranging from our Continuous Learning Plan and College Prep programs to an evening presentation on cyberbully prevention.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2016-17	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%	80.9%	92%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and 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 student 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.

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	71.7%	75%	71%				
	% of 6 th graders meeting or exceeding state standards in Math	48.5%	66.1%	65%				
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	74.6%	73.7%	79%				
	% of 7 th graders meeting or exceeding state standards in Math	63.4%	57.2%	74%				
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	75.7%	78.1%	75%				
	% of 8 th graders meeting or exceeding state standards in Math	58.7%	70.2%	58%				
	% of 8 th graders meeting or exceeding state standards in Science	82.5%	92.5%	86%				

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	81% of our students will meet or achieve state standards in Literacy.	75% of our students met state standards in Literacy.
Math: 6-8 Math	70% of our students will meet or achieve state standards in Math.	66% of our students met state standards in Math.
Science: 8 Science	95% of our 8 th grade students will meet or achieve state standards in Science.	85.3% of our 8 th grade students met state standards in Science.
Achievement Gap	20% of students receiving SDI in co-taught math will meet or exceed state standards.	14% of our students receiving SDI in co-taught math met state standards; 7% exited Special Education services prior to testing.
College and Career Readiness	100% of the students who identified as a member of a historically underserved ethnicity and who are participating in a high school course will pass with course with a “C” or better; at least 15% of the 7 th grade students who identify as a member of a historically underserved ethnicity will participate in a high school course during the 2017-18 school year.	100% of the students who identified as a member of a historically underserved ethnicity who enrolled in Spanish 1 passed the course with a “B” or better. 27% of the students enrolling in Spanish 1 identified as a member of a historically underserved ethnicity.
School Effectiveness:	100% of our staff agreed that they receive time to collaborate and that professional development helped them achieve their student growth goals.	82.5% of our staff routinely work together to plan what will be taught; 62.5% of our staff agree that professional development activities are consistent with school goals.
Attendance and Discipline:	We will reduce the number of unexcused absences to 0% by June 2017 as reported by Skyward. We will reduce Short Term Suspensions by 50% by June 2017 as reported by Skyward.	Unexcused absences were reported as 0.1% We did not reduce STS, however, we increased the use of In-School Suspension (with an emphasis on work completion during the suspension).

Narrative Reflection:

Narrative Reflection	
Process:	<p>All teachers participated in PCC teams to develop content-specific goals and determine appropriate data tracking tools and interventions to help all students achieve success. Teachers plan to further refine their intervention strategies, both in the classroom and during College Prep (our during-the-school-day intervention program) through the use of rigorous strategies introduced through AVID professional development.</p> <p>2. Teachers and staff routinely tracked student progress via formative and summative assessment compared to standards/learning targets. In addition, SBA data was retrieved and compared to building goals. Skyward data reports provided information to analyze attendance, discipline, and college readiness. The LWSD Nine Characteristics Report provided data for school effectiveness.</p> <p>3. FHMS used the Department Chair model to collaborate and disseminate information to all staff. Once SBA data was received, collated, distributed, and analyzed, the Department Chair team collaboratively set academic goals based on the previous year's data and qualitative discussions in PCC teams. The addition goal areas were proposed by the administrative team and approved by the Department Chair team.</p> <p>4. Teachers are provided time throughout the school year to meet as PCC teams to progress monitor student growth goals. This time includes Common Planning periods, building-assigned LEAP Wednesdays, and College Prep planning time.</p> <p>5. While we embedded progress monitoring throughout the year and focused time collecting data we did not, as a staff, make good use of those teacher teams who analyzed their shared intervention strategies, and altered instruction to meet the needs of their students. We continue to need to more intentionally incorporate that aspect of data teaming into our PCC progress. It is critical that we schedule times during the school year to reflect on our progress, correct direction if necessary, and celebrate successes.</p>
Literacy: 6-8 ELA	<p>1. While we did not meet our goals set in the 2016-17 CIP, we did achieve growth in our 7th grade cohort. All teachers participated in PCC teams to develop content-specific goals and determine appropriate data tracking tools and interventions to help all students achieve success. Overall, our teams focused on student writing. While we did see gains in student proficiency in writing we realized, upon reflection, that our students need to focus more on reading strategies to successfully answer questions in the classroom as well as state assessments.</p> <p>2. (see above)</p> <p>3. Our students achieved growth in writing and while that did not appear specifically on the overall SBA results it has helped our students as demonstrated through student growth goals (8.1). Teachers indicated that the gains in writing allow them to focus on reading comprehension, which is more closely aligned with specific CCSS and the SBA. A focus on reading comprehension will help literacy across the curriculum and we anticipate a positive impact on student growth goals</p> <p>4. (see above)</p>
Math: 6-8 Math	<p>1. We were closer to meeting specific Math CIP targets in all grade levels and have now gained familiarity with the new curriculum that will help with the 2017-18 implementation plan. Teachers plan to further refine their intervention strategies, both in the classroom and during College Prep (during-the-school-day intervention program).</p>

	<p>2. (see above)</p> <p>3. The Class of 2023 increased their proficiency on the Math SBA by eight percent. The Math/Special Education co-teaching model included all grade levels in 2016-18. Fourteen percent of the students receiving specially designed instruction in Math met state standards in Math and seven percent exited Math Special Education.</p> <p>4. (see above)</p>
<p>Science: 8 Science</p>	<p>We had 85.3% of our 8th grade students meet standard in Science this year. This was a challenging year because while the curriculum changed to NGSS the test did not reflect the change.</p>
<p>Achievement Gap</p>	<p>1-4. We are in our second year of offering co-taught math to students receiving specially designed instruction in Math for all grade levels. While we did not meet our goal for 2016-17 we have seen an increase in (1) students passing the SBA and (2) students exiting Math SDI. As this was our highest area of need this was the focus for the year.</p> <p>5. While we will continue to examine and work with our Special Education population special education data, in 2017-18 we will focus on math learning for 6th graders by racial groups (African-American/Blacks, Hispanics/Latinos). In 2016-17 only 33% of 6th grade African-American/Black students and 50% of 6th grade Hispanic met state standards in math.</p>
<p>College and Career Readiness</p>	<p>4. For the 2015-16 school year, our counselors engaged individually with every student who was categorized in a historically underserved ethnicity to ensure that they were aware of the option to take a high school course (Spanish 1) in 8th grade. In 2016-17, the counselors tracked these students in their Spanish 1 class to determine if additional supports were needed beyond those offered for every student. Students did not require additional supports and every student in this category received a grade of “B” or higher. 5. In 2016-17, we surpassed our goal of increasing enrollment to 15% (and ended up with 27% enrollment). 6. The counselors understand that successful completion of Spanish 1 and continued recruitment will be 2017-18 school year goals and plan to connect with those students to ensure they are accessing additional assistance if required</p>
<p>School Effectiveness:</p>	<p>7. Overall School Effectiveness Data: Collaboration: Most of our staff indicated success with regards to providing time for collaboration but only 2/3 thought we offered enough targeted professional development. 8. We continue to provide common planning periods for more than 50% of our staff. In addition, we dedicated one staff meeting to collaboration each month and time during our Wednesday LEAP periods. We provided release time for some teachers working with new assessments or curriculum. From focus group and survey data time to collaborate continues to be one of the top priorities and we continue to try to find ways to get teachers together. Professional Development: This year we continued to fund all requests for professional development (conference fees) for all teachers and release time for teachers to participate in learning walks. 9. We continue to need to provide unique opportunities for professional development for all staff. For 2017-18 our AVID site team requested the opportunity to provide PD to all staff on rigorous instructional strategies. We also provided a day of teambuilding and growth mindset during a one-day retreat during LEAP week.</p>
<p>Attendance and Discipline:</p>	<p>1. A combination of increased education and personal contacts (by attendance secretary, AP, teachers, and other staff). reduced the number of unexcused absences to 0%. The STS rate was not one that could be altered based on personalization but we switched focus to providing students the opportunity to complete their consequence via in-school suspension. Our emphasis was to</p>

help the student catch up in class/homework and can work one-on-one with various staff members. 2. Our attendance numbers are a reason to celebrate and while our STS increased we were able to use in-school suspensions effectively and reduced recidivism for most students to zero. 3. The FHMS Discipline system, while a progressive model, was designed to focus on issues that impact school (e.g. classroom and hallway disruptions) and less on student self-discipline issues (e.g. not prepared for class, tardy). In 2017-18 staff plan to analyze discipline data to determine how the system can be altered to best address student needs/concerns.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	80% of our students will meet or exceed state standards in Literacy.
Math: 6-8 Math	71% of our students will meet or exceed state standards in Math.
Science: 8 Science	90% of our 8 th grade students will meet or exceed state standards in Science.
Achievement Gap	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.
College and Career Readiness	We will recruit at least 15% of the 7 th 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.
School Effectiveness:	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.
Attendance:	We anticipate that new attendance policies will increase our overall number of unexcused absences but we will strive to education our families about the new policies and reduce the overall unexcused absence rate to less than 1% by June 2018 as reported by Skyward
Discipline:	We will reduce our out-of-school Short Term Suspension rate by 50% by June 2018 as reported by Skyward.

Annual School Goals: Academic

1 & 2 Process to determine goals/Goal Selection:

- Each academic discipline analyzed previous cohort data, current assessment data, and grades to determine pattern of academic growth. The expectation is higher for each grade level as learning is enhanced by various interventions over time – including AVID strategies across the curriculum, SIOP training, differentiation in the classroom, College Prep, after school tutoring, and academic-based clubs. Once all the data was synthesized the Departments determined appropriate percentage of growth

3. Process to ensure all students are receiving challenge and rigor

- The AVID Site Team developed a professional development handbook to provide training to all teachers throughout the year on instructional strategies that can be implemented schoolwide to increase rigor.
- Staff have requested Professional development to help them differentiate in the classroom (including AVID strategies, hosting SIOP training/use of strategies, supporting attendance at conferences and other PD opportunities, peer classroom walks, encouraging use of Learning Coaches, and peer instruction in applied best practices)
- Teachers will use Interim SBA assessments and leveled summative assessments to help guide students toward remediation/additional rigor
- Students are also encouraged to immerse themselves in enrichment activities, offered during College Prep and after school activities

4. Process to ensure that all students receive interventions when necessary

- Teachers work within PCCs to compare formative and summative assessment data to identify students who would benefit from interventions
- Teachers work in cross content collaboration to identify academic literacy needs within classes
- Teachers identify students who need concept retaught or reinforced and require their attendance at specific College Prep session
- Teachers connect with families and counselors to brainstorm interventions for individual students (via individual conversations, staffings, and Guidance Team)

5. Describe how you will progress monitor you Academic Annual School Goals

- Teachers work within PCCs to drill down to the individual student level by analyzing Interim SBA assessment and summative assessment data and use results to inform instruction (providing re-teaching opportunities or advance rigor and challenge)
- PCC groups will meet with FHMS Administrators to discuss data analysis, identify individual student movement toward goals, and discuss instructional strategies to reach more students (meetings held quarterly).

Annual School Goals: Achievement Gap

1. Process to determine goals:

FHMS Administrators, counselors, and teachers analyzed previous cohort ethnic data, current assessment data, individual goals, placements, and grades to determine pattern of academic growth and specific needs to enhance growth potential

2. Describe why you selected this sub group:

The number of students identifying as non-white continues to grow at FHMS. When analyzing grade-level SBA Math cohort data, FHMS leadership discovered that while small is number, students identifying as African American or Hispanic/Latino proportionately were not as proficient as those identifying as white. We would like to examine this minority cohort to (1) identify interventions accessed by these groups (2) determine if additional interventions are available/viable, (3) actively link students to interventions and (4) measure the impact of interventions on math outcomes (e.g. interim math SBA and 2018 SBA)

3. How are you ensuring students receive necessary intervention?

See above

4. Describe how you will monitor this sub groups progress toward their goals:
FHMS Administrators will work with counselors and PCC Math teams to identify and monitor student progress. Counselors and teachers will connect with students and their families to collect qualitative data regarding interventions and will help with resource acquisition if necessary.

Annual School Goals: College and Career Readiness

1. Describe why you selected your goal:
Two years ago, we determined that while students who identified as a member of a historically underserved ethnicity participated in campus-wide College and Career Readiness activities (e.g. field trip to UW, WWU, Career Day) but might not have known they could take high school level courses to ready themselves for more challenge in the high school at the same rate as their White peers. During the class registration process our counselors had one-on-one conversations with each identified student to make them aware of the advantages of taking a high school level course (Spanish) in middle school. We monitored their academic progress and every identified student passed the course with the grade of C or better. We realize that each cohort will need the same one-to-one counseling opportunity to ensure that the opportunities and monitoring are in place to help them enroll and achieve success.
2. Describe how you will progress monitor your goals throughout the school year
We plan to monitor the identified students' Spanish grades throughout the school year as well as identify the 2018-19 target population individually counsel these students prior to testing/registration opportunities for the next school year.

Annual School Goals: School Effectiveness

Describe why you selected your focus on Collaboration and Professional Development:

Teachers continue to express that additional collaborative time and professional development were their priorities for the 2017-18 school year. The ability to work with colleagues during the school day is considered vital to the PCC process. Professional Development helps teachers remain current in their content area as well as accessing additional instructional strategies.

Describe how you will progress monitor your goals throughout the school year

The recent LWEA contract provided more opportunity for PCC teams to collaborate. A large portion of Building Lead Professional Development LEAP time will focus on schoolwide implementation of AVID strategies with building-wide goal of ensuring students use Cornell Notes (structure and interaction) as well as planner use. All staff have been notified that if they are interested in conferences, trainings, or learning walks to apply directly to the principal for funding/release time. All teachers have agreed to teach Cornell Notes (with an emphasis on interaction) during the 2017-18 school year.

Annual School Goals: Attendance

Describe why you selected your focus on attendance:

Students who attend school on a regular basis are more likely to graduate high school and are more likely to be future ready – prepared for college, the global workplace, and for personal success. Parents are an integral part to ensuring regular attendance. For the past two years we have focused on reducing the number of unexcused absences to 0. We will continue to strive to connect with all families and keep unexcused absences at 0 percent (changes to attendance policies provide a new challenge for our students since many previously excused reasons for absence or no longer excusable). To achieve our goal we will continue our effort to educate all families on the importance of attendance (and

what now constitutes an acceptable reason for absence) and will include information in newsletters and on the electronic reader board.

Describe how you will progress monitor your goals throughout the school year

The Attendance Secretary contacts families personally each day to inquire about their absent child. Any time there is an unexcused absence the Attendance Secretary will alert the Associate Principal, who will have a conference with the parent and the student and determine protocols to help deter any future unexcused absences. Any students with 10% or more excused absences will also be contacted by the Associate Principal. The Attendance Secretary, Associate Principal, and Counselors will meet on a weekly basis to discuss students of concern (and attendance impact on grades).

Annual School Goals: Discipline

Describe why you selected your focus on attendance:

As we learn more about restorative justice, we have tried to change our practice from one of suspension to one of positive intervention and management. To that end, we plan to continue to focus our effort to keep all our students at school during the school day through the use of in-school suspension. Students will receive intensive intervention during the ISS, enabling us to ensure that students return to the classroom prepared to be successful.

Describe how you will progress monitor your goals throughout the school year

The Associate Principal and IAs will provide extensive interventions for students assigned to ISS and will monitor their academic progress throughout the year and recidivism rates (if applicable)

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Use Interim SBA assessments AVID's WICOR (writing, inquiry, collaboration, organization, reading to learn) strategies SIOP Critical reading strategies across curriculum Annotation strategies for non-fiction reading Identify reading levels (e.g. Lexile Levels) to help match each reader with appropriate books
<i>Professional Learning needed</i>	Implementation of Interim SBA assessments AVID/WICOR strategies; peer visits SIOP training Data Analysis (via Data Dashboard)
<i>Resources needed</i>	Interim SBA assessments
<i>Responsible individual or team</i>	Lead – Language Arts/Social Studies team; Whole school effort

Goal Area	Math
<i>Strategy to support goals</i>	Use Interim SBA assessments AVID's WICOR (writing, inquiry, collaboration, organization, reading to learn) strategies

	SIOP Use ALEKS tool Growth Mindset Spiral Review of previous learning
<i>Professional Learning needed</i>	Implementation of Interim SBA assessments AVID/WICOR strategies; peer visits ALEKS and Math curriculum (continued training) o Boaler “Mathematical Mindset” class (webinar)
<i>Resources needed</i>	Sample questions from SBA Claims and Targets Time to access professional learning
<i>Responsible individual or team</i>	Math Department; Whole school effort

Goal Area	Science
<i>Strategy to support goals</i>	New science curriculum adoption training (emphasis on NGSS phenomenon-based instruction lab integration) AVID’s WICOR (writing, inquiry, collaboration, organization, reading to learn) strategies SIOP Critical reading strategies across curriculum Annotation strategies for non-fiction reading Participation in development/testing NGSS state assessment
<i>Professional Learning needed</i>	NGSS curriculum training AVID/WICOR strategies; peer visits SIOP strategies (refresh – e.g. TIP charts)
<i>Resources needed</i>	Time to access professional learning
<i>Responsible individual or team</i>	Science Department; Whole school effort

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Continued refinement of Master Schedule to obtain common planning Collaborative PCC time during LEAP Additional Collaborative planning time Wednesday LEAP time Professional development, including AVID and SIOP training and questioning strategies will be provided to all staff during the school year
<i>Professional Learning needed</i>	Individual requests to Principal
<i>Resources needed</i>	Time to access professional learning
<i>Responsible individual or team</i>	Individuals responsible for identifying learning needs and requesting resources (or using professional fund resources); Principal

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

The CIP will be vetted by PTSA President in November 2017, and with Leadership Students, 2018. Posted on the FHMS Webpage December 2017 once approved.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

We will be informing parents of our CIP at the Coffee Talk with the Principal meeting in January 2018 and our PTSA meeting in January 2018. We will also post a pdf of the document to the FHMS Webpage.