Continuous Improvement Process Plan

Finn Hill Middle School

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http://www.lwsd.org/school/FHMS

2016 - 2017

Lake Washington School District

Principal and Associate Principal/s

Lake Washington School District

2016 - 2017

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DESCRIPTION OF SCHOOL

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 2015-16 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 math and science tutoring and homework clubs, directing the use of planners and grade checks during Falcon Time, student-led conferences, family learning nights and workshops, an 8th grade goal-setting overnight trip and an 8th grade trip to UW for college awareness.

We plan to continue to refine our student interventions at all levels for the 2016-17 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 we introduced the AVID program to the staff and have initiated the AVID elective for 7th graders. Finn Hill teachers plan to use AVID across the school with an emphasis on Cornell Notetaking this year. 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 PowerSchool calendar with a student planner to help students track assignments efficiently. Teachers will continue to develop protocols for student-led conferences. In addition, we plan to provide opportunities for teachers and community members to meet and discuss a wide range of issues during our Finn Hill Workshops.

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 12th 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 in 2016-17. We will continue to reach out to parents by hosting parent-teacher technology sessions 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. We will also train students and staff to participate in the Safe School Ambassador Program to promote a culture of kindness and community building.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	81.7%	92.0%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	73.6%	85.0%
	% of 8th graders meeting or exceeding state standards in Science	83.4%	86.5%	93.0%

- 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 District 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 6th graders meeting or exceeding state standards in Literacy	71.7%	75.0%					
	% of 6th graders meeting or exceeding state standards in Math	48.5%	66.1%					
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	74.6%	73.7%					
	% of 7th graders meeting or exceeding state standards in Math	63.4%	57.2%					
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	75.7%	78.1%					
	% of 8th graders meeting or exceeding state standards in Math	58.7%	70.2%					
	% of 8th graders meeting or exceeding state standards in Science	82.5%	92.5%					

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

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	81 % will meet or exceeded standard	75.6% met or exceeded standard
Math: 6-8 Math	66 % will meet or exceeded standard	64.51% met or exceeded standard
Science: 8 Science	85 % will meet or exceeded standard	92.5% met or exceeded standard
Achievement Gap	20% of students receiving SDI in co-taught math will meet or exceed standards	25% of 7th graders receiving SDI in co-taught math met standards; 11% of 8th graders receiving SDI in co-taught math met standards
College and Career Readiness	14% of students identified as a member of a historically underserved ethnicity will participate in a high school course in middle school	19% enrolled in Spanish for the 2016-17 school year
School Effectiveness:	100% of our staff agreed that they receive time to collaborate and that professional development helped them achieve their student growth goals	95% agreed that they received time to collaborate and 95% agreed that they had enough opportunities for professional development to help them achieve their student growth goals
Attendance and Discipline:	Reduce the number of unexcused absences to 0% during the 2016-17 school year Reduce the number of STS by 50% during the 2016-17 school year	We had 18 total unexcused absences (statistically 0%) We increased the number of STS by 67% during the 2016-17 school year.

Narrative Reflection:

Narrative Reflection	
Process:	1. 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. 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. 3. FHMS uses 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. 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, building-assigned LEAP Wednesdays, and College Prep planning time. 5. While we embedded progress monitoring throughout the year and focused time collecting and analyzing data we did not, as a staff, focus on the next step (identifying teachers with student growth as demonstrated through the data and sharing best intervention strategies) We 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.
Literacy: **6-8 ELA**	1. While we did not meet our goals set in the 2015-16 CIP, we did achieve modest student growth in each grade level. 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 actually need to focus more on reading strategies to successfully answer questions in the classroom as well as state assessment. 2. (see above) 3. Our students achieved growth in writing and while that did not appear specifically on the SBA results it has helped our students as demonstrated through student growth goals. Teachers have indicated that the gains in writing will 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 everyone's student growth goals 4. (see above)
Math: **6-8 Math**	1. We were close to meeting specific Math CIP targets in all grade levels and believe that with the newly adopted math curriculum (aligned with the Common Core State Standards and the SBA) we will meet our goals this year. Teachers plan professional development for the new curriculum as well as further refining their intervention strategies, both in the classroom and during College Prep (during-the-school-day intervention program). 2. (see above) 3. The Class of 2022 had a less than 50% pass rate in Math on the 2015 SBA. That same cohort increased almost 10 percent on the 2016 SBA; the class of 2021 had a seven percent increase over the two-year period. Math also entered into the co-teaching model with 7th and 8th grade inclusion of students receiving SDI in Math. 4. (see above)
Science: **8 Science**	We had phenomenal achievement in Science this year, due in part to redeveloping pre-assessments and formative assessment to provide a steady stream of feedback to students.

Achievement Gap	1. 2015-16 was our first year to offer co-taught math to students receiving specially designed instruction in Math (according to the Washington State Board of Education Index Rating for 2014-15, students with disabilities were our lowest tier group). While we did not meet our goal for 8th grade of 20% proficient on the SBA we did see 33% growth from one level to the next. In 7th grade we not only met our goal but 50% of the students grew at least one level. 2. According to the Washington State Board of Education Index Rating for 2014-15, our former ELL students had the highest level of growth and proficiency. Our Hispanic sub group were proficient but had not grown while our free and reduced price lunch sub group had underperforming students in terms of growth and proficiency. 3. (see above) 4. (see above) 5. We will continue to focus on offering co-taught math to students with SDI in math at all grade levels this year. Two teachers taught both classes together and developed a partnership that benefited all classes (the general education teacher provided direct instruction, the special education teacher modified instruction, and the two teachers circulated and ensured that all students understood concepts, practiced, and were challenged.
College and Career Readiness	1. For the 2014-15 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. 2. We surpassed our goal of increasing enrollment to 14% (and ended up with 19% enrollment). 3. The counselors understand that retention will be 2016-17 school year goal and plan to connect with those students to ensure they are accessing additional assistance if required.
School Effectiveness:	1. Collaboration: 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. In addition, 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. 2. Professional Development: This year we funded all requests for professional development (conference fees) for all teachers and release time for teachers to participate in learning walks.
Attendance and Discipline:	Attendance: 1. The attendance team (comprised of the attendance I.A., the Associate Principal, and the attendance specialist) continually monitored all unexcused absences through Skyward reports and connected with the student's parent/guardian to discuss the absence. Personal contacts reduced the number of unexcused absences to 0%. 2. (see above) 3. (see above)

	Discipline:
	1. We launched an intentional in-school suspension program in the 2015-16 school year to connect with students having discipline issues and help create relationships while improving their academic standing. This was successful with students who only had one STS incident.
	2. (see above)
	3. We actually increased the number of students having STS during the school year. However, three students account for 39% of all STS (six students accounted for 59% of all STS). We will continue to reflect on our discipline policy and continue with our ambitious goals.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

	SMART Goals
Literacy: **6-8 ELA**	81% of our students will meet or achieve state standards in Literacy
Math: **6-8 Math**	70% of our students will meet or achieve state standards in Math.
Science: **8 Science**	95% of our 8th grade students will meet or achieve state standards in Science
Achievement Gap	20% of students receiving SDI in co-taught math will meet or exceed standards
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 the course with a "C" or better and we will recruit 15% of the 7th grade students who identified as a member of a historically underserved ethnicity to participating in a high school course during the 2017-18 school year
School Effectiveness:	100% of our staff agreed that they receive time to collaborate and that professional development helped them achieve their student growth goals
Attendance:	We will reduce the number of unexcused absences to 0% by June 2017 as reported by Skyward
Discipline:	We will reduce STS by 50% by June 2017 as reported by Skyward.

Annual School Goals: Academic

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 multiple intelligence approaches to classroom instruction, 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

Process to ensure all students are receiving challenge and rigor

- Staff have requested Professional development to help them differentiate in the classroom (including 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 are leveling summative assessments to help guide students toward additional rigor
- Students are also encouraged to immerse themselves in enrichment activities, offered during College Prep and after school activities

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)

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 summative assessment data and using 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

Process to determine goals:

The Special Education teachers and FHMS Administrators analyzed previous cohort data, current assessment data, individual goals, placements, and grades to determine pattern of academic growth (enhanced by various interventions over time and determined appropriate percentage of growth).

Describe why you selected this sub group:

Over the past few years, FHMS has developed a series of co-taught classes in ELA and Math to accommodate students who receive SDI in those subjects but could be best served through the general education curriculum (providing students with the least restrictive environment). This is the second year that we have offered co-taught math for 7th and 8th grade and have introduced a co-taught class for 6th grade. We are measuring the impact of instruction on their SDI goals but wanted to also have an opportunity to evaluate their growth on a larger scale test (e.g. the SBA).

How are you ensuring students receive necessary intervention?

See above

Describe how you will monitor this sub groups progress toward their goals:

This subgroup participates in the general education formative and summative assessment cycles and is also assessed on a bi-weekly basis to evaluate their progress toward their SDI goals in math. All of this data is analyzed by both the general education and special education teacher in the co-taught class and the analysis (and subsequent adjustments in instruction) will be discussed on a quarterly basis with FHMS administrators.

Annual School Goals: College and Career Readiness

Describe why you selected your goal:

Last year we determined that 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, 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 Caucasian peers. During the 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. This year we plan to monitor their progress in Spanish and provide interventions if necessary, while continuing to have conversations with next year's 8th underserved students.

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 2016-17 target population individually counsel these students prior to testing/registration opportunities for the 2017-18 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 2016-17 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

Building Leadership reviewed the annual LEAP calendar and determined that the first 30 minutes of each building-led LEAP would be dedicated to PCCs. A large portion of LEAP time will focus on professional development focused on the AVID program to help teachers with building-wide goal of ensuring students use Cornell Notes.

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 in a unit by the 3rd quarter of the 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. In 2013-14 we reported 393 (0.4%); in 2014-15 we reported 119 (0.1%) and last year we reported 18 (0%). Our goal for this year is to increase attendance education for all families on the importance of attendance and will include information in newsletters and on the reader board.

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

The Attendance Secretary contacts parents/guardians 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.

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 of 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 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
Strategy to support goals	• Implement SIOP training at all levels (focus on vocabulary acquisition in all core academic areas including P.E.) • Focus on Reading Comprehension -teaching a variety of strategies to all students (using formative/summative assessment to track progress) • Utilize College Prep sessions at all levels (re-teaching concepts, reinforcing strategies, and providing enrichment opportunities) • Spiraling instruction so that essential skills are taught and reinforced at multiple levels
Professional Learning needed	Provide SIOP training for those who have not had it; additional ELL training (e.g. GLAD), content-specific conferences
Resources needed	Funding to attend training/conferences
Responsible individual or team	Language Arts & Social Studies Department (Thompson/deJong co-chairs)

Goal Area	Math
Strategy to support goals	• Utilize variety of multi-disciplinary strategies to reach all learners (including SIOP, reading comprehension tools, etc…) • Teachers work in cross content collaboration to increase academic vocabulary acquisition and reading comprehension within math • Utilize College Prep sessions at all levels (re-teaching concepts, reinforcing strategies, and providing enrichment opportunities) • Provide after-school math tutoring and math-related clubs (Math Olympiad, Technology Student Association, Science Club) to reinforce application of math concepts

Professional Learning needed	Provide continued support for new Math curriculum; SIOP training for those who have not had it; additional ELL training (e.g. GLAD training if available), content-specific conferences
Resources needed	Funding to attend training/conferences
Responsible individual or team	Math Department (Sara Erikson, Chair)

Goal Area	**Science**
Strategy to support goals	- Utilize variety of multi-disciplinary strategies to reach all learners (including SIOP, reading comprehension tools, etc…) - Utilize College Prep sessions at all levels (re-teaching concepts, reinforcing strategies, and providing enrichment opportunities) - Provide after-school peer science tutoring and support science-related clubs (Math Olympiad, Technology Student Association, Science Club) to reinforce application of STEM concepts
Professional Learning needed	Provide continued support for new Science curriculum; SIOP training for those who have not had it; additional ELL training (e.g. GLAD), content-specific conferences
Resources needed	Funding to attend training/conferences
Responsible individual or team	Science Department (Eric Lucke, Chair)

Goal Area	**School Effectiveness**
Strategy to support goals	- The Master Schedule supports more than 80% of our collaborative teams through the use of common planning time. Additional time for collaboration is provided through one staff meeting a month and additional Wednesday LEAP time - Professional development, including AVID and SIOP training and questioning strategies will be provided to all staff during the school year - Additional training will be supported as requested (as funding permits)
Professional Learning needed	Individuals will request funding content or strategy-specific training not mentioned above
Resources needed	Financial support to attend training as requested
Responsible individual or team	Victor Scarpelli, administrative team

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 Co-Presidents in November 2016, and with Leadership Students, 2015. Posted on the FHMS Webpage December 2016 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 November 2016 and our PTSA meeting in November 2016. We will also post a pdf of the document to the FHMS Webpage.