



Section 1: School Information

1a. Building: Finley Middle School	1g. Grade Span: 6-8 School Type: Schoolwide
1b. Principal: Michael Harrington	1h. Building Enrollment: 219
1c. District: Finley School District	1i. F/R Percentage: 86.3%
1d. Board Approval Date: Pending	1j. Special Education Percentage: 11%
1e. Plan Date: August 20, 2022	1k. English Learner Percentage: 18%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Support Tier 1: Special Education	

Section 2: School Leadership Team Members

Devin Chavez, Teacher Veronica Chenault, Teacher Andy Clayton, Teacher Crystalyn Fabbri, Teacher Patti Grow, Para	Michael Harrington, Principal Chris Witt, Teacher Tina Gore, Teacher Richelle Hendrix, Teacher Ashley Johnson, Teacher
---	--

Section 3: Vision Statement

All Kids Achieving

Section 4: Culture of Equity Description/Statement

Finley School District provides a safe, positive learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and the world.

Section 5: Needs Assessment 2022–2023

Student Populations

1. **What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?**
Given our performance data, our focus areas include math, PBIS (Positive Behavioral Interventions and Support), special education, and ELA (English Language Arts).
2. **What are the root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.**
The root causes we identified include poverty, trauma, attendance, mental health needs, limited English proficiency, vocabulary needs, behavioral challenges, learning disabilities, and health impairments.

Areas of strength: PBIS (Positive Behavior Interventions and Supports) is a strength. FMS has actively worked to engage students.

Areas of growth: Increasing inclusionary practices is an area of growth. Increasing inclusionary practices has been shown to increase the number of students on grade level for mathematics and ELA (English Language Arts).

3. **A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representative example of the student population.**
 - **What strengths do they possess?** Our students are friendly, resourceful, and grateful.
 - **What challenges do they face?** Barriers due to trauma and poverty are challenges.
 - **What are some important relationships in their life?** Important relationships include peers, school adults, and family.

Educators

1. **Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?**
We have a positive building culture with PBIS. Teachers are dedicated to meeting the needs of all students. We collaborate every Wednesday during a consistent and designated PLC time.
2. **What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?**
We have identified PLCs (Professional Learning Communities) as a support. PLCs will be a vehicle to receive professional development on instructional strategies (e.g., English language development, differentiation), poverty, SEL (Social Emotional Learning), and PBIS (Positive Behavior Interventions and Support). Additionally, the support of PLCs will provide collaboration time on the topics of building positive relationships, improving attendance, improving academic performance, and increasing inclusive practices.
3. **What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?**

Professional development on SEL (Social Emotional Learning) and instructional Strategies (GLAD & English language development) has been powerful and effective. Additionally, the implementation of iREADY has been effective. Our metrics for identifying these supports as effective include gathering feedback via staff surveys and growth evidenced by iREADY reports.

Systems of Support

- **Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.**

Strengths: Our strengths include a monthly PLC (Professional Learning Community) focusing on PBIS (Positive Behavior Interventions and Support), SEL (Social Emotional Learning), subject area curriculum, and GLAD (Guided Language Acquisition Design).

Areas to grow: Our areas to grow include the following: Improve weekly attendance, review/refine academic and behavioral success data sheets, implement Student Success Team, and increase inclusive practices.

- **How did your school identify these areas of strengths and improvement?**

We utilized survey feedback and data dives.

- **How well do school and community systems interact to assure continuity of support for students? Provide at least one example.**

Our examples include our partnerships with Comprehensive Healthcare, Communities in Schools, 21st Century After-School Program, WSU Gear Up, and ESD 123 (e.g., attendance, behavior, English language development, MTSS).

- **What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?**

a. **Strength:** Strong PTG team

b. **Areas of Growth:** Parent education opportunities

Section 6: PLAN/NEEDS ASSESSMENT (2022-2023)

- Washington School Improvement Framework
- Smarter Balanced Assessment/interim assessment blocks
- Universal screening
- Progress monitoring data
- Curriculum based assessments
- Discipline referrals
- Perceptual data
- English language proficiency data (i.e., WIDA)
- Special education placement data (LRE)
- Stakeholder engagement (e.g., focus groups with families)
- Suspension/expulsion data (i.e., out of school suspensions/in-school suspensions)
- School climate data

Finley Middle School 2021-22

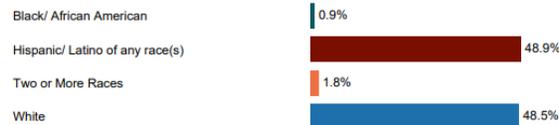
Total Student Enrollment

227

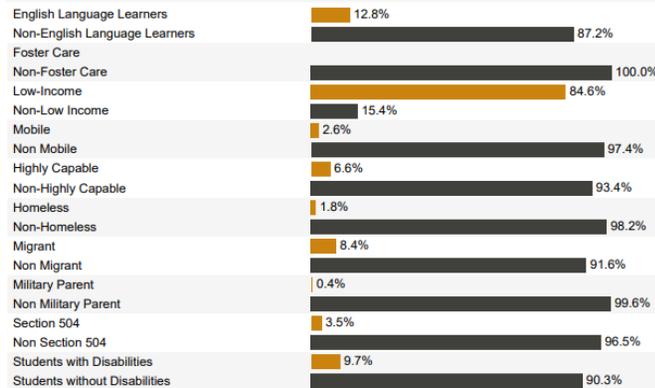
Gender



Race/Ethnicity



Program and Characteristic



WIDA Access Data 21-22 School Year

(Required State Assessment for Multilingual Learners)

Grades: 6-8

Students Tested: 32

Students Exited: 0

Proficiency Level	Interpretive (Receptive Language)		Expressive (Productive Language)		Overall Score
	Listening	Reading	Speaking	Writing	
1 - Entering	0	9	3	2	1
2 - Emerging	3	15	13	6	11
3 - Developing	7	3	13	23	18
Number of Students (subtotal)	10	27	29	31	30
4 - Expanding	7	3	3	1	2
5 - Bridging	4	1	0	0	0
6 - Reaching	11	1	0	0	0
Number of Students (subtotal)	22	5	3	1	2
Total	32	32	32	32	32

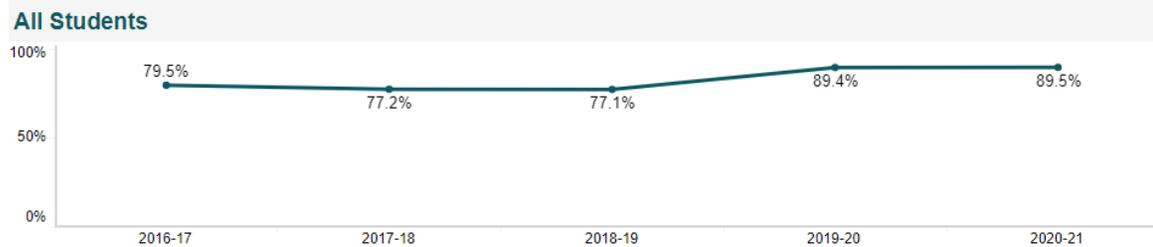
Regular Attendance

Choose a school year

Summary By Grade **Trend** Trend: Program

What percent of students had fewer than two absences per month, on average, over time?

Finley Middle School



FMS Special education LRE Data 2018-2020

K-12 LRE Totals by Year	2018	2019	2020
1, 80% - 100% Regular Class	36.4%	42.9%	63.0%
2, 40% - 79% Regular Class	57.6%	53.6%	29.6%
3, 0% - 39% Regular Class	6.1%	3.6%	7.4%
Public/Private Separate Day School Facility	0.0%	0.0%	0.0%
Public/Private Residential Facility during the school week	0.0%	0.0%	0.0%
Correctional Facility	0.0%	0.0%	0.0%
Private School Parentally Placed or Homeschooled	0.0%	0.0%	0.0%
Homebound or Hospital Program	0.0%	0.0%	0.0%

Source: Annual November Federal Special Education Child Count by Serving District

Section 7: PLAN (2022–2023)
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Goal/Priority #1 (G1) Mathematics	Finley Middle School will increase academic performance in mathematics.
Goal/Priority #2 (G2) PBIS	Finley Middle School will improve behavior and SEL with PBIS and Character Strong implementation and systems.
Goal/Priority #3 (G3) Special Education	Finley Middle School will increase inclusionary practices.
Goal/Priority #4 (G4) English Language Arts	Finley Middle School will increase academic performance in ELA (English Language Arts).

Section 8: DO (2022–2023)
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

8a. Activity	8b. Timeframe	8c. Lead(s)	8d. Resources
---------------------	----------------------	--------------------	----------------------

A1) Mathematics <ul style="list-style-type: none"> Professional development 	Ongoing PLCs through June 2023	Ashley Johnson & Michael Harrington	Books, webinars, ESD support/coaching
A2) PBIS <ul style="list-style-type: none"> PD on Restorative Justice Check-ins during PLC on PBIS Budget for continued implementation of PBIS Refine flow chart strategies Professional development: Tier 2 & 3 strategies 	Ongoing PLCs through June 2023	Michael Harrington	ESD Behavior Specialist, Re-engagement Specialist, books, webinars
A3) Special Education <ul style="list-style-type: none"> Instructional coaching Professional development (e.g., providing accommodations, meeting the needs of diverse learners, special education law, LRE) Ongoing collaboration between parents/students and teachers Continued face-to-face collaboration between special education staff and general education staff Identify and provide PD for paraeducators 	Ongoing PLCs through June 2023	Psychologist, Michael Harrington, Roni, Special Programs Director	
A4) English Language Arts	Ongoing PLCs through June 2023, monthly GLAD R & Rs	Building Advisory Committee, GLAD trainers (Tina, Chris, Crystalyn), Jennifer Cowgill, Michael Harrington, Anita	I-READY Toolkit for differentiation materials UDL books

8e. Budget Table

Expenditure	Funding Source	Funding Amount
A1) Math	BEA, Poverty LAP	\$5,000
A2) PBIS	BEA, Poverty LAP	\$12,000
A3) Special Education A4) ELA	BEA, Poverty LAP BEA, Poverty LAP	\$ 8,000 \$30,000

8f. Component Four: Coordination/Blending and Integration of Schoolwide Funds Matrix (2022-2023)

Program	Amount	How the Intents and Purposes of the Program will be Met
Poverty LAP	\$55,000	Provides a safe, positive learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and the world. This includes dollars towards improving student performance and closing the achievement gap in math, ELA, and behavior.
LAP	\$170,000	Provides a safe, positive learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and the world. This includes dollars towards improving student performance and closing the achievement gap in math, ELA, and behavior.
Hi-Cap	\$5,000	Provides a safe, positive learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and the world.
Title I	\$75,000	Provides a safe, positive learning environment that empowers the whole student to use his or her natural and learned talents to become a productive, responsible member of both the community and the world. This includes closing the achievement gap and dollars towards supporting disadvantaged students.

Section 9a: STUDY (2022-2023) (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study	We will look at each goal area and action item and take part in a self-study before we begin. We will work as a staff to look at measurables for each of the action items in each of the goal areas. This will lead our work for the first few months of implementation and into a mid-year review.
-------	---

Section 9b: STUDY 2022-2023 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study	Following the collection of baselines data, the goal areas will be worked on from August – December. Data will be collected again in January. The staff will examine it and make recommendations for any mid-year corrections or adjustments.
-------	---

Section 10: ADJUST 2022-2023 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust	We will take a look at multiple data points and gather stakeholder input midyear. At that time, we will make changes or adjustments as they are deemed necessary.
--------	---