



TIMBERCREST MIDDLE SCHOOL
2019-20 Strategic Action Plan

Timbercrest Middle School is a community that is respectful, responsible and inclusive. We are committed to equity for all and developing positive relationships so that our students have a sense of belonging and connectedness to school. We challenge and support all students to make significant growth in essential life and academic skills.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore’s Strategic Plan.

School Goals	Measures of Success	Strategies
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p><i>2.1: Increase the percentage of students who feel safe, have a sense of belonging, and have personal meaningful friendships, and believe that their school is vibrant and inclusive with rules that are fair and equitable.</i></p>	<ul style="list-style-type: none"> ● Improve progressive/repeated discipline (rates) ● Inclusive practices school wide commitment to inclusion practices for students served by an IEP, ELL, 504, FRL ● Students and staff accountable for respect, responsibility and inclusion to our culture ● Increase in attendance ● Increased mental health supports ● Decreased BEISY scores ● Increase in students meeting /exceeding standard ● An increase in feelings of connectedness to TMS 	<ul style="list-style-type: none"> - connect/communicate/empower all staff <ul style="list-style-type: none"> - para - office - support staff - Advisory program - SEL - Guidance Team - BEISY data - D/F List data - SBIRT (survey, coordinator, mental health counselor referrals) - ELL - PBIS - Increase in school events participation - Target high absentee students-pair with a staff check in daily - Attendance celebrations for students -by class or school (quarterly???) - Parent inclusion-communicate importance (newsletters. Open House, etc?)

<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p><i>3.3: Increase the percentage of students meeting standards in all content subjects</i></p>	<ul style="list-style-type: none"> ● Teachers lead instructional change (common practices) using the Danielson Framework to increase student engagement ● Teachers monitor and address the unique needs of learners - includes reaching students impacted by an opportunity or achievement gap (students of color, served by IEP, 504, ELL, FRL) ● Students engaged in grade level content & instruction/supported for significant growth ● Increase in students who are passing classes with a C or higher ● Increase on-time assignment completion ● Improved attendance 	<ul style="list-style-type: none"> - D/F data - adjusting student placement - supports (MTSS/RTI) - Morning Study Sessions - offer to students and parents/community events (Open house, website, communications) - Math placement changes aug/sept (advisory) - Student growth goals department/team work - Common formative assessments - iReady - reading and math 3x a year - trends & Identifying where gaps are,
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EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. We believe growth, curiosity, empathy and social-emotional development are essential aspects of the Timbercrest program. Strong relationships for learning promote our sense of purpose to establish a building culture of positive communication, collaboration and accountability.

At Timbercrest Middle School, our goal is to cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn. We will promote, foster, and increase strong relationships with students. Where all students are known by name, strength, and need. This work will be part of our staff shared commitments, the work of SDLT, our Advisory Program, PBIS, ASB, and Leadership courses.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:

- Attendance Records
- D/F Rates
- Discipline Data
- Counselor check ins with students

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Missing/incomplete work
- Skill deficits/executive functioning
- Self-confidence
- Students not feeling connected with staff and peers
- Attendance
- Student/parent relationships
- Mental health/SEL needs
- Time for staff to interact and engage with students and other staff members
- Parent involvement and understanding the middle school model
- Eliminate distractions
- Grading practices
- Consistency/common expectations
- Action plans for individual students
- PD for staff

We believe these areas for improvement are the result of the following root cause(s):

- Deficits in social-emotional health and support at home
- Deficits in academic and executive functioning skills

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypotheses about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action

that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide targeted and consistent social-emotional support then students will be more productively engaged in learning and positive social interactions.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: By June 2020, productive student engagement will increase to the point where all students demonstrate productive engagement in learning and positive social interactions as measured by: a decrease in progressive/repeat discipline rates, decreased absenteeism, increased mental health supports, decreased BEISY scores, decreased students on the D/F list and an increase in feelings of connectedness as identified by a student climate survey.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will implement Tier I SEL supports for all students. This means that all staff will consistently:</p> <ul style="list-style-type: none"> ● Welcome students by name at the door ● Use eye contact and proximity with all students ● Use body language, gestures, and expressions to convey a message that all students’ questions and opinions are important ● Use class building and team building activities to promote peer support for academic achievement ● Implement the 5 to 1 rule ● Provide positive communication with families <p>Teams comprised of school stakeholders will also provide Tier II and Tier III SEL supports for identified students.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships <ul style="list-style-type: none"> ● connect/communicate/empower all staff <ul style="list-style-type: none"> ○ Para ○ Office ○ Support Staff ● Advisory program ● SEL ● Student referral decrease ● Guidance Team ● BEISY data ● D/F List data ● SBIRT (survey, coordinator, mental health counselor referrals) ● ELL ● PBIS ● Increase in clubs participation ● Target high absentee students-pair with a staff check in daily ● Attendance celebrations for students -by class or school (quarterly???)

	<ul style="list-style-type: none"> ● Parent inclusion-communicate importance (newsletters. Open House, etc?)
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide targeted and consistent academic support then students will be more productively engaged in learning and exhibit academic success.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2020, all teachers lead instructional change (common practices) using the Danielson Framework to increase student engagement. Teachers will monitor and address the unique needs of learners - includes reaching students impacted by an opportunity or achievement gap (students of color, served by IEP, 504, ELL, FRL). Students engaged in grade level content & instruction/supported for significant growth productive engagement with learning and academic success will increase to the point where all students demonstrate productive engagement in learning and academic success as measured by: decreased students on the D/F list, a decrease in assignments that are not turned in, a decrease in classroom exclusions, decreased absenteeism, increased mental health supports, decreased BEISY scores, and an increase in students meeting standard in all classes.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will implement Tier I academic support for all students. This means that staff will consistently:</p> <ul style="list-style-type: none"> ● Maintain high academic expectations ● Teach, assess, reteach and reassess ● Teach and re-teach executive functioning skills. Ex. organization, self-advocacy, etc. ● Provide differentiated instruction ● Provide SEL support in the classroom to support academic success ● Partner with and educate families ● Partner with teams to support struggling learners ● iReady Math and Reading assessments (3x per year) 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions

Tier II and Tier III academic & SEL support: <ul style="list-style-type: none"> ● Targeted academic interventions <ul style="list-style-type: none"> ○ Homework Help ○ Academic Advisory ● Staffing meetings ● Counselor check-ins 	
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GOAL 4: Innovative, Creative Thinkers

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we engage students in culturally relevant and cognitively challenging real world learning, then students will be able to successfully apply this knowledge and skills in a number of ways.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By June 2020, we will see an increase in the percentage of students applying their learning and skills to solve real world problems in imaginative ways. They will be able to explain their reasoning through a problem or issue across a subject or in their own lives.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will increase culturally relevant and real world learning into school community and culture. This means that teachers will incorporate real world learning and application into their curriculum and lessons.	Our instructional strategy relates to: <ul style="list-style-type: none"> ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at

meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- August - Shore up the Core Retreat w/ SDLT
- August - Non Student work days - PD
- iReady Training
- School Committee(s)
 - PBIS
 - Advisory
 - Equity
 - Sunshine
- Professional Development throughout the year in alignment to the SAP goals and focus.

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- **PTSA**
- **Curriculum Night**
- **Communication via newsletters**

Thank you for being part of your student's education and for partnering with us!