

# Timberline Middle School

## School Improvement Plan

### Annual Update: 2019-20

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.*

#### SCHOOL OVERVIEW

##### **Description:**

Timberline Middle School is located in the city of Redmond just off of Novelty Hill Road, in the area known as Redmond Ridge. The school is comprised of 780 middle school students, 45 certificated staff members, and 10 classified staff members. The Quest Program is housed within the middle school, supports 88 students, and includes programs for 6<sup>th</sup> grade math and language arts, social studies, and science for grades 6-8. Following 6<sup>th</sup> grade math assessments given in the spring, additional math placement for students grades 7-8 includes grade level math, algebra, and geometry. The racial demographic includes 4% African American students, 6% of students identifying as two or more races, 9% Hispanic students, 40% Asian/Indian students, and 41% Caucasian students. Overall, Timberline's racial demographics include 59% students of color and 41% Caucasian students. In addition, special education students represent 14% of the student population and 41 different language are spoken. Timberline Middle School students navigate rigorous instruction while maintaining a school average of a 3.5 GPA in the area of literacy and 3.6 GPA in the area of math.

##### **Mission Statement:**

**Vision** (future accomplishment): We strive to create influential global citizens who apply academic knowledge in response to the needs of the community AND who nurture positive connection to the world around them.

**Mission** (active work to meet vision): We nurture rigorous academic achievement of ALL students through individualized instruction, character development, and service-based learning experiences

At Timberline Middle School, our staff continues to have one primary focus: "The success of every student matters". Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement of each student. Together as a professional community, we believe it is the responsibility of teachers is to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

We believe students learn best when they are supported in the growth and development of their interpersonal skills. This includes character development, empathy building, enhancing student leadership skills, increasing resilience, and supporting a student's ability to see outside their own needs. This also includes opportunities for students to have fun and develop meaningful relationships with their school community. In this work, our staff believes it is critical to partner with families, so that together, we can

help students become their best self. We also believe students should be challenged enough to meet their academic potential. In addition, we believe students are responsible for applying academic knowledge to the needs of the community. This focus includes differentiated instruction for individual students needs and intentional focus on innovative project-based learning experiences to increase engagement and to increase problem-solving and analysis skills. In addition, elective options are designed to connect to 21<sup>st</sup> century real-world application.

*Note: Timberline Middle School opened in fall of 2019. Demographic and academic performance data has been obtained through Power BI and analysis of students from feeder schools has been completed to develop the School Improvement Plan. Data through OSPI will be available in the 2020-21 annual update.*

**CONTINUOUS IMPROVEMENT PRIORITIES**

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<b>Priority #1: Academic Goal</b>					
<b>Priority Area</b>	Mathematics				
<b>Focus Area</b>	Grade level bands are focusing on different aspects of math Common Core State Standards: <ul style="list-style-type: none"> <li>• Solve systems of linear equations exactly and approximately focusing on pairs on linear equations with two points (including graphing)</li> <li>• Apply fraction operations</li> </ul>				
<b>Focus Grade Level(s)</b>	6-8				
<b>Desired Outcome</b>	By May 2020, 7 <sup>th</sup> and 8 <sup>th</sup> grade algebra teachers will move from 86% of students below or approaching standard in the area of systems of linear equations to 100% at standard.  By May 2020, in fraction operations, 6 <sup>th</sup> grade math teachers will move <ul style="list-style-type: none"> <li>- 51 students from level 1 to level 2</li> <li>- 15 students from level 2 to level 3</li> <li>- 4 students from level 3 to level 4</li> </ul>				
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)				
<b>Data and Rationale Supporting Focus Area</b>	Solving systems of linear equations and successfully applying fraction operations are both foundational skills for academic performance at the high school level. Our staff believes it is critical that these skills are developed prior to the departure middle school.				
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Pre-assessment data collected in October and post assessment data collected in May</li> <li>• Student data tables and graphs related to specific math unit performance tasks</li> <li>• Teacher created common assessments</li> <li>• SBA data</li> </ul> </td> <td>Teacher PGE teams are tracking and monitoring student growth in math standards within 4 check-in points throughout the year.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	<ul style="list-style-type: none"> <li>• Pre-assessment data collected in October and post assessment data collected in May</li> <li>• Student data tables and graphs related to specific math unit performance tasks</li> <li>• Teacher created common assessments</li> <li>• SBA data</li> </ul>	Teacher PGE teams are tracking and monitoring student growth in math standards within 4 check-in points throughout the year.
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<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020				
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Teacher PGE Teams</li> <li>• Admin formal and informal observations</li> <li>• Department meetings &amp; School-wide Progress monitoring</li> </ul>				

<b>Priority #2: Academic Goal</b>					
<b>Priority Area</b>	Science				
<b>Focus Area</b>	<p>Science: Grade level bands are focusing on different aspects of the NGSS Science and Engineering Practices of Analyzing and Interpreting Data. Strands include:</p> <ul style="list-style-type: none"> <li>• Construct, analyze, and/or interpret graphical displays or data and/or large sets to identify linear and nonlinear relationships.</li> <li>• Determine similarities and differences in data tables, graphs, and findings of science models.</li> <li>• Apply principles of statistics and probability (including mean, median, mode, and variability)</li> </ul>				
<b>Focus Grade Level(s)</b>	6-8				
<b>Desired Outcome</b>	<p>Move students across all grades up one level on the rubric, as determined by teacher PGE team.</p> <p>6<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>• 163 students from a level 1 to level 2</li> <li>• 43 students from a level 2 to level 3</li> <li>• 22 students from a level 3 to level 4</li> <li>• Maintain 2 students at level 4</li> </ul> <p>7<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>• 93 students from a level 1 to level 2</li> <li>• 51 students from a level 2 to level 3</li> <li>• 2 students from level 3 to level 4</li> </ul> <p>8<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>• 102 students from a level 1 to level 2</li> <li>• 51 students from a level 2 to level 3</li> <li>• 6 students from a level 3 to level 4</li> </ul>				
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)				
<b>Data and Rationale Supporting Focus Area</b>	<p>SBA Math data was used as there was not sufficient information based on WCAS data. Other data considered included: in-class pre-assessment data, Next Generation Science Standards and moving students to standard, and this is a skill area observed to be low when students reach high school. There are also questions on the WCAS related to Science and Engineering Practices of Analyzing and Interpreting Data.</p>				
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	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Interpreting Data Test</li> <li>• Formative assessments throughout the year</li> </ul>	
	<ul style="list-style-type: none"> <li>• Weekly and bi-weekly warm-ups and closure tasks</li> <li>• Lab inquiries and data collection</li> <li>• Collaborative MS forms to analyze student progress quarterly</li> <li>• Data tables and graphs related to specific science units of progression through the year</li> <li>• Comparison of baseline to final summative data</li> </ul>	7 <sup>th</sup> : Teacher PGE teams are tracking and monitoring student growth in this NGSS standard throughout the year.
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<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Teacher PGE Teams</li> <li>• Admin formal and informal observations</li> <li>• Department meetings</li> <li>• School-wide Progress monitoring</li> </ul>	

**Priority #3: Culturally Responsive Teaching**

<b>Priority Area</b>	Social and Emotional
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<b>Focus Area</b>	Culturally Responsive Teaching Practices	
<b>Focus Grade Level(s)</b>	6-8	
<b>Desired Outcome</b>	By May 2020, Timberline staff seeks to develop and implement the school's first equity committee, student panel, and one multi-cultural community based event	
<b>Alignment with District Strategic Initiatives</b>	School Equity Teams	
<b>Data and Rationale Supporting Focus Area</b>	In order to foster a safe school environment and for students to find the greatest academic success, teachers and staff school-wide must understand and use effective culturally responsive instruction practices.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Monthly Equity Committee Meetings	Staff attendance, meeting notes and data collection
	4 staff-wide trainings	Staff attendance, meeting notes and data collection
	Staff book study	Use of strategies within classrooms
	Second semester student panel meetings	Student attendance and feedback collection
	Principal/PTSA bimonthly meetings	Staff attendance, meeting notes and feedback collection
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Equity Committee</li> <li>• Building Leadership Team</li> <li>• Student feedback and survey</li> <li>• Parent/community feedback</li> </ul>	

**Priority #4: Behavior Systems**

<b>Priority Area</b>	Behavior	
<b>Focus Area</b>	PBIS and Behavior Systems	
<b>Focus Grade Level(s)</b>	6-8	
<b>Desired Outcome</b>	By May 2020, we will implement school-wide PBIS systems and routines to support clear expectations, student leadership, predictable consequences, and student growth from mistakes.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
<b>Data and Rationale Supporting Focus Area</b>	Unwanted, unkind, or unsafe behaviors impact academic performance, attendance, peer relationships, and school culture.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Significant 72- School-wide activities the 1 <sup>st</sup> three days of school	Staff and student surveys
	Monthly Culture Committee meetings	Staff attendance, meeting notes and data collection
	4 district-based PBIS trainings	Staff attendance, meeting notes and data collection
	Staff trainings in March and May all-day LEAP times	Staff survey
	Implementation of student reflection and referral forms	Student data collection
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Discipline data</li> <li>• Attendance Data</li> <li>• Culture Committee</li> <li>• Building Leadership Team</li> <li>• Student feedback and survey</li> <li>• Parent/community feedback</li> </ul>	

<b>TECHNOLOGY INTEGRATION PLAN</b>
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The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in

their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

<b>COMMUNITY ENGAGEMENT PLAN</b>
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As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>1</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community</b>	<b>Action</b>	<b>Timeline</b>

<sup>1</sup> LWSU’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>

<b>Members in the development of the SIP</b>	Departments will develop action plans for involving families at each grade level	Fall of 2019
	Principal and PTSA presidents will meet bi-monthly to discuss meaningful strategies for involving families	Fall of 2019-Spring of 2020
	RTI Committee will work on culturally responsive communication approaches to increase engagement of low-income, Hispanic, and African-American families. More specifically, we will be working to improve or implement: <ul style="list-style-type: none"> <li>• Parent survey to collect feedback</li> <li>• Parent teacher meetings</li> <li>• Student Panel</li> <li>• All-school multi-cultural event</li> </ul>	Winter 2019-Spring 2020
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Teacher Power School or Onenote Pages	Winter of 2019
	School Communication by Website, Skyward, and School Messenger <ul style="list-style-type: none"> <li>• Building procedures and structures for meeting and monitoring SIP goals</li> <li>• Academic focuses and professional growth opportunities for teachers related to SIP goals</li> <li>• Grade level celebrations based on academic progress</li> </ul>	Fall of 2019-Spring of 2020