Timbercrest Middle School
2020-21 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 for the 2020-2021 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

OUR INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory
All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 which were **educators evaluate and equitably improve their own discipline policies and practices, and educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students** which are found in the Northshore School District Equity Handbook. We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team still needs to complete an initial review of Domain 2 of the Northshore School District Equity Inventory.

Understanding Our Students' Needs
Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, we reviewed the following data:
- ❏ Attendance Records (Goal 2 and 3)
- ❏ Climate Surveys (Goal 2)
- ❏ Demographic Information (Goal 2 and 3)

- ❏ D/F Rates (Goal 3)
- ❏ Discipline Data (Goal 2 and 3)
- ❏ Student Interviews or Surveys (Goal 2 and 3)
- ❏ Course Enrollment (Goal 3)
- ❏ iReady Data in Math or Reading (Goal 3)

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention

- Students who are receiving special education services are consistently showing little to no growth as measured by various data sources, including classroom based assessments, iReady math and reading scores, and grades.
    - Eliminate academic outcome gaps for special education students in reading, writing, and math.
    - Eliminate opportunity gaps for students in special education by creating systems where students are in their least restrictive environment (LRE).
    - Improve access by providing multiple opportunities and methods for students to gain knowledge and to show what they know (UDL)

We believe this gap in student outcomes is the result of the following root cause(s):
- Significant amount of tracking in core content classes, which impacts electives (challenge, HiCap, accelerated math placements)
- Lack of systematically implemented interventions during the school day to address gaps - especially for students who may lack support outside of the school day

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.	**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.
Goal 3	Each student actively engages in rigorous standards-based curriculum,	**3.3:** Increase the percentage of students meeting standards in all content

Growth for Every Student, Elimination of Outcome and Opportunity Gaps	effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	subjects

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis 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). These are outlined below.

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

Equity Means
Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.

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 2021, productive student engagement will increase to the point where all students demonstrate productive engagement in learning and positive social interactions as measured by a reduction in progressive/repeat discipline rates, improved attendance, increased mental health supports, reduction of students failing classes and an increase in feelings of connectedness as identified by a student climate survey.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will implement Tier I SEL supports for all	Our instructional strategy relates to: Building and Maintaining Relationships

students. This means that all staff will consistently: ● 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 Teams comprised of school stakeholders will also provide Tier II and Tier III SEL supports for identified students.	*For both of the strategies above, we will be culturally responsive and inclusive to meet the varied needs of all students in all settings
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on 2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.	The equity strategies we will employ: ● Learn about students' learning styles by asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes. ● Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons. ● Allow students to have a voice in deciding the types of projects and assignments they will do. ● Offering the opportunity for students to reassess to show growth in learning

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps
<u>Equity Means</u>

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

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 2021, all teachers lead instructional change (common practices) using the Danielson Framework and UDL strategies 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 reducing number of students failing courses, a reduction in assignments that are not turned in, a decrease in classroom exclusions, improved attendance, increased mental health supports, improved performance in reading and math scores in iReady and an increase in students meeting standard in all classes.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will implement Tier I academic support for all students. This means that staff will consistently: ● Maintain high academic expectations ● Teach, assess, reteach and reassess ● Teach and re-teach executive functioning skills. Ex. organization, self-advocacy, etc. ● Provide differentiated instruction ● Utilize UDL principles ● 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); targeted and individualized lessons	Our instructional strategy relates to: ● Building and Maintaining Relationships ● Providing Formative Feedback

Tier II and Tier III academic & SEL support: • Targeted academic interventions • Staffing meetings • Counselor check-ins	
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on 2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.	The equity strategies we will employ: • Learn about students' learning styles by asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes. • Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons. • Allow students to have a voice in deciding the types of projects and assignments they will do. • Offering the opportunity for students to reassess to show growth in learning

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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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.

GOAL 2: Responsible, Resilient, Empathetic Learners		
Leading Data we will collect to monitor our efforts	**Measure we will use to inform our work going forward**	**Date of Data Review**

Student surveys	Counselors will develop and administer climate surveys to gauge where students are at and how we can support; possible SBIRT screener	Initial and end of year surveys
Discipline referrals	Weekly review of referrals; analysis of the referrals (same/different students; types of referrals)	Weekly and monthly review meetings
GT referrals	Weekly review of referrals; review of plans; communication with staff regarding plans created	Weekly and monthly review meetings
Attendance (synchronous & asynchronous engagement)	Track and monitor attendance weekly; engagement with families when attendance issues develop; work with school teams (including counselors, admin, guidance team, etc.) to develop plans of support	Weekly review meetings

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Leading Data we will collect to monitor our efforts	**Measure we will use to inform our work going forward**	**Date of Data Review**
iReady Math and Reading	Track performance with each progressive diagnostic assessment; track progress in lessons students are assigned	Review diagnostic assessment results; share info with appropriate staff members regarding performance
Grade Data	Review grades for all students; track those who are struggling, develop plans of support for students who are failing	Monthly and at grade reporting periods
Attendance (synchronous & asynchronous engagement)	Track and monitor attendance weekly; engagement with families when attendance issues	Weekly review meetings

	develop; work with school teams (including counselors, admin, guidance team, etc.) to develop plans of support	

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 Timbercrest meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2020-21 school year, we will participate in the following professional development as part of our work:

- This is a work in progress as the district hits pause on committee work.

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**
- **School/Home information meetings**
- **Communication via newsletters, Schoology, as-needed messages**

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