

SCHOOL NAME
School Improvement Plan
Annual Update: 2022-23

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

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 768 middle school students and 71 staff members which include: 51 certificated staff, 5 paraprofessionals, 5 school secretaries, 3 administrators, 3 custodial staff, 3 instructional assistants, 1 school nurse, and 1 School Safety & Prevention Specialist.

The school supports a typical general education model as well as two other in-house programs:

- The Transition Center
 - The Quest Program/Highly Capable Program
- The Quest Program includes courses for 6th grade math, language arts and social studies for grade 6-8. and science for grades 6-8. Following 6th grade math assessments given in the spring, additional math placement for students grades 7-8 includes grade level math, algebra, and geometry.

Overall, Timberline's demographics include:

- 769 total students
 - 49% identify as female
 - 51% identify as male
 - .03% identify as non-binary
- 77% general education students
- 23% of students at Timberline participate in the Quest Program (148 students).
- 64% students of color and 36% white students
 - 45% Asian
 - 36% White
 - 10% Hispanic/Latino
 - 3% Black/African American
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 - .4% American Indian
 - 6% Two or more races
- 6% of students receive special education
- 7% of students are on a 504
- 9% of students receive free & reduced lunches
- 4% of students are multi-lingual
- 39 different languages are spoken
- 84.5% proficiency in literacy (according to SBA results)
- 76.8% proficiency in math (according to SBA results)

¹ LWSD School Board Approval on <insert date>

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

School Culture and Focuses:

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 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 21st century real-world application.

Academically, socially, and emotionally, the middle school brain has a unique set of developmental needs. The staff at Timberline are committed to holistically supporting student growth using research-based practices (rooted in neuroscience).

Two main focuses are nurtured school-wide:

- **Support of social and emotional learning:**

This includes character development, empathy building, enhancing student leadership skills, increasing resilience/grit, and increasing a student’s ability to see outside their own needs. There will also be 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.

- **Support academic learning through consistent real-world application:**

This includes differentiated instruction for individual students needs and intentional focus on innovative learning experiences to increase engagement and to increase problem-solving and analysis skills. In addition, elective options will connect directly to 21st century real-world applications. Potential examples: tech applications, coding, robotics, food sustainability, environmental science, forensic science, digital art, developmental health/PE, and music (with potential future options for orchestra, choir, guitar).

We believe all students have the right to participate in the Timberline Middle School Community embraced, supported, and valued by their unique identity, background, and experiences. We believe it is the collective responsibility of students, staff, and families to:

- Grow in our own personal understanding of others who are different from us.
- Nurture an inclusive school experience that values the unique story and experience of each student and family.

We strive to create space where:

- Students are empowered to learn about those who are different from themselves.
- Space is intentionally created so that students from different lived experiences have opportunities to interact, develop relationships and develop understanding of how we come to be in this world.
- Individual differences are valued and respected.
- Students are provided with opportunities to tell their stories and incorporate their family's values, beliefs, and experiences.
- Representation is a priority and less dominant voices are intentionally elevated.
- Perspectives are intentionally balanced within conversations, curriculum, and practice.
- Students understand the impact of implicit bias, stereotypes, microaggressions, prejudice, and systems of privilege so that they can help to create a more inclusive community.
- Students have the opportunity to learn from and experience accountability when their actions deny others of safety or respect.
- The community actively pursues removing systematic obstacles, behaviors of intolerance, or passive attitudes that continue habits of division.
- The community actively pursues learning about the identities, backgrounds, and experiences of all students.

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Mathematics	Grade Levels 6-8	By May 2023, 6 th -8 th grade teachers will collectively move from 76.8% of students at above proficient levels in ELA to 85% at standard.
2	English Language Arts/Literacy	Grade Levels 6-8	By May 2023, 6 th -8 th grade teachers will collectively move from 84.5% of students at above proficient levels in ELA to 88% at standard.
3	Family Engagement	Grade Levels 6-8	By May 2023 Timberline staff will use Parent Square to communicate directly with parents individually (messages) for academic progress or as a group (posts) for class updates and/or resources.

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.

Priority #1		
Priority Area	Mathematics	
Focus Area	Continuing forward from last year: Grade level bands are focusing on different aspects of Math Common Core State Standards including: <ul style="list-style-type: none"> • Math fact fluency • Solve systems of linear equations exactly and approximately focusing on pairs on linear equations with two points (including graphing) • Applying fraction operations 	
Focus Grade Level(s)	6-8	
Desired Outcome	By May 2023, 6 th -8 th grade teachers will collectively move from 76.8% of students at above proficient levels in ELA to 85% at standard.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • Students need improvement in math fluency and their basic math facts. • 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. 	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	<ul style="list-style-type: none"> • Pre-assessment data collected in October and post assessment data collected in May • Student data tables and graphs related to specific math unit performance tasks • Teacher created common assessments • SBA data 	Teacher PGE teams are tracking and monitoring student growth in math standards within 4 check-in points throughout the year.
Timeline for Focus	Fall, 2022 - Spring, 2023	

Method(s) to Monitor Progress	<ul style="list-style-type: none"> • Teacher PGE Teams • Admin formal and informal observations • Department meetings & school-wide progress monitoring
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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.

Priority #2							
	English Language Arts/Literacy						
Focus Area	Continuing forward from last year: Grade level bands are focusing on grammar, conventions, comprehension, and language fluency based in the Common Core State Standards of writing.						
Focus Grade Level(s)	6-8						
Desired Outcome	By May 2023, 6 th -8 th grade teachers will collectively move from 84.5% of students at above proficient levels in ELA to 88% at standard.						
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)						
Data and Rationale Supporting Focus Area	<ul style="list-style-type: none"> • Students need improvement in the area of grammar and conventions within writing. • These are both 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. 						
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Pre-assessment data collected in October and post assessment data collected in May • Student data tables and graphs related to specific math unit performance tasks • Teacher created common assessments • SBA data </td> <td>Teacher PGE teams are tracking and monitoring student growth in math standards within 4 check-in points throughout the year.</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	<ul style="list-style-type: none"> • Pre-assessment data collected in October and post assessment data collected in May • Student data tables and graphs related to specific math unit performance tasks • Teacher created common assessments • SBA data 	Teacher PGE teams are tracking and monitoring student growth in math standards within 4 check-in points throughout the year.		
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Priority #3

Priority Area	Family Engagement	
Focus Area	Communication using Technology Resources	
Focus Grade Level(s) and/or Student Group(s)	Grade Levels 6-8	
Desired Outcome	By May 2023 Timberline staff will use Parent Square to communicate directly with parents individually (messages) for academic progress or as a group (posts) for class updates and/or resources.	
Alignment with District Strategic Initiatives	Equity	
Data and Rationale Supporting Focus Area	To promote communication with families, staff will use parent square to communicate with families in their preferred home language regarding class updates and individual student updates/progress.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	District Training for all teachers	Staff Attendance and completion via Cornerstone
	Logistics Committee Meeting	Discussion of Norms and Entry Task
	Staff Wide Norms Training/Task	Staff Attendance and data collection via Parent Square
	Staff survey on usage	Feedback collection
Timeline for Focus	Fall 2022- Spring 2023	
Method(s) to Monitor Progress	Logistics Team, Parent/community feedback, Staff feedback/survey,	

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

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.² The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Departments will develop action plans for involving families at each grade level	Fall 2022- Spring 2023
	Principal and PTSA presidents will meet bi-monthly to discuss meaningful strategies for involving families	Fall 2022- Spring 2023
	Equity Committee will work on culturally responsive communication approaches to increase engagement of low-income, Hispanic, and African-American families. More	Fall 2022- Spring 2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

	<p>specifically, we will be working to improve or implement:</p> <ul style="list-style-type: none"> • Parent survey to collect feedback • Parent teacher meetings • Student focus groups 	
<p>Strategy to Inform Students, Families, Parents and Community Members of the SIP</p>	<p>Action</p>	<p>Timeline</p>
	<p>Teacher Onenote/ TeamsPages</p>	<p>Fall 2022- Spring 2023</p>
	<p>School Communication by Website, Skyward, and Parent Square</p> <ul style="list-style-type: none"> • Building procedures and structures for meeting and monitoring SIP goals • Academic focuses and professional growth opportunities for teachers related to SIP goals • Grade level celebrations based on academic progress 	<p>Fall 2022- Spring 2023</p>