



## TIMBERCREST MIDDLE SCHOOL 2022 - 23



At Timbercrest Middle School, we are a community that is respectful, responsible and inclusive. We are committed to creating a school community that ensures equity for all. Done through our continued work to develop positive relationships with the focus on our students feeling 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 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 2022-23 school year, we will build off of what we learned from our work on Domains 1 and 2 done in the 2019-20 and 2020-21 school year: Located in the [Northshore School District Equity Handbook](#).

- **1E: Educators evaluate and equitably improve their own discipline policies and practices.**
- **1F: Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.**
- **2F: Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.**
- **2I: Educators have and communicate high expectations for all students regardless of their background or differences.**

We will continue to keep key aspects of Domains 1 and 2 in mind while also incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

Our core focus (along with a few others listed along with their connected goal) for the 2022-22 school year will be;

- **3E: Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.**
- **3I: Educators continuously self-reflect while they learn more about equity related issues.**

#### Understanding Our Students' Needs

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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 2022, we reviewed the following data:

- Attendance Records
- Climate Surveys
- Demographic Information
- D/F Rates
- Discipline Data
- Family Inventories/Surveys
- iReady Data in Math or Reading
- Student Interviews or Surveys
- Course Enrollment

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 2022-23 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
<b>Goal 2</b> Responsible, Resilient, Empathetic Learners	Each student embraces their own voice, accepts ownership of their own actions and experiences,	<b>2.1:</b> Increase the percentage of students who feel safe, have a sense of belonging, and have

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	and understands and respects the diversity, unique needs and contribution of others.	personal meaningful friendships, and believe that their school is vibrant and inclusive with rules that are fair and equitable.
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	<b>3.3:</b> Increase the percentage of students meeting standards in all content 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 their own voice, accepts ownership of their own actions and experiences, and understands and respects the diversity, unique needs and contribution of others.

#### Theory of Action

Based on the data and root cause analysis we completed, we believe that the training we have received and will continue to utilize on PBIS, SIOP, and REJ will fully prepare and train the staff to provide opportunities for the students to be responsible, resilient, and empathetic.

#### SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address goal 2 is as follows: By June 2023, each student will embrace their own voice, accept ownership of their own actions and experiences, and understand and respect the diversity, unique needs and contribution of others. This goal will be measured by comparing the data from the Fall to Spring

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using the climate survey and the attendance and discipline records. If we are making progress through this goal, there will be less discipline, higher attendance, and a higher sense of belonging through the data from the climate survey.

Instructional Strategy	Instructional Practice
<ul style="list-style-type: none"> <li>● 5 shared agreements</li> <li>● Relationship building with students</li> <li>● Changing lesson plans to achieve equity and be culturally responsive community members</li> <li>● SEL lessons</li> <li>● WEB program</li> <li>● Small group sessions w/counseling team</li> <li>● After school clubs and sports</li> </ul>	<ul style="list-style-type: none"> <li>● SEL post-lesson student surveys</li> <li>● Climate surveys and data compilation to directly impact action items.</li> <li>● Greeting students at the door.</li> <li>● Roadshow with focus on PBIS behaviors for every student.</li> </ul>
Domain Two: Responsible, Resilient, Empathetic Learners	Equity Strategies
<p>To ensure equity to focus on our work of this goal we will:</p> <ul style="list-style-type: none"> <li>● 2F: Educators utilize, present, include, and display materials around schools and departments that reflect images and perspectives from diverse groups.</li> <li>● 2I: Educators have and communicate high expectations for all students regardless of their background or differences.</li> </ul>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● Creating avenues for student voice.               <ul style="list-style-type: none"> <li>○ Petitions</li> <li>○ Students joining SDLT meetings.</li> <li>○ Lunch Groups</li> </ul> </li> <li>● Engaging students in their own rights. Teaching students to understand how to read the rights and responsibility handbook.</li> </ul>

### **GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps**

#### Equity Means

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

#### 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

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Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: By June 2022, all teachers lead instructional change (common practices) using the Danielson Framework and UDL strategies to increase student engagement. Through the use of Homeroom teachers will monitor and address the unique needs of learners - including 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.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
<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"> <li>● Maintain high academic expectations</li> <li>● Teach, assess, reteach and reassess</li> <li>● Teach and re-teach executive functioning skills. Ex. organization, self-advocacy, etc.</li> <li>● Provide differentiated instruction</li> <li>● Utilize UDL principles</li> <li>● Provide SEL support in the classroom to support academic success</li> <li>● Partner with and educate families</li> <li>● Partner with teams to support struggling learners</li> <li>● iReady Math and Reading assessments (3x per year); targeted and individualized lessons</li> </ul> <p>Tier II and Tier III academic &amp; SEL support:</p> <ul style="list-style-type: none"> <li>● Targeted academic interventions</li> <li>● Staffing meetings</li> <li>● Counselor check-ins</li> </ul>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> <li>● Building and Maintaining Relationships</li> <li>● Providing Formative Feedback</li> </ul>
<b>Domain Three: Teaching, Learning, and Self Reflection</b>	<b>Equity Strategies</b>
<p>To ensure equity focus to our work on this goal, we will focus on:</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> <li>● Learn and have conversations about the bigger picture (systemic) causes of predictable data report disparities among students in relation to:</li> </ul>

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<p>3A Educators are well informed about the influence of racial and intersectional diversity on school department data reports</p> <p>3B Educators are well informed of the diverse backgrounds of students and families</p> <p>3D Students and their families have the opportunity to be experts in the classroom, school, and district</p> <p>3E Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms.</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p> <p>3I Educators continuously self-reflect while they learn more about equity related issues.</p>	<ul style="list-style-type: none"> <li>○ Discipline practices and policies</li> <li>○ Opportunity gaps</li> <li>○ Special education</li> <li>○ ELL</li> <li>○ High Cap</li> <li>○ Extra-curricular access and opportunities</li> </ul> <ul style="list-style-type: none"> <li>● Find out which religious and cultural observances students and their families celebrate throughout the school year and recognize them in class</li> <li>● Allow students to have opportunities to teach each other during lessons and activities</li> <li>● Learn about the different identities, cultures, and religions that are represented in the school or classroom, and help students about the same.</li> <li>● Make connections between curriculum content and local global happenings</li> <li>● Break down stereotypes and promote acceptance of diverse identities</li> </ul> <p>Think about:</p> <ul style="list-style-type: none"> <li>● Why it is important to learn and discuss systemic level causes of data disparities based on race, gender, etc. before they are talked about at the district or school level</li> </ul>
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### 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**

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Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
All Staff using Homeroom *which is connected to the work listed below	Assessments, attendance, discipline, etc.	Start of year (August/Sept) Team meetings (intervention planning, MTSS mtgs) Monthly use by teachers Quarterly aligned with staff PD
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 (October/November & April/March)
Discipline referrals	Weekly review of referrals; analysis of the referrals (same/different students; types of referrals)	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
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
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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

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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	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

### 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 Middle School meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2022-22 school year, we will participate in the following professional development as part of our work:

- August Advance Professional Development on MTSS & REJ
- Staff Meeting (Monthly) Professional Development on MTSS & REJ
- Grade level Meetings
- Use of Homeroom for data collection and assessment & PD trainings for all staff

### COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- PTSA
- School/Home Information Meetings
- Communication via newsletters, meetings, Reader Board, etc.

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



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