



2023-24 Strategic Action Plan

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. By developing positive relationships, we are creating a sense of belonging and connectedness for our students and families to school. We challenge and support all students to make significant growth in essential life and academic skills.

This Strategic Action Plan is the summary of the process we used to identify our goals and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

Our school engaged in a listening campaign that involved three feedback sessions with our PTSA that would solicit feedback collected for the new principal and previous principal. The dates of the listening campaign were June 4, 2023, August 3, 2023, September 11, 2023.

Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<p>Grades: Final Grades, Semester 2, 2022-23</p> <p>and</p> <p>SBAC: 2022 (Spring) and 2023 (spring)</p> <p>This data informed our progress related to our Goal 3 measure of annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade</p>	<p>Panorama Survey Spring 2023</p> <p>This data was chosen because our learning about students self-efficacy in academic success helps identify what variables may cause academic struggle. Through this knowledge we are able to find opportunities for support</p>	<p>Student Statements</p> <p>and</p> <p>Observable Data</p> <p>This data has helped us identify student barriers to academic success as it relates to race, inclusion, and absences.</p> <p>Anonymous Quotes in</p>

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Quantitative Data	Qualitative Data	Experiential Data
<p>level.</p> <p>Grades 2022-23 - Passing Grades - 99.3% 2022-23 - F, I, NC Rate (at least 1)</p> <ul style="list-style-type: none"> • School - .07% • Hispanic/Latino -11.9% • Gender X - 20% <p>SBAC 2022 (Spring) % at Standard All Students Math - 61.7 ELA - 78.4 Science - 68.9</p> <p>Hispanic/Latino Students Math - 55.6% ELA - 63.0% Science - 41.7%</p> <p>2023 (Spring) % at Standard School All Students Math - 66.7 ELA - 79.1 Science - 69.6</p> <p>Hispanic/Latino Students Math - 60.0% ELA - 63.6% Science - 54.5%</p>	<p>and identify underlying root causes.</p> <p>Panorama Data 2023 (Spring) SEL question (Self-Efficacy):</p> <p>Can you achieve academic outcomes:.</p> <p>All students: 59% Hispanic/Latino: 54% White/Caucasian: 58% Multiple & AK Alaskan: 61% Asian: 66%</p> <p>How confident are you that you can do the hardest work that is assigned in your classes?</p> <p>School: 56% Hispanic/Latino: 56% Asian: 69% White/Caucasian: 55% Multiple & AK Alaskan: 54%</p> <p>Panorama Anonymous Quotes in response to the SEL question, "Thinking about everything in your life right now, what feels the hardest for you?"</p> <p>"Pressure and expectations to be perfect."</p> <p>"What feels the hardest for</p>	<p>response to the question, What is the most important thing your school can keep doing to support students of different races, ethnicities, and cultures?</p> <p>"They did door decoration contest for black history month that would be really cool if they did that for more people."</p> <p>"Keeping diverse classes."</p> <p>"Keep having conversations about things like discrimination, even though it might be uncomfortable."</p> <p>"Encourage the learning of different races and cultures, and discourage racism."</p> <p>"Learn about different races more. Not just talking about them, but doing lessons on their culture."</p> <p>Attendance data from 2022-23 TMS Attendance Rate 90.1% Average Absences per student by race: AK Native: 36 Asian: 11.1 Hispanic/Latino: 21.9 Multiple: 15.3 White/Caucasian: 18.5</p> <p>Observational data from three students of focus for Guidance team, September 6, 2023 (Day 1) - September</p>



Quantitative Data	Qualitative Data	Experiential Data
	<p>me right now is juggling all my homework with after-school [activities] and grades . I have managed to have straight A's all year. I just hope I can keep it up.”</p> <p>“The amount of homework. I have a lot of things to do after school and sometimes I just don't have enough time to complete the homework , even if I am giving it all of my effort.”</p> <p>“Trying to get assignments done at home when I have homework when there are distractions, or things I would rather be doing.”</p> <p>“There is lots of homework, I generally am up until 11:00 pm and 1:00 am just doing homework , I rarely get to hang out with friends because of it and it has caused a lot of stress within my family.”</p>	<p>28, 2023: 6th grade male - 12 Absences to date 7th grade female - 9 Absences to date 8th grade female - Has yet to attend school for the 2023-24 school year.</p>

Equity Inventory

Domain 4, Component 4F:

We are utilizing domain four, “Family and Community Engagement” specifically 4F that states “Families have the opportunity to be leaders in schools and departments.” We are focusing on this component due to some negative student interactions from the 2022-23 school year,taking steps to increase the education of our staff, students, and families on how to combat Anti-Semitism. The associate director of the Center for Combating Anti-Semitism is coming to present to our staff regarding anti-semitism in school. We are able to have her come and lead our staff in professional development regarding more inclusive practices. [Northshore School District Equity Handbook](#)



Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students that identify as Hispanic and students that identify in multiple demographic categories. These gaps are described below.

Access or Outcome Gap	Root Cause
Students that identify as Hispanic/Latino and Multiple do not perform as well as their peers in Math/ELA as determined by our review of 21-22/22-23 SBAC data.	A review of our 22-23 attendance data shows that loss of class instruction may be a contributing factor. Students that identify as Hispanic/Latino and Multiple have a disproportionate percentage of absences than other racial subgroups.
Students that identify as Hispanic/ Latino and Multiple receive a disproportionate number of D/NC/F grades as determined by our review of 22-23 year end final grades.	<p>A review of our 22-23 attendance data shows that loss of class instruction may be a contributing factor. Students that identify as Hispanic/Latino and Multiple have a disproportionate percentage of absences than other racial subgroups.</p> <p>Additional data from the spring Panorama survey suggests that self-efficacy among our students that identify as Hispanic/Latino and Multiple may impact classroom success.</p> <p>Additional data from the spring Panorama survey also suggests that anxiety from balancing responsibilities in and out of school may directly impact work completion and time devoted to school work outside of the instructional day.</p>



OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
Goal 2 Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups.
Goal 4 Innovative, Creative, Critical Thinkers <i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i>	Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.
	Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.
Goal 5 Ready for Lifelong Success after Graduation	Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.

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<p>Equity Means: <i>Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.</i></p>	<p>Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high schools (e.g., goal-orientation, self responsibility, time management, teamwork, finances, insurance and housing)</p>
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Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional and equity practices we believe will make a positive difference for our students.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we utilize the first two weeks of school to implement SEL lessons, teach pro-social skills with an emphasis on belonging, acceptance, and connection, reiterate these school-wide lessons throughout the year, and create opportunities for students to practice and reflect upon their learning in these areas, then students will feel a greater sense of belonging and community, leading to meaningful engagement in their learning.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: By June 2024, students at Timbercrest Middle School who are Hispanic/Latino and Multiple will report an increase perception of belonging (that could include safety, fairness, inclusiveness) on the spring Panorama survey, SBIRT, and/or spring student feedback sessions.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- Allow students to have opportunities to teach educators and each other about their backgrounds, cultures, and identities. (NSD Equity Handbook, an equity strategy connected to Domain 3, component D)How?

GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Theory of Action

Based on the data and root cause analysis, we believe that if we strengthen our school-wide MTSS structures as well as make gains in our work around inclusive and culturally responsive teaching practices through Universal Design for learning, specifically related to feedback, then students will experience that their voice is valued within our learning community and build confidence and independence by taking ownership of their learning by seeing themselves as expert learners as they make academic growth.



Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: By June 2024, there will be a decrease in the percentage of disproportionalities in discipline, suspension, and expulsion rates among 7th and 8th grade students at Timbercrest Middle School who are Hispanic/Latino and Multiple compared to the data from June 2023.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- Provide students with opportunities to share about their own backgrounds, experiences, and identities. (NSD Equity Handbook, an equity strategy connected to Domain 2, component A)

GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we employ universal design for learning strategies in the classroom, then students will be afforded the opportunity to demonstrate mastery of relevant skills in multiple ways.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows: By June, 2024, students at Timbercrest Middle School who are Hispanic/Latino and those who identify in two or more categories of race/ethnicity will demonstrate mastery in the skill of justifying a position with supporting evidence either written/verbally in their ELA classroom during the 2023-24 school year.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- Students will be given multiple avenues to demonstrate mastery in the skill of justifying a position with supporting evidence (verbally, written, or video). (A UDL strategy of student choice)

GOAL 5: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we increase in-school interventions and supports then students will achieve at higher levels and attend school more frequently.

- Academic support for all students twice a week in advisory.
- 1:1 Meetings for all students' with their individual counselors.
- After school homework help and intervention assistance twice a week throughout the school year with access to transportation for all students.
- Math help and support for all students before and after school each week throughout the school year with access to transportation for all students.
- Targeted intervention support for math students twice a week during advisory. Students receiving this support will be recommended by individual teachers based on specific data.

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Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5 is as follows: By June 2024, there will be a decrease in student absence for students that identify as Hispanic/Latino and Multiple (that identify Black/African American as a racial identity) by having three specific points of contact with their counselor to discuss their schedule, necessary supports, and goal setting for the 2024-25 school year.

Instructional Practices & Equity Strategies

The instructional practices and equity strategies described below will help us achieve our objectives:

- Pave avenues for students to speak up and out about individual and collective interests that matter to them. (NSD Equity Handbook, an equity strategy connected to Domain 2, component B)

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> • Clubs • Student Board • Student Justice Collaborative • Student Justice Conference Students see themselves represented in the curriculum and instructional materials	<ul style="list-style-type: none"> • September • November • December/January • April
Increased percentage of	<ul style="list-style-type: none"> • Panorama 	<ul style="list-style-type: none"> • September

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students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health	<ul style="list-style-type: none"> • Discipline Data • HYS • SBIRT 	<ul style="list-style-type: none"> • December/January • May
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	Number of students participating in advanced course sequences, specialized programs	<ul style="list-style-type: none"> • September • March (registration) • May/June
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores 	<ul style="list-style-type: none"> • October • January/February • May/June
Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups.	<ul style="list-style-type: none"> • Discipline data by student group • Isolation/restraint by student group 	<ul style="list-style-type: none"> • September • October • November • January • February • March • April • May • June
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	Participation in Enrichment Clubs such as Math/Science Olympiad, National History Day, Robotics, etc.	Ongoing throughout the year
Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.	Classroom-based assessments	Ongoing throughout the year

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GOAL 5: Ready for Lifelong Success after Graduation		
Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.	<ul style="list-style-type: none">• Enrollment in math credit-bearing classes by eighth grade	March/Registration
Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high school (e.g., goal-orientation, self responsibility, time management, teamwork, finances, insurance and housing)	<ul style="list-style-type: none">• Student self-survey• Counseling programming<ul style="list-style-type: none">○ 3 points of contact with their grade level counselor during the year○ 7th grade Naviance lesson○ 8th grade Naviance work and an introduction to high school graduation requirements	Ongoing through the year

PROFESSIONAL DEVELOPMENT

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To support the efficacy of the educators at Timbercrest, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Monthly SEL lessons presented to staff by the SEL team at staff meetings. (These lessons are then implemented in advisory classes each week).
- Anti-Semitism outreach awareness by the Center of Anti-Semitism Department (November 2023).
- Professional development around student voice through the Association of Washington School Leaders (AWSL)
- i-Ready Training (implementation, data collection/interpretation, strategies for interventions)
- Further develop Professional Learning Communities (PLCs) throughout all departments and grade levels, focused on aligning curriculum, creating common assessments, and improving instruction through collegial sharing and accountability.

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- At Timbercrest Middle School we believe community involvement is imperative to the success of the school at large. Our success as a learning community is supported by our close connection with our parents, community members, and community organizations who positively support and enhance our students' educational experience.
- Engage in a collaborative venture with PTSA, ASB, and community members to strengthen collaborative relationships and fund student activities.
- Provide proactive communication and specific supports for families related to their children's academic progress and share progress monitoring data on regular intervals.
- Utilize our Mental Health Therapist to support the needs of our students, in particular, students who do not otherwise qualify for services.

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- Partner with Northshore Schools Foundation to secure resources for students.
 - We recognize that parent and community involvement in each student's education has a positive impact on student achievement and provides volunteer opportunities both inside and outside of the classroom. We welcome parents and encourage them to play an active role in our Timbercrest community.
 - We keep communication with parents and community open with a bi-monthly principal electronic publication, "Pack Report", and through website enhancements.

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