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## 2025-26 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, 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.

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

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### 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

Over the course of the 2024-25 school year, the Timbercrest Administration met with students, including and especially students that identify as Hispanic or Latino, and listened to their feedback.

Specifically, the Timbercrest Administration worked with numerous families on learning how to navigate the US school system. Our Guidance Team reviewed discipline, attendance and grade data for TMS students, including our students that identify as Hispanic or Latino. Additionally, the Administrative Team gathered data through conversations with students throughout the year.

This year, during 2025-26, we plan on continuing to learn, from our families and students that identify as Hispanic and Latino, how Timbercrest can change to meet the needs of each and every student in our care. We have listening sessions planned with the Hispanic and Latino parents and students. These conversations will focus on understanding how Timbercrest can increase the growth of our students' academic self-efficacy, feeling of belonging, and advocacy against discrimination and microaggressions.

#### Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<b>Grades: Final Grades, Semester 2, 2023-24</b>	<b>Panorama Survey Data</b> This data was chosen because our learning about	<b>Student Statements and Observable Data</b>

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Quantitative Data	Qualitative Data	Experiential Data
<p><b>and</b></p> <p><b>SBAC:</b> <b>2023 (spring) and 2024 (spring)</b></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 level.</p> <p><b>Grades</b></p> <p><b>2023-2024</b> Total grades (semester 2 final) 3,876</p> <ul style="list-style-type: none"> <li>• Passing 3849 = 99%</li> <li>• Total F/NC - 27 = .7%</li> </ul> <p>Total Students - 685</p> <ul style="list-style-type: none"> <li>• By student - at least 1 F/NC = 15</li> <li>• Hispanic - F/NC - 4 students</li> </ul> <p><b>2024-2025</b> Total grades (semester 2 final) 3,742</p> <ul style="list-style-type: none"> <li>• Passing 3,692 = 99%</li> <li>• Total F/NC - 50 = 1.3%</li> </ul> <p>Total Students - 675</p> <ul style="list-style-type: none"> <li>• By student - at least 1 F/NC = 22</li> <li>• Hispanic - F/NC - 5 Students</li> </ul> <p><b>SBAC</b></p> <p>2024 (Spring) % at Standard All Students ELA - 498/650 - 76.6% Math - 431/651- 66.2%</p> <p>Hispanic/Latino Students ELA - 44/60 - 73.3% Math - 32/60 - 53.3%</p> <p>2025 (Spring) % at Standard All Students</p>	<p>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 and identify underlying root causes.</p> <p><b>Panorama Data Spring 2023</b> SEL question (Self-Efficacy):</p> <p>Can you achieve academic outcomes?</p> <p>All students: 59% Hispanic/Latino: 54% White/Caucasian: 58% Multiple &amp; 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 &amp; AK Alaskan: 54%</p> <p><b>Panorama Data Spring 2024</b> SEL question (Self-Efficacy):</p> <p>How confident are you that you can learn all of the material presented in your classes?</p> <p>All students: Extremely Confident 28% Not at all Confident 0% Quite Confident 47%</p>	<p>This data has helped us identify student barriers to academic success as it relates to race, inclusion, and absences.</p> <p><b>Anonymous Quotes in response to the question, What can teachers or other adults at school do to better support you?</b></p> <p>"Make sure the class knows what to do before giving a big assignment."</p> <p>"Give us more in class time for assignments because I have a busy schedule after school."</p> <p>"They can give more days for review, more work time during school for projects."</p> <p>"They can help me by giving me more time for work in class and update studentVue more often."</p> <p>"Don't give me two or more assessments in the same week, It's very hard to study for two or more tests in the same week."</p> <p>"Ask the class if we have questions before moving on to the next section/ before a test or quiz."</p>

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Quantitative Data	Qualitative Data	Experiential Data
<p>ELA - 514/670 - 76.7%</p> <p>Math - 444/667- 66.6%</p> <p>Hispanic/Latino Students</p> <p>ELA - 44/60 - 73.3%</p> <p>Math - 31/60 - 51.7%</p> <p><b>iReady Diagnostics</b> 2025 (Spring)</p> <p>% on or Above Grade level</p> <p>ELA (All) - 78.5%</p> <p>Math (All) - 69.4%</p> <p>ELA (Hispanic/Latino) - 76.0%</p> <p>Math (Hispanic/Latino) - 51.6%</p> <p><b>2023-2024 TMS Attendance Rate</b></p> <p>Attendance Rate by race:</p> <p>AK Native: 90.3</p> <p>Asian: 95.7</p> <p>Black/African American: 91.5</p> <p>Hispanic/Latino: 90.6</p> <p>Multiple: 86.9</p> <p>White/Caucasian: 91.1</p> <p>TMS Attendance Rate</p> <p>Attendance Rate by Grade:</p> <p>6th - 93.1</p> <p>7th - 91.5</p> <p>8th - 90.7</p> <p><b>2024-2025 TMS Attendance Rate</b></p> <p>Attendance Rate by race:</p> <p>AK Native: 77.2</p> <p>Asian: 95.1</p> <p>Black/African American: 96.3</p> <p>Hispanic/Latino: 90.1</p> <p>Multiple: 86.8</p> <p>White/Caucasian: 90.4</p> <p>TMS Attendance Rate</p>	<p>Slightly Confident 5%</p> <p>Somewhat Confident 19%</p> <p>Hispanic or Latino Students:</p> <p>Extremely Confident 23%</p> <p>Not at all Confident 0%</p> <p>Quite Confident 39%</p> <p>Slightly Confident 9%</p> <p>Somewhat Confident 29%</p> <p>How confident are you that you can do the hardest work that is assigned in your classes?</p> <p>All students:</p> <p>Extremely Confident 15%</p> <p>Not at all Confident 3%</p> <p>Quite Confident 37%</p> <p>Slightly Confident 11%</p> <p>Somewhat Confident 29%</p> <p>Hispanic or Latino Students:</p> <p>Extremely Confident 5%</p> <p>Not at all Confident 1%</p> <p>Quite Confident 41%</p> <p>Slightly Confident 16%</p> <p>Somewhat Confident 27%</p> <p><b>Panorama Data Spring 2025</b></p> <p>SEL question (Self-Efficacy):</p> <p>How sure are you that you can complete all of the school work that is given to you?</p> <p>All students:</p> <p>Extremely Confident 23%</p> <p>Not at all Confident 1%</p> <p>Quite Confident 42%</p> <p>Slightly Confident 8%</p> <p>Somewhat Confident 27%</p> <p>Hispanic or Latino Students:</p>	

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Quantitative Data	Qualitative Data	Experiential Data
<p>Attendance Rate by Grade: 6th - 92.2 7th - 90.5 8th - 89.2</p> <p><b>Association of Middle Level Education (AMLE) Survey 2024-2025</b></p> <ul style="list-style-type: none"><li>• Survey included Staff, Students, and Families</li><li>• Culture and Community Summary Scores<ul style="list-style-type: none"><li>• 7 Characteristics</li><li>• 6/7 Characteristics had scores of High Level of Implementation</li><li>• Characteristic #7: The school collaborates with community and business partners, has a rating of Moderate level of implementation.</li></ul></li></ul>	<p>Extremely Confident 21.4% Not at all Confident 4.8% Quite Confident 23.8% Slightly Confident 11.9% Somewhat Confident 38.1%</p> <p>How confident are you that you can do the hardest work that is assigned in your classes?</p> <p>All students: Extremely Confident 15% Not at all Confident 3% Quite Confident 37% Slightly Confident 10% Somewhat Confident 36%</p> <p>Hispanic or Latino Students: Extremely Confident 14% Not at all Confident 3% Quite Confident 29% Slightly Confident 14% Somewhat Confident 5%</p>	

### **2024-27 Racial and Educational Justice Framework**

After our school data review we utilized the [Northshore School District 2024-2027 Racial & Educational Justice Framework](#), to determine that our racial and educational just work needs to tie into [Throughline Two: Identity-Affirming Environments and Experiences](#). We believe by selecting this focus we can address disparities in our data for students that identify as Hispanic/Latino and promote equity, inclusion, and justice.

- Within Throughline Two: Identity-Affirming Environments and Experiences, our chosen component of focus is Power, with the intended outcome that students feel like they can share about their intersecting identities in classroom and school settings.

Focusing on the component of Power (2a) within Throughline Two: Identity-Affirming Environments and Experience and aiming for the outcome that students feel like they can share about their intersecting identities in classroom and school settings for several key reasons:

- Instructional Leaders champion student opportunities to create and sustain affirming classroom and school environments (ie: affinity spaces, identity-affirming posters, book displays, read-alouds, etc.)

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- Student-facing Staff support students in opportunities to create and sustain identity-affirming classroom and school environments (ie: how to facilitate affinity spaces, how to start or sustain a student REJ club, how to advocate for themselves and their peers about an idea they have, etc.)
- Operations Leaders champion classroom, school, and/or department spaces that affirm the intersecting identities that are represented in them (ie: flexible seating, inclusive playground options, celebrations, recognitions, posters, dialogue, etc.)
- Operations Staff support students and/or each other in schools or departments and work to strengthen and sustain inclusive environments (ie: activities or opportunities to build trust and relationships, greeting and welcoming each individual, correct name pronunciation, correct gender pronoun usage, etc.)

Focusing on "Power" with the intended outcome of students feeling like they can share about their intersecting identities in classroom and school settings makes a difference because it creates an inclusive environment where all voices are valued, fosters a sense of belonging, and empowers students to express their authentic selves, which enhances engagement, learning, and overall well-being.

#### 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 or Latino. These gaps are described below.

Access or Outcome Gap	Root Cause
Students that identify as Hispanic/Latino do not perform as well as their peers in Math/ELA as determined by our review of 22-23, 23-24, 24-25 SBAC data.	<p>A review of our 23-24 and 24-25 attendance data shows that loss of class instruction may be a contributing factor. Students that identify as Hispanic/Latino have a disproportionate percentage of absences than other racial subgroups.</p> <p>Students that identify as Hispanic/Latino point to illness, perception accessing learning through online options, and a low value of school as possible reasons for absences.</p>
Students that identify as Hispanic/Latino and Multiple receive a disproportionate number of D/NC/F grades as determined by our review of 23-24 and 24-25 year end final grades.	<p>A review of our 23-24 and 24-25 attendance data shows that loss of class instruction may be a contributing factor. Students that identify as Hispanic/Latino 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</p>

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Access or Outcome Gap	Root Cause
	<p>students that identify as Hispanic/Latino may impact classroom success.</p> <p>Additional data from the spring Panorama survey also suggests that a lack of confidence in completing classwork and completing the most difficult assignments may impact classroom success.</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
<b>Goal 2</b> 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>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p>Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health.</p>
<b>Goal 3</b> 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>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p>
<b>Goal 5</b> 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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School Goals	Measure
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-&amp;-career readiness graduation requirements.</i>	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)

### 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 SMART (Specific, Measurable, Attainable, Relevant, Time-bound) objective for addressing Goal 2 is as follows: By June 2026, students at Timbercrest Middle School who are Hispanic/Latino will report an increased 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:

- Every student will receive community building lessons/activities in advisory/instructional classes during the first two weeks of school.
- Students will receive specially designed SEL lessons based on grade level Panorama data in advisory once a week.
- Provide students opportunities to teach educators and each other about their backgrounds, cultures, and identities.

#### **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

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confidence and independence by taking ownership of their learning by seeing themselves as expert learners as they make academic growth.

#### Objective

Our SMART (Specific, Measurable, Attainable, Relevant, Time-bound) objective for addressing Goal 3 is as follows: By June 2026, we aim to enhance intervention strategies in Algebra 1 for Hispanic/Latino students. This will be measured by a comparison with the 2024-2025 school year, focusing on providing intensive math support during advisory sessions, specifically targeting the reteaching of prior concepts and addressing learning loss due to absences, four times per week.

#### Instructional Practices & Equity Strategies

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

- Academic support for all students in advisory twice a week.
- After school homework help and intervention assistance for all students twice a week throughout the school year.
- Math help and support for all students before and after school each week throughout the school year.
- Targeted intervention support for students during measurable time periods. Students receiving this support will be recommended by individual teachers based on specific data.
- Co-Taught Math in Pre-Algebra 1, Pre-Algebra 2, and Algebra 1.
- Math PLCs for courses with two or more teachers.
- Provide students with opportunities to share about their own backgrounds, experiences, and identities.
- All students will receive SBIRT assessments and required follow up support.

Our SMART (Specific, Measurable, Attainable, Relevant, Time-bound) objective for addressing Goal 3 is as follows: By June 2026, we aim to enhance intervention strategies for Hispanic/Latino students in their work with informational texts. This will be measured by a comparison with the 2024-2025 school year, focusing on providing intensive ELA support during advisory sessions, specifically targeting the reteaching of prior concepts and addressing learning loss due to absences, two times per week.

#### Instructional Practices & Equity Strategies

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

- Academic support for all students in advisory twice a week.
- Targeted intervention support for students during measurable time periods. Students receiving this support will be recommended by individual teachers based on specific data.

### **GOAL 5: Ready for Lifelong Success after Graduation**

#### 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.

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### Objective

Our SMART (Specific, Measurable, Attainable, Relevant, Time-bound) objective for addressing Goal 5 is as follows: By June 2026, there will be a decrease in absences for students that identify as Hispanic/Latino by having three specific points of contact with their counselor to discuss their schedule, necessary supports, and goal setting for the 2025-26 school year. In addition, for the 2025-2026 school year, all advisory teachers will implement the weekly SEL lessons every Monday that are designed to meet the needs of each grade level student.

### Instructional Practices & Equity Strategies

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

- Administrators and counselors will each work with students of focus. The students will be Hispanic/Latino and representative of all three grade levels (6-8).
- Counselors will meet 1:1 with all students in their assigned grade level twice a year.
- Counselors will meet 1:1 with all students in their assigned grade level to review their registration information for their next year of study.
- Counselors provide SEL lessons with all students' grade level core classes once/twice a year.
- SchoolLinks lesson for all 7th grade students in social studies classes.
- SchoolLinks lesson (introduction to high school graduation requirements) for all 8th grade students in social studies classes.
- Targeted SEL lessons curated using the 2024-2025 Panorama data and delivered by advisory teachers every Monday.

## **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
<b>GOAL 2:</b> 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"><li>• Clubs</li><li>• Cultural Night (Taste of Timbercrest)</li></ul>	<ul style="list-style-type: none"><li>• September</li><li>• November</li><li>• December/January</li><li>• February</li><li>• April</li><li>• May</li></ul>

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Measures	Metrics	Dates of Data Review
	Collect attendance and participation of students/families.	
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health	<ul style="list-style-type: none"> <li>• Panorama</li> <li>• Discipline Data</li> <li>• SBIRT</li> </ul>	<ul style="list-style-type: none"> <li>• September</li> <li>• November</li> <li>• December/January</li> <li>• February</li> <li>• April</li> <li>• May</li> </ul>
<b>GOAL 3:</b> 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"> <li>• September</li> <li>• November</li> <li>• December/January</li> <li>• February</li> <li>• April</li> <li>• May</li> </ul>
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"> <li>• iReady scores Fall, Winter, Spring</li> <li>• SBA scores</li> </ul>	<ul style="list-style-type: none"> <li>• September</li> <li>• November</li> <li>• December/January</li> <li>• February</li> <li>• April</li> <li>• May</li> </ul>
Reduction of the disproportionalities in discipline, suspension and expulsion rates across student-groups.	<ul style="list-style-type: none"> <li>• Discipline data by student group</li> <li>• Isolation/restraint data by student group</li> </ul>	<ul style="list-style-type: none"> <li>• September</li> <li>• November</li> <li>• December/January</li> <li>• February</li> <li>• April</li> <li>• May</li> </ul>
<b>GOAL 5:</b> 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"> <li>• Enrollment in math credit-bearing classes by eighth grade</li> <li>• Enrollment in Spanish, a credit-bearing class in eighth grade</li> </ul>	<ul style="list-style-type: none"> <li>• September</li> <li>• November</li> <li>• December/January</li> <li>• February</li> <li>• April</li> <li>• May</li> </ul>
Increased percentage of	<ul style="list-style-type: none"> <li>• Student self-survey</li> </ul>	<ul style="list-style-type: none"> <li>• September</li> </ul>

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Measures	Metrics	Dates of Data Review
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)	Counseling programming: <ul style="list-style-type: none"><li>• 3 points of contact with their grade level counselor during the year</li><li>• 7th grade SchoolLinks</li><li>• 8th grade SchoolLinks work and an introduction to high school graduation requirements</li></ul>	<ul style="list-style-type: none"><li>• November</li><li>• December/January</li><li>• February</li><li>• April</li><li>• May</li></ul>

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## PROFESSIONAL DEVELOPMENT

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).
- 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, UDL, inclusionary practices, and improving instruction through collegial sharing and accountability.

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## 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

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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.
- Partner with Northshore Schools Foundation to secure resources for students.
- We have listening sessions planned with the Hispanic and Latino parents and students. These conversations will focus on understanding how Timbercrest can increase the growth of our students' academic self-efficacy, feeling of belonging, and advocacy against discrimination and microaggressions.
- 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!**