

TIMBERLINE MIDDLE SCHOOL

School Improvement Plan

Annual Update: 2025-26

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 775 middle school students and 67 staff members which include: 44 certificated staff, 4 paraprofessionals, 6 office professionals, 2 administrators, 1 dean of students, 3 custodial staff, 3 instructional assistants, 1 school nurse, 1 YES Behavioral Health Specialist, and 1 School Safety & Prevention Specialist.

The school supports the general education model as well as two other specialized programs:

- The Transition Center
- The Quest Program

The Transition Center serves students with a variety of ability levels and centers on the development of adaptive skills. Students participate in both the general and special education setting. The Quest Program includes courses for 6th grade math, and for language arts and social studies for grade 6-8. Following 6th grade math assessments given in the spring for grades 7-8 include grade level math, algebra, and geometry.

Mission Statement: We nurture rigorous academic achievement of ALL students through individualized instruction, character development, and service-based learning experiences. **Vision Statement:** We strive to create influential global citizens who apply academic knowledge in response to the needs of the community AND who nurture positive connections to the world around them.

Instructional Belief Statements

1. We believe that our school environment should be safe, inviting, and inclusive of all students.
2. We believe educators work to understand the cultural identity, academic, and social/emotional assets of all students.
3. We believe curriculum development and implementation is informed by a variety of data including anecdotal evidence.
4. We believe curriculum development and implementation is informed by students' and families' own voices and input.
5. We help students understand the real-world application of academic content.
6. We believe students need the opportunities to practice negotiation, collaboration, and leadership skills.
7. 7. We believe students should be provided with a variety of opportunities and methods to participate in and demonstrate their learning.
8. We believe students will evaluate and synthesize information in order to make decisions and solve problems.
9. We believe assessments provide opportunities for feedback, communication, and help to guide response plans.
10. We believe students have a civic responsibility to apply academic knowledge in response to the needs of the community.

¹ LWSD School Board Approval on <insert date>

Diversity and Inclusion Policy

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:

1. Students are empowered to learn.
2. Students from different lived experiences have opportunities to interact, develop relationships and share their stories.
3. Individual differences are valued and respected.
4. Students are provided with opportunities to incorporate their family's values, beliefs, and experiences.
5. Representation is a priority, and the historically marginalized voices are intentionally elevated.
6. Perspectives are intentionally balanced within conversations, curriculum, and practice.
7. Students understand the impact of implicit bias, stereotypes, racism, prejudice, and systems of privilege.
8. Students can learn from and experience accountability when their actions deny others safety, respect and/or representation.
9. The community actively pursues the removal of systematic obstacles, behaviors of intolerance, or passive attitudes that continue habits of division.
10. The community actively pursues learning about the identities, backgrounds, and experiences of all those within the TMS community.

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy	7 th and 8 th	In conjunction with the LWSD commitment of inclusive and rigorous learning and the Key Performance Indicator specific to maintaining literacy through 8 th grade, TMS will increase scores on the ELA strand of SBA for students who identify as Black and Hispanic/Latinx.
2	Mathematics	7 th and 8 th	In conjunction with the LWSD commitment of inclusive and rigorous learning and the Key Performance Indicator specific to the success of students in Algebra by 8 th grade, TMS will increase the number of students passing algebra over the school year.
3	Social Emotional Learning	6 th - 8 th	In conjunction with the LWSD commitment of equitable and just systems and the Student Skill set specific to self-awareness and management, TMS will increase scores on the area of Self-Efficacy on student Panorama assessment.

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	Literacy	
Focus Grade Level(s) and/or Student Group(s)	7 th and 8 th grade	
Focus Area	English Language Arts	
Desired Outcome	In conjunction with the LWSB commitment of inclusive and rigorous learning and the Key Performance Indicator specific to maintaining literacy through 8 th grade, TMS will increase scores on the ELA strand of SBA for students who identify as Black and Hispanic/Latinx.	
Current Data Supporting Focus Area	When reviewing the data from the Spring 2025 SBA, it was found that although overall Literacy scores in 6 th and 7 th grade increased, there was a decrease in scores for students who identify as Black and Hispanic/Latinx. TMS will Increase scores on ELA strand of SBA for students who identify as Black and Hispanic/Latino from 59% to 65% with a Level 3 or above.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Audit Flex analytics each quarter	Offer targeted interventions based on assessments either in class or Flex
	Implement formative assessment to measure progress (content/assessments, FastBridge, SBA Interim)	Develop assessment data-based interventions (reteach/reteach, Flex options) to meet gaps in content knowledge
	Review curriculum to ensure content is connected to assessment in class and SBA	Dept release time/professional development tied to curriculum review and update
	Implement summative assessment of student achievement (Spring 2026 SBA)	Program following school year interventions (co-teaching, safety net, intervention schedules)
Strategy to Engage Students, Families, Parents and Community Members	Departments/teachers actively use ParentSquare to communicate regarding upcoming scope/sequence, content area information, special events (in class and school wide), and/or connections to other content areas. Via remote curriculum night and fall open house, families learn about and engage in content related material (demonstrations, student work, family cooperative challenges, etc.) Counseling team and admin meet weekly to discuss/action plan trends regarding equity and access to curriculum and school resources. This is in conjunction with Community in School and Youth Eastside Services.	

	Equity and Inclusion Committee reviews trend data, engages families of identified students to elicit information to reshape instruction.
Timeline for Focus	Spring, 2024 - Spring, 2025
Method(s) to Monitor Progress	FastBridge and benchmark testing, accommodations/modifications in place to influence access to the general education curriculum, teacher PLC Teams, admin formal and informal observations, department meetings & school-wide progress monitoring

Priority #2

Priority Area	Mathematics	
Focus Grade Level(s) and/or Student Group(s)	7 th and 8 th grade	
Focus Area	Mathematics: Algebra	
Desired Outcome	In conjunction with the LWSB commitment of inclusive and rigorous learning and the Key Performance Indicator specific to the success of students in Algebra by 8 th grade, TMS will increase the number of students passing algebra over the school year.	
Current Data Supporting Focus Area	When reviewing 1 st quarter for those enrolled in Algebra, we found that 8% had an N grade. Because Algebra is required in high school, all students must complete the course in or before their 8 th grade year. TMS will increase the number of students passing algebra over the school year as TMS adopts the Algebra for All initiative from 92% passing to 95% passing.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Gather current data to determine focus group for admin PLC	Work to specify leadership moves as we transition to Algebra for All and inform professional development
	Offer regular before school tutoring with community volunteers	Review offerings and attendance – connection to those grades that are below a C, correlate attendance to assessment and grades
	Invite families to offer math feedback and helpful strategies	Send teacher led community surveys and invited through ParentSquare communication
	Audit Flex analytics each quarter	Offer targeted interventions based on assessments either in class or Flex
	Implement formative assessment to measure progress (content/assessments, FastBridge, SBA Interim)	Develop assessment data-based interventions (reteach/retake, Flex options) to meet gaps in content knowledge
	Implement summative assessment of student achievement (Spring 2026 SBA)	Program following school year interventions (co-teaching, safety net, intervention schedules)
Strategy to Engage Students, Families, Parents and Community Members	Departments/teachers actively use ParentSquare to communicate regarding upcoming scope/sequence, content area information, special events (in class and school wide), and/or connections to other content areas. Via remote curriculum night and fall open house, families learn about and engage in content related material (demonstrations, student work, family cooperative challenges, etc.)	

	Counseling team and admin meet weekly to discuss/action plan trends regarding equity and access to curriculum and school resources. This is in conjunction with Community in School and Youth Eastside Services. Equity and Inclusion Committee reviews trend data, engages families of identified students to elicit information to reshape instruction.
Timeline for Focus	Spring, 2024 - Spring, 2025
Method(s) to Monitor Progress	FastBridge and benchmark testing, teacher PLC Teams, admin formal and informal observations, department meetings & school-wide progress monitoring

Priority #3

Priority Area	Social Emotional Learning	
Focus Grade Level(s) and/or Student Group(s)	6 th – 8 th Grade	
Focus Area	Social/Emotional: Student Self-Efficacy	
Desired Outcome	In conjunction with the LWSO commitment of equitable and just systems and the Student Skill set specific to self-awareness and management, TMS will increase scores on the area of Self-Efficacy on student Panorama assessment.	
Current Data Supporting Focus Area	When looking at student Panorama data from Spring 2025, 65% of students in all grades reported in favor in the area of self-efficacy. As we increase student efficacy through student voice and agency within the Danielson Framework for Teachers, we want to increase favorability. TMS will increase scores on the area of Self-Efficacy on student Panorama from 65% in favor (Spring 2025) to 70% in favor (Spring 2026).	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Develop weekly homeroom activities focused on student voice and school involvement	Students engage in activities to monitor self-progress and send regular messages home (via email) about goals
	Call out and identify indicators of student voice in all educator Student Growth Goals	Connection to student self-efficacy in Danielson Framework and Critical Attributes, write finding in conferences
	Develop and implement student surveys that speak to academic needs, believe in self, and helpful interventions	Given in classrooms (homeroom and intervention) at given intervals (start/end of unit, start/end of quarter)
	Implementation of Fall and Spring Panorama	Review of scores and drill view of specific strands to tailor lesson for rest of school year
	Professional Development	Provide training for teachers on building positive relationships with students, including workshops engaging student voice, locus on control in the classroom, and eliciting family feedback
	Develop a homeroom/intervention committee of teacher leaders, dean, and admin	Using school-wide data, review trends in data, implement changes to intervention group
Strategy to Engage Students, Families, Parents and Community Members	Students engage in activities/lessons that require student ownership (goal development, progress reporting, etc.) and teach skills to share findings with family members.	

	Departments/teachers actively use ParentSquare to communicate regarding upcoming scope/sequence, content area information, special events (in class and school wide), and/or connections to other content areas. Principal and PTSA president will meet bi-monthly to discuss meaningful strategies for involving families, admin attends all membership and board meetings. Equity/Inclusion Committee collaborate with the LWSD Equity Department to extend culturally responsive communication approaches in the middle school classroom. Counseling team and admin meet weekly to discuss/action plan trends regarding equity and access to curriculum and school resources. This is in conjunction with Community in School and Youth Eastside Services.
Timeline for Focus	Spring, 2025 - Spring, 2026
Method(s) to Monitor Progress	Monitor progress using formal and informal surveys (including Panorama and school-designed surveys), classroom observations and walkthroughs, teacher learning walks, and student focus groups.

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.