



Leota Middle School 2019-20 Strategic Action Plan

At Leota, we as a team foster a positive, productive environment using open and honest communication to strengthen the personal and academic growth of students and facilitate professional growth of staff.

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 goals the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
Goal 2 Responsible, Resilient, Empathetic Learners	<ul style="list-style-type: none">• <i>Measure 1</i> - Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps	<ul style="list-style-type: none">• <i>Measure 3</i> - Increased percentage of students meeting standards in core subjects

EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning are rooted in our commitment to equitable access and outcomes for students. At Leota Middle School, our Equity Team's goal is to create an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrate we believe in every student.



The overall goal of Leota's Equity Team in the 2018-2019 school year was to extend the growth and capacity around equity and diversity to the whole staff. During the 2019-20 school year, our Equity Team's goal is to continue to extend the work started in the 2017-2018 school year to the entire staff. Specific actions our school will take toward this goal include the following which incorporate all aspects of the Instructional Core (curriculum, teacher, student):

- Collectively define equity as: Students have different degrees of access to resources, information, advocates, and cultural literacy; equity is the belief that all students should have the same degrees of access, which means educational decisions may look different for each student. Equitable access ensures that students needing more are provided the tools, when they need them, to succeed at the same level as their peers.
- Become more culturally competent in our teaching practices using appropriate anchor texts.
- Reflect on the opportunity gaps faced by our students and their families and what the implications are for our teaching practices by continually reviewing data, including district focus survey results.
- Possible training and/or activity ideas:
 - Identify barriers for students to access content by discussing ways as a staff to promote access to assignments, tests, etc. in order to remove these barriers.
 - Facilitate conversations and brainstorming time around evidence-based interventions to help close achievement and outcome gaps, especially for our Hispanic and Special Education populations
- Equity Team will present equity information at staff meetings and/or SDLT meetings, etc.
- Our newsletter, the Leota Herald, will include an Equity Team section for staff to reflect and/or be informed of the team's work.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in 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, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:

- Attendance Records - Goal 2 & 3
- BEISY Inventories - Goal 2
- Classroom Based Assessment Results - Goal 3
- Climate Surveys and/or Student Interviews or Surveys - Goal 2
- Demographic Information - Goal 3
- D/F Rates and/or End of Course Grades - Goal 3
- Discipline Data - Goal 2
- Family Inventories/Surveys - Goal 2
- SBAC Scores - Goal 3



Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Special education students consistently show little to no growth as measured by their SBA scores, thus placing us as a Tier I ESSA targeted school.
 - Close academic outcome gaps for special education students in reading, writing, and math.
 - Ensuring accommodations and/or modifications are appropriately implemented through IEPs and periodic checks on progress.
 - Increase communication between special education staff and general education staff to more strategically support student growth.
 - Reviewing and implementing grading practices for special education students to support student growth.
 - Implementing a system of progress monitoring of student growth in the three key academic areas.
 - Utilize district provided curriculum in special education classes with fidelity.
 - Provide appropriate support special education students.
 - Decrease opportunity gaps for special education students by creating systems where students are in their least restrictive environment (LRE).
 - Push In/Pull Out
 - Targeted Academic Labs
 - Department share resources and strategies for supporting and differentiation.
- Hispanic students consistently show little growth as measured by their SBA scores.
 - EL teacher has an added intervention class in 2019-20
 - Provide appropriate scaffolding and support for struggling learners
 - Ensure that students have access to all required materials, support & technology during the school day
 - Consider expectations of time needed to complete work outside the school day
 - Departments share resources and strategies for supporting and differentiation

We believe these areas for improvement are the result of the following root cause(s):

- Tracking students (Self-Select/Challenge classes)
- Lack of access/technology
- Lack of interventions during the school day to address gaps - especially for students who may lack support outside of the school day
- The need for increased organizational and academic behavior support potentially through common grade-level expectations around organization, classroom etiquette, etc.
- Biases of low expectations for the outcomes of special education and Hispanic students

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypotheses 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) we have been developing. 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

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we provide schoolwide staff instruction using Jodie McVittie's classroom meeting model and PBIS Strategies, then students will feel more connected to school.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows: During the 2019-2020 school year, we will see an increase of 1% of our gap students who feel safe, cared for, and connected to school as measured by established connectedness to school surveys given at three different points throughout the year.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will provide equitable school-wide opportunities for student voice and connection. This means that we will have:</p> <ul style="list-style-type: none"> ● class meetings in all class Prides on Mondays ● academic time in Pride on Tuesdays and Thursdays where students can seek support from teachers and/or peers ● teachers utilize Classroom Management Strategies from PBIS ● Pride classes separated by grade level ● all students will participate in community building during Pride on Fridays ● have the opportunity for all students to participate in after-school sports, clubs, and intramurals ● Peer Tutoring as an elective, partnering with elementary and SPED, to increase student-to-student connection. ● a Family Liaison to help connect school to home and provide translation services ● Consistency in implementation of school wide behavioral rules and expectations 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships



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

Theory of Action

Based on the data and root cause analysis, we believe that if we provide Tier I as well as targeted interventions for students, then the outcome and achievement gaps will be reduced for all students, including our targeted groups (Hispanic and Special Education). This will be accomplished by focusing on the Instructional Core (curriculum, teachers, students).

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: During the 2019-2020 school year, by the end of the school year, 80% of our Special Education and Hispanic students who are one year or more below grade level will show one year of growth as measured by the grade-level equivalent in both Reading and Math using the i-Ready program.

Instructional Strategy	Instructional Practice
<p>To make progress toward our specific goal, we will provide academic supports for SPED and Hispanic students. This means we will:</p> <ul style="list-style-type: none"> ● have targeted and general academic and behavioral Intervention Programs administered by gen-ed teachers partnering with SPED and EL teachers (STAR Time, Algebra Readiness, para pullouts, and a study skills course utilizing i-Ready built into the school day) ● have our SPED department structure programs to better meet the needs of our SPED students (includes PD, time, resources, etc.) ● create a para placement chart that can easily be seen and adjusted based on student needs ● encourage all instructional staff to implement Hattie's high-leverage teaching practices ● have teachers self-evaluate their direct instruction to insure that it correlates to student needs and/or IEP goals ● utilize revamped Academic Lab to ensure student goals are met, providing para and SPED teacher support in Academic Labs and classrooms, using a push-in/pull-out model ● increase the communication between SPED and gen-ed teachers 	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Providing Formative Feedback



<ul style="list-style-type: none"> regularly track data via guidance team, admin, counseling, and PBIS team to provide feedback to teachers to support their in-class data tracking. provide a Family Liaison helping connect school to home and providing translation services have teachers provide academic time in Pride on Tuesdays and Thursdays where students can seek support from teachers and/or peers 	
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Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress on Goal 3 at least every six weeks during the school year according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims, either as individual teachers, collaboratively, or within departments. We will measure our progress on Goal 2 via three connectedness surveys, in the fall, winter, and spring. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, a strategy appears to be working, we will keep that strategy intact and may layer on another. On the other hand, if the data indicates that there is little or no impact, we may change our use of the originally selected strategy and try a new one. 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.

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 Leota 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 2019-20 school year, we will participate in the following professional development as part of our work:

- Jody McVittie - Class Meetings (*Sound Discipline*)
- Providing Formative Feedback Modules (District created)
- i-Ready Training (implementation and data collection/interpretation)
- Instructional Practices
- MTSS (PBIS & RTI)
- Equity (District Created)

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- PTSA Community Cafe (regular open community meetings with PTSA and Admin)
- Collaborative venture with PTSA, ASB, and community members to fund student activities
- Utilize our Family Liaison as a bridge to the community



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- Utilize our Mental Health Therapist to support the needs of our students, in particular, students who do not otherwise qualify for services
 - Career Day
 - Inviting guest speakers to support content and connectedness
 - Partnering with the public library to provide more equitable access to resources
 - Inviting community members into the classroom to support content and/or instruction in small groups
 - Peer tutoring
 - Continue to creatively invite and establish partnerships with a wide variety of our community to aid and support our work

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