2020-21 Strategic Action Plan

At Leota Middle School, 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 learn at high levels and, ultimately, are 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 2020-21 school year, we will build off of what we learned from our work on Domain 1 of the Northshore School District Equity Handbook where we focused on 1G of the Equity Framework, which states: **Educators continuously self-reflect while they learn more about equity related issues**. We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team (now called the Racial & Educational Justice Team) and SDLT Team completed an initial review of Domain 2 of the Northshore School District Equity Inventory. As two of our main focuses this year will be on our Inclusionary Practices Pilot and incorporating UDL teaching strategies, we have decided to focus on 2H of the Equity Framework which states: **Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.**

Understanding Our Students' Needs
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 2020, we reviewed the following data:
- ❏ Attendance Records - Goal 3 & 4
- ❏ Classroom Based Assessment Results - Goal 3 & 4
- ❏ Demographic Information - Goal 3 & 4
- ❏ D/F Rates and/or End of Course Grades - Goal 3 & 4
- ❏ SBAC Scores - Goal 3 & 4
- ❏ iReady Data in Math or Reading - Goal 3 & 4

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 in our special education program (students with IEP goals) consistently show little to no growth as measured by multiple data points, such as SBA scores, classroom grades, iReady scores in both reading and math, Reading Plus scores, and receiving a state Tier I ESSA targeted school designation for low scores and lack of significant growth by students in our special education program.
  - Close academic outcome gaps for special education students in reading, writing, and math.
  - Decrease opportunity gaps for students in special education by creating systems where students are in their least restrictive environment (LRE).
  - Increase 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):

- Tracking students (Self-Select/Challenge classes)
- An overrepresentation of specific student groups in more restrictive environments (ie, students of color, students with IEPs, students receiving EL services, etc.)
- Lack of interventions during the school day to address gaps - especially for students who may lack support outside of the school day
- Biases of low expectations for the outcomes of students in special education
- We are missing consistent school-wide Universal Design for Learning techniques and/or strategies where students are afforded the opportunity to both receive instruction and show what they know in varied ways

The analysis of our school data leads us to the development of our goals for the 2020-21 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
Goal 3 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.	**Measure 3: Increased percentage of students meeting standards in all subjects.**
Goal 4 Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging,	**Measure 3: Increased percentage of students who demonstrate a mastery of**

	real-world learning, while applying knowledge and skills in a variety of ways.	**relevant skills in multiple ways.**

Theory of Action, Instructional Practices & Strategies (if, then, because...)

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 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 supports.

Theory of Action
Based on the data and root cause analysis we completed, we believe that if we place students in the least restrictive environments with built-in supports and teachers providing universally designed instruction to meet the various needs of students, then students will meet standards at a greater percentage in all subject areas.

SMART Goal
Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: ***By the end of the 2020-2021 school year, 100% of special education students in our 6th grade co-taught English and Math classes will reach their stretch growth goal as projected by their individual Reading and Math i-Ready baseline diagnostic scores.***

Instructional Strategy	Instructional Practice
To make progress toward our specific goal, we will provide academic support for our students receiving special education services in general education classes. In order to accomplish this goal, we will employ the following instructional strategies: ● Close academic outcome gaps for students in special education in reading, writing, and math by doing the following:	Our instructional strategy relates to: ● Setting Objectives ● Encouraging Higher Order Thinking & Asking Higher Order Questions *For both of the strategies above, we will be culturally responsive and inclusive to meet the varied needs of all students in all settings, tying into our Inclusionary Practice Pilot and co-teach models.

- Ensuring accommodations and/or modifications are appropriately implemented through IEPs and periodic checks on progress. - IEP at-a-glance documents are easily accessible to staff via Synergy icon - Increase communication between special education staff and general education staff to more strategically support student growth. - Reviewing and implementing grading practices for students in special education 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 for students in special education. - Decrease opportunity gaps for students in special education by creating systems where students are in their least restrictive environment (LRE). - Co-Teach - Push In Services to decrease LRE - Targeted Academic Labs to allow more goal-specific support - Increase access by providing multiple opportunities and methods for students to gain knowledge and to show what they know (UDL)	
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on: 2H Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.	The equity strategies we will employ: Learn about students' learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes.

	● Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons. ● Allow students to have a voice in deciding the types of projects and assignments they will do. ● Offering the opportunity for students to reassess to show growth in learning

GOAL 4: Innovative, Creative Thinkers

Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

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.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: ***By the end of the 2020-2021 school year, 100% of our students will have received at least one project/lesson per quarter, beginning with second quarter, from each teacher using Universally Designed Instruction so that students are afforded the opportunity to show what they know in a variety of ways as measured by end-of-quarter UDL staff surveys.***

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will 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. This means that we will: ● Utilize "Principal" days to support and teach best practices of universally designed instruction to meet the varied needs of all students ● Provide all instructional staff members a copy of *UDL Now* by Katie Novak to use as a reference tool ● Create a "repository" from Leota teachers that contain the following:	Our instructional strategy relates to: ● Setting Objectives ● Encouraging Higher Order Thinking & Asking Higher Order Questions *For both of the strategies above, we will be culturally responsive and inclusive to meet the varied needs of all students in all settings, tying into our Inclusionary Practice Pilot and co-teach models.

○ instructional strategies designed to meet the various needs of students (input) ○ a list of various ways students can show what they know (output) ● Survey teaching staff quarterly to gauge the use of, and variety of, UDL strategies as a measurement of our progress toward our goal. ● Provide "tips of the day" or highlight teachers who are implementing creative ways to reach all students in the various forms of staff communications (ie - Herald, email, etc.)	
Domain Two: Climate, Culture, and Self Reflection	**Equity Strategies**
To ensure equity focus to our work on this goal, we will focus on: 2H Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.	The equity strategies we will employ: ● Learn about students' learning styles by: asking them what works best for them in a survey or discussion, trying different strategies and taking note of which ones work best for each student, or asking them what they liked the most about previous classes. ● Ask and observe the class to see what students' strengths are and think about ways to capitalize on those skills in lessons. ● Allow students to have a voice in deciding the types of projects and assignments they will do.

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.

Leading Data we will collect	Measure we will use to inform	Date of Data Review

to monitor our efforts	our work going forward	
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
iReady Math and Reading	Progress from one diagnostic to the next	3 diagnostics per year Ongoing monitoring of instructional lesson usage and growth
Grade Data	Monitor and check student grades, including missing assignments or low scores/grades, gather teacher feedback about student progress	Review every 3-4 weeks
Attendance (synchronous & asynchronous engagement)	Utilize our attendance tracking sheet to monitor patterns of attendance and engagement, calling families whose child is falling behind or not engaging	Review and act on weekly
Goal 4: Innovative, Creative Thinkers		
Repository of instructional strategies designed to meet the various needs of students	Number of teachers sharing their strategies on a collaborative document	Every 3-4 weeks check on status with reminders at each staff meeting
Repository containing a list of various ways students can show what the know	Number of teachers sharing their strategies on a collaborative document	Every 3-4 weeks check on status with reminders at each staff meeting
Quarterly teacher survey where teachers share at least one instructional strategy and one student output method/means that highlights their use of UDL strategies	One survey per quarter per teacher, beginning in 2nd quarter	Once per quarter, beginning in second quarter

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 2020-21 school year, we will participate in the following professional development as part of our work:

- Universal Design for Learning Strategies - PD by Adra Davy
- Culturally Responsive Teaching Practices - PD by Melissa Riley
- Self study using *UDL Now* by Katie Novak
- Self study using *The Distance Learning Playbook* by Fisher, Frey and Hattie
- Self study on Trauma-informed practices (by select teachers) using *Classroom 180* by Forbes
- Build in UDL strategy discussions with teachers during observation conferences
- Utilize Inclusionary Practice Pilot (IPP) grant monies to support the enhancement of our inclusionary practices (ie-books, conferences, etc.)
- i-Ready Training (implementation and data collection/interpretation)
- MTSS (PBIS & RTI)
- Equity (District Created)
- Demonstration of lessons and/or learnings by various teachers and subjects (collaborative learning opportunities)

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:

- Collaborative venture with PTSA, ASB, and community members to fund student activities
- Utilize our Family Liaison as a bridge to the community
- Utilize our Mental Health Therapist to support the needs of our students, in particular, students who do not otherwise qualify for services
- Career Day (to be done virtually for this school year)
- Inviting guest speakers to support content and connectedness
- Partnering with the public library and creating a system to checking out books at Leota to provide more equitable access to resources
- Inviting community members into the classroom (or virtually) to support content and/or instruction in small groups
- Peer tutoring in partnership with Wellington Elementary
- Continue to creatively invite and establish partnerships with a wide variety of our community to aid and support our work
- Partnering with Northshore Schools Foundation to secure resources for students
- Increase student attendance and engagement by closely monitoring data and partnering with families

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