



2022-23 Strategic Action Plan

At Leota Middle School, we will create a caring and safe environment that is engaging, considers the whole person and fosters a sense of community, lifelong learning and positive interactions with peers.

Leota has an incredibly talented teaching staff that is proud of their ability to deliver a robust education for the whole child. Students at Leota have access to core instruction in science, math, language arts and social studies at a variety of levels depending on students' needs for academic rigor.

In addition to core classes, students have access to STEM classes such as Robotics and Computer Aided Drafting, a variety of physical education classes, Spanish and French, art, music and drama. Students should be able to find classes that not only meet their interests, but also help them become well-rounded citizens for the 21st-Century workforce.

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 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, & 3 of the [Northshore School District Equity Handbook](#):

- 1G- *Educators continuously self-reflect while they learn more about equity related issues*
- 2H- *Educators work from the premise that "all children can learn" and continue to attempt different instructional approaches until each child is reached.*
- 3G- *Educators are knowledgeable about creative, innovative, and equitable instructional approaches.*

We will continue to keep key aspects of what we have learned from Domains 1, 2, and 3 in mind while further strengthening our strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#). Based on our fall survey results, we determined Leota Middle School will focus on 3C and 3G.



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 2022, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Student Surveys
- Demographic Information
- D/F Rates
- Discipline Data
- End of Course Grades
- Family Surveys
- iReady Data in Math or Reading
- SBA Scores

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:

- Equitable access to academic rigorous courses
- Increase equitable academic achievement
- Reduction of school suspensions
- Increase daily attendance

We believe this gap in student outcomes is the result of the following root cause(s):

- Systems that inform, encourage and support the academic challenging of some students (staff outreach, review transition data)
- Intentionally provide additional academic interventions for those farthest from educational justice
- Provide alternative forms of discipline to support learning and reduce exclusionary practices
- Systems in place to communicate with students and families as well as other early interventions to determine cause for absences



The analysis of our school data leads us to the development of our goals for the 2022-23 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.	<ul style="list-style-type: none">• Reduction of disproportionate discipline, suspension and expulsion rates• Prepared for the next grade level, C or better• Number of students completing advanced course sequences and specialized programs
Goal 4 Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	<ul style="list-style-type: none">• Student demographic group participation in enrichment clubs (Math/Science Olympiad; Robotics; etc.)• Enrollment data by student demographic group in MS arts, social sciences, sciences, and technology courses

Theory of Action, Instructional Practices & Strategies

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

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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 support.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we create an environment that connects students' identities and culture to learning, then students will be engaged in learning both inside and outside of the classroom.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By the end of the 2022-2023 school year, 100% of students will have experienced instruction that makes connections to students' identities and cultures and local and global knowledge. Staff will engage in professional development and collaborative practices to increase their knowledge of diverse backgrounds of students and families locally and globally. This will be measured by student feedback/reflection, REJ rubrics and staff survey exit tickets.*

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will work as a staff to learn about and provide instruction that connects students' identities and cultures in our curriculum through a variety of methods. Provide opportunities for families to share and participate in learning to best support our diverse learners.</p> <p>This means that building in student reflection on where students see themselves, where there are gaps in representation, staff sharing</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Continue to utilize UDL strategies ● Begin to incorporate SIOP strategies

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<p>ideas and collaborating through meetings or observations, identify training needed as a staff, incorporate and utilize REJ team support.</p>	
<p>Domain Three: Teaching, Learning, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3C Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.</p>	<p>The equity strategies we will employ:</p> <p>3C</p> <ul style="list-style-type: none"> • Include equity related PD in school-wide staff meetings throughout the year • Utilize the School Equity Team for equity related PD in school staff meetings • Weave equity related materials and discussions into District Days (SIOP Strategies)

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 learn from one another, then students will be provided a learning environment that builds a sense of belonging and connection to the students' identities and culture.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows: By the end of the 2022-2023 school year, 100% of our teaching staff will have an opportunity to engage in peer classroom visits to observe and learn MTSS strategies from each other. Peer visits will include purposeful time to re-connect and reflect with others, what they learned and how it can be implemented in their own classrooms. To measure this goal, staff will individually complete a reflection form at the conclusion of the half-day visits, forms will be consistent (e.g. answering three questions that will be consistent across all departments.) Peer



observations, reflection and feedback will impact 100% of our students as they will receive or engage in reflective teaching that is a direct result of peer classroom visits.

- Sub day ideas: come primarily from department days and supplemented by building days.
 - (Reminder: when allocation of department head days occurs in August, department heads need to build in extra days to accommodate inventory, etc. PROTECT YOUR DAYS!)
 - Teacher driven model where teachers potentially give up their prep for one day? for a half-day sub day*
- Reflection time: either right after the visits or on Team Days, to reflect on what was seen.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will collaborate and observe peers at Leota to gain knowledge of additional learning strategies.</p> <p>This means that teachers will identify what they are interested in observing, what they are willing to model and how we will utilize the new learning.</p>	<p>Our instructional strategy relates to:</p> <p>Structuring Collaborative Learning Experiences</p> <ul style="list-style-type: none"> ● Department teams will provide feedback on a data collection tool for all to utilize on their peer classroom visits. ● Departments will come to consensus on the tool and type of documentation of instructional strategies viewed during visits. ● Teachers will utilize their observations of instructional strategies to inform their practices in the classroom in order to increase their comfort with the strategies and to increase student achievement.
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Make connections between curriculum content and local and global happenings ● Give students opportunities to share local and global knowledge ● Make connections to students' identities and cultures ● Build community and sense of belonging in the classroom

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	<ul style="list-style-type: none"> Foster empathy in the classroom through discussions, activities, and lessons
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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 to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
Number of students completing advanced course sequences and specialized programs	Synergy report on course enrollment based on subgroups Student enrollment forms	Fall 2022 & Spring 2023
Reduction of disproportionate discipline, suspension and expulsion rates	Synergy report on student discipline based on subgroups Pride Ticket Survey	Quarterly
Prepared for the next grade level, C or better	Synergy report on student grades based on subgroups	Quarterly
Goal 4: Innovative, Creative, Critical Thinkers		
Student demographic group participation in enrichment clubs (Math/Science Olympiad; Robotics; etc.)	Club enrollment information Student Interest Survey	Quarterly

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Enrollment data by student demographic group in MS arts, social sciences, sciences, and technology courses	Synergy report on course enrollment based on subgroups Student enrollment forms	Quarterly
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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 2022-23 school year, we will participate in the following professional development as part of our work:

- Racial & Educational Justice Trainings
- SIOP Training
- Peer Classroom Visits

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Quarterly Meeting with the Principal
- In-Person Curriculum Night
- Bi-Monthly Family Newsletters
- Family Survey- Fall & Spring

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