



Leota Middle School 2023-24 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. Teachers differentiate at all levels to provide students access to rigorous academic content in all subject areas.

In addition to core classes, students have access to STEM classes such as Exploring Technology, Future Problem Solvers, Robotics and Computer Science, Spanish, French and a variety of art, music, drama, and physical education classes. 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.

We believe that a well rounded student that is exposed to culturally responsive, academically rigorous and inclusive environments will be high school ready and on their path to career and college readiness.

Here at Leota Middle School we are driven by three pillars: Respect, Empathy, and Effort. It is our belief that when students show respect to themselves and others, use kind words and actions, and give their best efforts each and everyday, students will feel a sense of belonging and achieve academic and personal success.

This Strategic Action Plan is the summary of the process we used to identify our goals, our students of focus, and articulate the actions we will take to achieve the intended outcomes for our students' success.

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

The Leota learning community is committed to student success. Our families have high expectations of their children and want the very best for all. The partnership between the school and families is very important. Each year Leota Middle School hosts several events during the

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school year. Each event is extremely well attended. The families are grateful for the opportunity to engage in conversation with one another, as well as with the entire staff at Leota Middle School. During the 2023-2024 school year, Leota Middle School will open the doors up even more to the families. For years, we have had volunteers support the operation of the student store, which has been a great way to celebrate student success and provide popcorn and other treats for students who have earned Pride Tickets, for their efforts and positive choices.

New to Leota Middle School will be Principal Chats. Once a month, families will have the opportunity to come in person or engage in conversation over Zoom. The intention of these chats is to provide a monthly update, and to listen and learn about their experiences. These chats will provide valuable information as we continue to strive to be an inclusive environment where each student, and family member feel a sense of belonging.

To foster inclusion and that sense of belonging, Leota Middle School will host the following events during the 2023-2024 school year:

- Leota Launch
- Curriculum Night
 - Parent Survey
- Principal Chat
 - Scheduled monthly visits to collaborate with families
 - Zoom and In-Person options
- Incoming 6th Grade Parent Night
 - Breakout Sessions
 - Special Education
 - Highly Capable
 - 504 Plan
- Culture Event
 - Learn and grow from each others cultures

These activities will inform adjustments made throughout the year as a part of the Leota continuous improvement cycle as we continue to partner with families to create a sense of belonging for each and every student.

Examination of Student Data

Our students overall can appear to be high achievers when looking at one data point. In order to see where we have challenges within student belonging and achievement, we looked at data sources based on our whole student population as well as a lens on our focus students.

Quantitative Data	Qualitative Data	Experiential Data
<p>Course request- classes should represent our student population.</p> <p>Academic grades- students demonstrated mastery of a course when they earned a C or better in the course.</p> <p>SBA scores- this data point helped to identify additional needs for some.</p>	<p>Panorama results</p> <p>Surveys</p>	<p>Student Interviews</p> <p>Focus Groups</p>

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Quantitative Data	Qualitative Data	Experiential Data
<p>iReady scores- student growth during the school year as gained by one year or more of growth.</p> <p>Unexpected Behaviors- student discipline data should match the overall student demographics data.</p>		

Equity Inventory

The staff at Leota Middle School value students and families. The following results demonstrate the areas of celebration, as well as the areas of growth. It is important for us to be transparent in our work and goals. We strive to be inclusive by including families in the school system. Our intentions are for families to have the opportunity to be leaders in the work as we partner together to create a safe and positive learning community for each and every student. Staff will utilize parent surveys and personal student activities to gain knowledge and connection with their students throughout the school year. During staff meetings, staff will demonstrate activities used to get to know students and families to deepen their understanding of our student cultural connections and experiences.

At Leota Middle School we value diverse backgrounds. Each of us has experiences that shape who we are. These experiences are valuable in the partnership between families and Leota. These experiences are also important between families, as we all strive to support one another, in the overall success of Leota Middle School as a learning community.

Northshore School District Equity Handbook

- Equity Commitment, 3B: I am well informed of the diverse backgrounds of students and families.
 - We value the experiences of our students and families
 - Each person has unique experiences that have shaped their lives
 - We believe if we meet students and families where they are, the outcomes for the whole child will be greater
- Equity Commitment, 4F: Families and community members have the opportunity to be leaders in schools and departments.
 - Families are experts of their children, and have strategies that work to support their unique needs
 - The academic and career experiences of our community has the resources to engage and connect learning future interests

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, and our students receiving special education service.



Access or Outcome Gap	Root Cause
We have an over representation of students that identify as Hispanic or Latino/a/x in non-challenge courses.	Our system that is currently in place does not provide students and families with the knowledge to understand the differences between challenge and non-challenge courses.
We have a higher percentage of students that identify as Hispanic or Latino/a/x who have not demonstrated academic mastery of a course, as defined by earning a C or better in the courses in comparison to other Ethnic groups.	Our system does not provide the resources necessary for all students to demonstrate mastery of a C or better in each course. This is an area as a staff we can continue to grow in equitable grading practices.
We have a higher percentage of students receiving special education support that are not making one or more years of growth as demonstrated on the iReady reading and math screeners.	Students with disabilities, whether they receive special education services or not, learn in a variety of ways. Our staff continues to need to learn various ways in which we can teach and engage students based on their learner variability in order to provide them access to content and demonstrate their learning in different ways beyond the scope of traditional assessments.

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
Goal 2 Responsible, Resilient, Empathetic Learners	Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.
	Increased percentage of students who report engaging in clubs, sports, employment, or activities
Goal 3 Growth for Every Student, Elimination of Outcome and 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.

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School Goals	Measure
	Increased percentage of students achieving mastery (C- or better) in their classes.
Goal 4 Innovative, Creative, Critical 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. Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.
Goal 5 Ready for Lifelong Success after Graduation	Equity Means: Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements. Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high schools (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 practices and equity practices we believe will make a positive difference for our students.

If we utilize Culture Responsive, High Leverage and Inclusive Practices through the instructional strategies of Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP) we will see an increase in a sense of belonging and academic success through a variety of measurements including classroom based assessment, iReady Screener, Smarter Balanced Assessment, and the Panorama Survey results.

GOAL 2: Responsible, Resilient, Empathetic Learners

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.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows:



By June 2024, we will see a 5% increase in participation of extra-curricular activities for our students of focus which are those students receiving special education services and/or those students that identify as Hispanic, as measured by attendance records and athletic rosters.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Staff review with students in the first weeks of school, how clubs are formed. Students will be empowered to create and establish clubs based on interest.
- Daily announcement slide highlighting athletic season, registration, sports and club meeting dates and locations
- Staff and administration will review club and sport participation to determine gaps in connectivity.

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

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.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows:

By the end of each grading period, Leota Middle School students of focus, those receiving special education services and/or identify as Hispanic in grades 6th through 8th will increase their level of mastery in their coursework by achieving a C- or higher as measured by student report cards and state standards measured by iReady for reading and math.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- The students of focus will set goals in reading and math related to their iReady beginning of the year screener to demonstrate a minimum of a year's worth of growth. Students will set goals with parents, teachers, counselors and/or administrators.
- Administrators will meet quarterly with special education certificated staff reviewing student goals, attendance, progress, and discipline data.
- Staff and administrators will review iReady data after each screener is administered to identify areas of need in reading and math and a course of instructional action.

GOAL 4: Innovative, Creative, Critical Thinkers

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.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows:



By 2024, Leota Middle School focus students, those receiving special education services and/or identify as Hispanic, will Increase equitable access to arts, social science and technology courses by 5% as demonstrated by enrollment data.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Students will participate in an enrollment process in classes as well as small groups, based on staff collaboration, to build their awareness of course options and how they may connect with the student's interests and strengths.

GOAL 5: Ready for Lifelong Success after Graduation

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.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5 is as follows:

By June 2024, 100% of our students of focus, those students receiving special education and/or those that identify as Hispanic, will increase their participation, engagement, and efficacy through college and career readiness activities as measured by use of the Naviance tool and Panorama data.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Students will engage with career and college highlights in the morning announcements as a way to explore careers and colleges.
- Students will participate in a career fair in the Spring of 2024 to gain exposure and connection to career options.
- The Racial and Education Justice Team in partnership with parents and community members to develop a forum for students to learn and gain knowledge about their academic and professional careers.

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
GOAL 2: Responsible, Resilient, Empathetic Learners		
	Final Forms Data (entry point for pay for play, immunizations, physicals, coach training)	Each Season Intramurals Clubs
	Synergy Data	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased percentage of students achieving mastery in their classes	Being prepared for success at the next "level" (grade, class, subject)	Semester
	Passing grades (C or higher)	Quarterly
		As measured by iReady assessment three times per year (September, January, June)
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.	Enrollment data by student demographic group in middle school arts, social sciences, sciences, and technology courses	Course registration and enrollment
	Leota Middle School Least Restrictive Data	Each Semester
GOAL 5: Ready for Lifelong Success after Graduation		
Increased equitable access and enrollment across student subgroups* in the arts, social sciences, sciences, and technology classes	Naviance Career Planning Tool	Yearly- grade level participation. College & Career Readiness Culture,
	Panorama-self-efficacy, classroom effort	As measured twice per year (October & May)



PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Leota Middle School, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in a variety of professional development as determined by the Shared Decision Leadership Team (SDLT)

- Utilizing the Shared Decision Leadership Team professional development time, staff will engage in targeted professional development focused on student goal setting and self-efficacy.

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. Monthly Principal Chats will help us stay connected, share information and receive feedback from community members and families. Participation of students and families in Leota events such as the cultural night will deepen our relationship as a Leota community creating a deeper sense of belonging.

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