



## Leota Middle School Strategic Action Plan 2024-25



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***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.

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### **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**

Leota Middle School values the voices and support of our families. We work in collaboration to create a safe and supportive learning environment. In partnership we learn and grow from their experiences, and the experiences of their student/s. Through conversation at many events throughout the school year help shape our work. Each year we also conduct one or more surveys to provide confidential feedback. The blending of formal and informal conversations and observations make a positive impact on the experiences of our learning community.

- Curriculum Night

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- Parent Survey
- Principal Chats
- Incoming 6th Grade Parent Night
- Chaperones- (Dance/Social)
- Volunteers- Student Store, Lion’s Day, lunch supervision, vision screening
- Classroom Guest
- Athletic Events
- Music Performances
- Drama Performances

**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><b>Course request-</b> classes should represent our student population.</p> <p><b>Academic grades-</b> students demonstrated mastery of a course when they earned a C or better in the course.</p> <p><b>SBA scores-</b> this data point helped to identify additional needs for some.</p> <p><b>iReady scores-</b> student growth during the school year as gained by one year or more of growth.</p> <p><b>Unexpected Behaviors-</b> student discipline data should match the overall student demographics data.</p>	<p>Panorama results</p> <p>Surveys</p>	<p>Student Interviews</p> <p>Focus Groups</p>

**2024-27 Racial and Educational Justice Framework**

The REJ committee recommended a staff survey to determine the most impactful component from the Northshore School District 2024-2027 Racial & Educational Justice Framework for Leota Middle School staff and students for focus in the 2024-25 school year. After choosing the

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component, **PRACTICES, 1B:** *Students have awareness about how to advocate for themselves and their peers,* staff gave input on the support needed for student success below.

- Modeling what self advocacy should look like, encouraging students to talk with teachers, and practicing these skills.
- Students can recognize discrimination and have the tools/words to use when discussing it with others. Building positive conflict resolution skills in students.
- Making sure we have created safe spaces in our classrooms where students feel safe to share/ask for help when needed.
- Develop and use common language with students around self-advocacy... what, when, why, and how to advocate (be an "upstander," for example).

**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students identified Hispanic and/or Special Education that require our attention. These gaps are described below.

<b>Access or Outcome Gap</b>	<b>Root Cause</b>
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.

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## 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
<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.
	Increased percentage of students who report engaging in clubs, sports, employment, or activities
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.
	Increased percentage of students achieving mastery (C- or better) in their classes.
<p><b>Goal 4</b> Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.
	Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.
<p><b>Goal 5</b> Ready for Lifelong Success after Graduation</p>	Increased percentage of students who have access to, and successfully complete, multiple

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<p>Equity Means: <i>Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state’s college-&amp;-career readiness graduation requirements.</i></p>	<p>advanced high school classes or career and technical education classes.</p>
	<p>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)</p>

**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 2025, we will see equitable 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.



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- 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.
- Staff review relevant student data weekly through the staff newsletter.

### **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:



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By 2025, 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 2025, 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 2025 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.

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## **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

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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
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Final Forms Data (entry point for pay for play, immunizations, physicals, coach training)	Each Season Intramurals Clubs
	Synergy Data	
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	Being prepared for success at the next "level" (grade, class, subject)	Semester
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.	Passing grades (C or higher)	Quarterly
		As measured by iReady assessment three times per year (September, January, June)

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<b>GOAL 4: Innovative, Creative, Critical Thinkers</b>		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.		Course registration and enrollment
		Each Semester
<b>GOAL 5: Ready for Lifelong Success after Graduation</b>		
Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education 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)

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## **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 the following professional development activities as part of our work:

- University of Washington Autism Center for Learning
- 2 hours of District REJ professional development

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- 1 hour of District UDL professional development
  - 5 hours of campus professional development
  - Guidance Team training
  - Strategies to support student advocacy

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### 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 for partnering with us!**