

Leona Libby Middle School - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

By spring of 2025, we will increase the percentage of students meeting standard on SBA in math from 61% to 71%.

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Department Action Plan (created and monitored) based on Hattie's Effect Size to implement strategies that make instruction more social, scaffolded, and visual. All	Increase utilization of Math Talks, visual learning strategies, and social structures in classroom discussions. PLC agreement on classroom discussion strategies, graphic organizers, and sentence frames for mathematical discourse. Data dive with fall iReady diagnostic scores to identify needs/shifts at each grade level as well as empathise in the support class.	iReady diagnostic scores for fall, winter, and spring windows. Classroom walkthroughs surrounding intentionality on classrooms being visual, social, and scaffolded PLC notes	Start: 08/19/2024 End: 06/06/2025 Winter iReady diagnostic scores reviewed by the Student Assistance Team for support placement. Winter scores shared with math team to identify continued areas of support and pacing adjustments needed.

2024-2025 SMARTIE Goal #2

By spring of 2025, we will increase the number of ML students meeting expected progress as measured by WIDA from 30% to 40%

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Each department will identify strategies with high effect size (Hattie) around ways to make the classroom more social, visual, and scaffolded. English Language Learners	Conversation cards and sentence stems for all staff. PLC agreement on icons for accessing prior knowledge and making connections Departments identify research-based strategies to increase each classroom's visual, social, and scaffolded instruction. Departments will monitor the implementation of these strategies.	iReady fall, winter and spring diagnostics. PLC notes Walkthroughs focusing on making the classroom more visual, social, and scaffolded. Data dive with fall iReady diagnostics scores to identify needs and adjustments for ML students.	Start: 09/03/2024 End: 06/10/2025 Winter iReady scores will be used to identify pivots in instruction and ML plans.

2024-2025 SMARTIE Goal #3

By spring of 2025, we will increase our Tier 2 implementation from 69% to 79% as determined by annual TFI.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Common instructional strategies for PBIS Tier 1+, Shifting punitive to restorative practices, Acknowledgement system at a 5:1 ratio with 14:1 ratio for students in Tier 2. Clear, timely process created to identify students needing Tier 2 support. Fidelity checks on progress	Common instructional strategies for PBIS Tier 1+	Minor and major referral data in SWIS are looked at monthly. Tier 1 & 2 Teams fall self-reflection on Tiered Fidelity Inventory	Start: 08/19/2024 End: 05/30/2025

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
monitoring of Tier interventions. All	Shifting punitive to restorative practices Acknowledgement system at a 5:1 ratio with 14:1 ratio for students in Tier 2. Clear, timely process created to identify students needing Tier 2 support. Fidelity checks on progress monitoring of Tier interventions.	rubric Tier 1 & Tier2 team meeting agendas/notes	Monthly data dive for Tier 1 & Tier 2 teams of SWIS data. January Tier 1 & 2 meeting looking at metrics using the TIP process.

2024-2025 SMARTIE Goal #4

By the spring of 2025, we will increase the regular attendance rate for students with Individual Education Plans from 66.7% to 76.7%.

Evidence-based practice (intervention, activity, or strategy) to support Goal #4	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy) ? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Targeted intervention plans (Attendance Success Plans) created with case management and families for students falling below the 80% threshold. Students with Disabilities	Create an Attendance Activities School Year Plan (including Tier 1 monthly incentives) Tier 1 messaging regarding the importance of attending school Pull Average Daily Attendance rate for students weekly to establish targeted interventions/supports for students and families In-person family/student interviews to identify the Function of Absenteeism	Average Daily Attendance (ADA) pulled from PowerSchool weekly	Start: 10/01/2024 End: 06/10/2025