



Leota Middle School Strategic Action Plan 2025-26



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, 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

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
Course request- classes should represent our student population. Academic grades- students demonstrated mastery of a course when they earned a C or better in the course. SBA scores- this data point helped to identify additional needs for some. iReady scores- student growth during the school year as gained by one year or more of growth. Unexpected Behaviors- student discipline data should match the overall student demographics data.	Panorama Student Survey- survey the students both in the fall and the spring Formal Classroom Observations- twice per school year visiting each and every classroom Special Education Professional Development- APERS Training and Learning Walks	Student Interviews and focus groups- student voice on their LMS experience Learning Walk- data collected on use of staff as resources to support students and strengthen our systems Special Education- conducted an IEP audit to determine class connection, specialized instruction and support of IEP goals and visited FSA classroom to determine things to support our students differently

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 2025-26 school year. After choosing the

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component, **PRACTICES, 2B:** *Students get to experience environments and opportunities that affirm their identities.*

- Instructional Leaders champion opportunities for students to build and design opportunities that celebrate and affirm their identities through student clubs.
- Student-facing: Staff provide opportunities for students to read, watch, and learn from diverse authors (ie: read books by BIPOC authors), scholars, community members, family members, and peers.
- Staff embed multiple perspectives when discussing content.
- Utilize guest speakers and other experts to gain a greater understanding of strategies to best support a diverse population.

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.

Access or Outcome Gap	Root Cause
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

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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 <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them. Increase goal setting opportunities connecting current experiences to students' future academics, social and professional goals.
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	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. Increase percentage of students reading on grade level as identified by iReady end of year growth.
Goal 4 Innovative, Creative, Critical Thinkers <i>Equity Means: Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i>	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. Students in all content areas will be exposed to a variety of specialized course work.
Goal 5 Ready for Lifelong Success after Graduation <i>Equity Means: Each student receives equitable access to experiences crucial</i>	Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes. Increased percentage of students who demonstrate acquisition of practical skills and

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for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.

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 students are able to set academic and social goals, then they will achieve great academic success and confidence in their learning and advocacy skills.

Objective

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

By June 2026, we will see an increase from 0% to 30% of students who participate in goal setting activities for our students of focus, which are those students receiving special education services, as measured by attendance in IEP meetings, classroom activities.

Instructional Practices & Equity Strategies

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

- All students in Academic Lab and School Success will participate in goal setting activities.
- All staff will encourage students on an IEP to participate in the IEP, become aware of and familiar with their IEP goals and accommodations.
- Special Education Teachers will collaborate with their students' general education teachers about student goals.



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

Based on the data and root cause analysis we completed, we believe when staff focus on goal setting, data analysis and universally designed strategies, students will achieve a C or higher in their classes.

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.
- Quarterly staff check ins with students achieving a C- or lower.
- All staff utilize the following strategies to address diverse reading abilities:
 - pre teach vocabulary, concepts
 - use of graphic organizers to synthesize information
 - Gradual release of responsibility modeled for comprehension
 - Paraphrasing notes/texts
 - Utilizing lexile leveled books/audio books
 - Read alouds
 - Teaching annotation of texts

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



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

By 2026, 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.
- All students will participate in creative thinking and learning activities such as listed below:
 - Community connections
 - Burke Box through 7th grade Social Studies
 - Holocaust Museum Speaker 8th grade ELA
 - Planet Bee 6th grade Science
 - Bill of Rights speakers 8th grader Social Studies
 - KCLS speaker and crafternoons all grades
 - King County solid waste investigations all grades
 - fencing 7th grade ELA
 - Fire Department presentation- Academic Lab Classes
- All grades receive instruction on collaboration, technology, defending position, and adaptive technology through library instruction throughout the year. They analyze information and learn ways to apply to their content areas.
- All grades participate in digital citizenship classes during Library instruction to apply understanding of information vs misuse of information with technology.

GOAL 5: Ready for Lifelong Success after Graduation

Based on the data and root cause analysis we completed, we believe that if students are able to set academic, social, and career goals, then they will achieve great academic success and confidence in their learning and advocacy skills.

Objective

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

By June 2026, 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

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through college and career readiness activities as measured by use of the SchoolLink 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 2026 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.
- Staff will engage students in goal setting to increase their understanding and power of goal setting.
- Sixth grade students will participate in Student Success or Academic Lab to develop their Executive Functioning skills.

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		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Student interviews	Quarterly
	Students participation in IEP meetings	Quarterly
	Student goal setting in Academic Labs and School Success classes	Quarterly

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GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	1st quarter grades as baseline Students achieving a C or better in each quarter tracked by administration and staff as progress monitoring.	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)
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	Course registration and enrollment	Spring
	Staff documentation of outside speakers and creative curriculum engagement	Each Semester
GOAL 5: Ready for Lifelong Success after Graduation		
Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.	SchoolLinks 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

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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:

- 8 hours of campus professional development tied to MTSS/REJ
 - Tier 1 UDL and SIOP strategies demonstrated by staff and district partners
 - Tier 2 instructional strategies used in classrooms to address gaps in understanding or readiness presented by staff and district personnel.
 - Tier 3 instructional strategies that can be implemented for students not responding to tier 2 or demonstrating greater need
 - Incorporate strategies to support student advocacy into each professional learning time
 - Student collaborative will present ways to support students when microaggressions are used

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!