



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Leota Middle School

Year: 2026-2027

The Central Vision: Each and every student will leave Leota Middle School with the reading and math skills necessary to achieve grade level academic success as measured by the Northshore School District Key Performance Indicators.

Focus Population: Leota Middle School will identify those students at Leota who have not acquired the prerequisite skills in math and reading, based on their iReady and Smarter Balance Assessment results as well as teacher input, with a laser focus on those students who identify as Hispanic, multilingual and or who qualify for special education services.

Learning Problem: Students enter Leota Middle School without the grade level skills and experiences necessary to access their learning in its entirety. It is the responsibility of the staff at Leota Middle School to meet all students where they are and provide them with the skills necessary to access grade level learning. Throughout the student experience at Leota Middle School, each student will develop the knowledge and tools to prepare them for a successful transition to high school by demonstrating mastery of core content, reading and math on grade level, work independently and collaboratively with peers, and be able to self-advocate for their needs.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The Holistic Inquiry	Response
The Surface Symptoms 2025-26 SBA 73% levels 3 and 4 in ELA 65% levels 3 and 4 in Math	Students that are not on grade level when they enter Leota Middle School struggle to access and demonstrate their learning at the same level of their peers that are demonstrating on grade level or above in both reading and math. iReady Assessment • 26% of the 2025-26 6th graders are 1 or more grade levels below in Reading (Spring 2026 iReady) • 58% of the 2025-26 6th graders that identify as Hispanic or Latino are 1 or more grade levels below in Reading (Spring 2026 iReady) • 52% of the 2025-26 6th graders that are served in Special Education are 1 or more grade levels below in Reading (Spring 2026 iReady)

Those students that are not demonstrating grade level reading skills are identified according to our iReady scores, as having gaps in the area of Informational Text.

Those students that are not demonstrating grade level math skills are evenly distributed across all four areas; Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry, as identified during the iReady Screener.

- 23% of the 2025-26 6th graders are 1 or more grade levels below in Math (Spring 2026 iReady)
- 59% of the 2025-26 6th graders that identify as Hispanic or Latino are 1 or more grade levels below in Math (Spring 2026 iReady)
- 60% of the 2025-26 6th graders that are served in Special Education are 1 or more grade levels below in Math (Spring 2026 iReady)
- 31% of the 2025-26 7th graders are 1 or more grade levels below in Math (Spring 2026 iReady)
- 66% of the 2025-26 7th graders that identify as Hispanic or Latino are 1 or more grade levels below in Math (Spring 2026 iReady)
- 64% of the 2025-26 7th graders that are served in Special Education are 1 or more grade levels below in Math (Spring 2026 iReady)

Panorama

- 2025-26 6th graders feel favorable about the follow Panorama survey categories
 - 62% Valuing of School
 - 62% Sense of Belonging
- 2025-26 6th graders that identify as Hispanic or Latino feel favorable about the following Panorama survey categories
 - 53% Valuing of School
 - 42% Sense of Belonging
- 2025-26 6th graders that are served in Special Education feel favorable about the follow Panorama survey categories

	○ 55% Valuing of School ○ 59% Sense of Belonging ● 2025-26 6th graders were 65% favorable in self-efficacy ■ Hispanic is 50% favorable ■ Students in Special Education 41% ● 2025-26 7th graders feel favorable about the follow Panorama survey categories ○ 52% Valuing of School ○ 54% Sense of Belonging ● 2025-26 7th graders that identify as Hispanic or Latino feel favorable about the follow Panorama survey categories ○ 53% Valuing of School ○ 65% Sense of Belonging ● 2025-26 7th graders that are served in Special Education feel favorable about the follow Panorama survey categories ○ 43% Valuing of School ○ 51% Sense of Belonging ● 2025-26 7th graders 53% were favorable about self-efficacy ■ Hispanic 46% ■ Students in special education 40%
The Systemic Root	● As students lose academic confidence, they are less likely to take risks and try new things, especially in front of their peers. ● When students enter Leota Middle School without grade level skills and or have negative experiences during their formal education they are likely to approach their learning with hesitation and lack the confidence in their abilities to achieve academic success. This would show up in their inability to self-advocate their needs and or their ability to work independently and collaboratively with their peers. ● a significant percentage of the students that enter Leota Middle School are not entering with grade level skills in reading and math According to LMS Panorama data: ● Students that identify as Hispanic or Latino and students identified with Special

	Education do not feel as connected or valuing of school as compared to Non-Hispanic students and non-disabled students. As students lose academic confidence, they are less likely to take risks and try new things, especially in front of their peers.
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SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If Leota Middle School provides an emotionally and physically safe environment, with engaging and relevant learning experiences , then the students will find value in their learning, take risks without fear of failure, and demonstrate their knowledge and improve through formative and summative assessments.

SYSTEMIC GOAL:

Leota Middle School will create a safe learning environment that 100% of the students feel valued and heard, making growth as learners and young people throughout their day both in and out of the classroom.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction	Activity: The following strategies will be specifically taught and utilized by teacher: - Nonfiction comprehension strategies - Text annotation strategies (ie.Black out, five on fire) - Summarization and note taking - Chunking text and concepts in smaller parts - Knowledge and use of academic vocabulary words (Burke List) across content areas and embedded into units of study - Supporting scaffolding of assignments and projects to provide access and relevancy that supports student engagement.	Resources: - Math Lab Professional Learning - Reading Intervention Strategies - Team collaboration time - Professional plan

Culture	Activity: Staff will be advisors for clubs to help build community and strengthen student sense of belonging. Monthly grade level teaming collaboration focused on student learning and areas for growth. ● Increase staff sharing instructional strategies during professional learning	Resources: ● Continued support by the staff to value clubs as a meaningful time for students and their ability to make meaningful connections
Structure	Activity: ● Pride placement in the middle of the school day ○ Reduced class size ○ Math Pride ● Math Lab- Algebra Intervention class ● Tier 2 intervention in reading and Algebra for identified students ● Grade level collaboration identifying reading strategies for students 1 year behind according to iReady ● iReady Assessment spread out over additional days, shorten testing timer per period and resetting those students who are identified as “Rushing”, so their scores can more accurately reflect their ability ● Converting staff meetings to a PLC focus to increase student learning and access ● School success (or academic lab, social skills) for all 6th grade	Resources: ● Structured plan and adopted curriculum for Math Lab intervention ● Staffing resources to provide the intentional support for an increase percentage of completion, and a reduction of students flagged for “Rushing” ● Utilize the district MTSS Plan ● Refer to AOP as guiding document ● Use the Middle Comprehensive School plan to guide tier 1 and tier 2 structures ● iReading MTSS resource for math and reading interventions

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

The impact on the students and staff across the campus may be felt when we increase intentional interventions and access points for students to develop a deeper sense of belonging.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
<i>Students attending 2 math classes; math lab/math pride and Algebra 1 for intervention may cause the following negative effects:</i> • Students will miss out on an elective class • Students will miss out on the ability to complete work in other classes (Pride Interventions) • Negatively impact their sense of belonging and identity of self as a learner	<i>To mitigate the negative effects of math lab or math pride time for support the following strategies are in place to continue to support student agency and sense of belonging:</i> • Students placed in their first or second choice elective to mitigate missing one elective. • Students may still attend one club during PRIDE, and still have access to lunch time or after school clubs. • Planned celebrations tied to iReady efforts in BOY data collection, growth in MOY data collection and growth in EOY data collection	Our belief is that by creating the Math Lab and math pride supports, students will receive needed support to be successful in Algebra 1. Thus increasing their sense of self-efficacy in math, belief in their ability to be a mathematician and persevere through difficult challenges. As students build success in their math lab class, it may result in students being exited from the intervention and allowed to take another elective. This would further support a sense of success in their own efforts. While students will lose one elective choice, placing students in their first or second choice electives will give them something to look forward to in their day and have a sense of agency restored. Celebrating student successes in a variety of ways both in the classroom with praise and pride tickets, in the cafeteria with the student store, as well as school wide with bigger incentives tied to growth in math and reading we will set a culture of recognizing the effort of our staff and students.
<i>Students are experiencing struggles with informational text reading and comprehension. This negatively impacts students</i>	<i>To mitigate the negative impacts of reading frustration, staff will learn and use the following strategies across all content areas:</i>	We believe that these strategies will strengthen students' knowledge and provide additional tools to use when approaching Tier 1 reading

<i>by increasing feelings of shame, frustration, and ultimately withdrawing from classes. Impacts may also include</i> • <i>Acting out in class to avoid work</i> • <i>Increased referrals due to lack of participation, or overt unexpected behaviors</i> • <i>Increased feelings of failure and overwhelm when their incomplete assignments accumulate.</i>	• Introduce the Burkes A-list vocabulary words within their units of study during the first 10 weeks of school. • Staff will continue to use the words throughout the year as they come up in their units of study to solidify students' understanding of the words. • All staff will determine ways to post the words in their room to intentionally help students generalize and transfer knowledge of these vocabulary words across content • Staff will participate in professional learning to understand and use notice and notes strategies to uncover meaning in informational text. • Staff will collaborate about instructional strategies to support student reading and use of A list vocabulary.	materials. Students should be able to see an increase in their awareness and understanding of complex vocabulary and an ability to take apart complex text to increase comprehension abilities.
<i>Teachers may be negatively impacted by the strategies employed to assist the students receiving intervention in math due to the following:</i> • Our elective teachers may feel devalued and their enrollment numbers will decrease • Teachers will lose access to the students receiving such interventions, resulting in adjustments to their instructional time within their classes	<i>To mitigate potential negative feelings for teachers, we will remove two distinct duties from teacher plates and increase collaboration time.</i> Utilize staff meetings to create planned time monthly for collaborating around student needs in their grade level. Staff will be able to collaborate with staff working with the same students, brainstorm strategies, hear what works for others and gain a deeper understanding of the students and create actions together to intervene with student needs. Shorten the window for universal	<i>We believe that the strategies to mitigate the negative effects of these changes to teachers autonomy during screeners and decreased numbers in elective classes could result in:</i> • A sense of pride in closing gaps for students when they see the effects of the interventions and collaboration time increases with their peers through the staff meetings. • Students being able to exit intervention and come back into electives.

• Adjustments to accommodate the revised screener plan will impact classroom procedures • May negatively impact collaboration time with peers and may negatively impact their self-efficacy within their content area if more students struggle due to lack of additional time with the teacher during PRIDE.	screener 1 week for math assessment, 1 week for ELA. Administration will work with students who rush, set expectations, reset assessment, and plan for those who haven't completed by Friday of assessment week. Celebrate staff along with students • Monitoring students outcomes and making the necessary adjustments to align with their current needs and interests, allowing for access to additional teachers • Collaborative time for teachers to process and think about their class time after students work on iReady assessment during August days, staff meeting prior to mid year assessment.	• Elective teachers seeing the impact of their role in cross content reading connections, being seen as one campus all focused on generalizing and transferring skills from their classes to other content areas.
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SECTION 5: MONITORING THE WHOLE

Metric Type	Indicator Description	Frequency of Review
The Process Metric	• Formal and informal classroom observations	Monthly
The Experience Metric	• Meet with Student Advisory • Feedback from staff about the professional learning and implementation process of new strategies	Monthly

The Outcome Metric	● Academic progress ● iReady Screener ● A-list pre/post tests ● Panorama Survey ○ Self-efficacy ○ Sense of belonging ○ Valuing school	● Review grade data after each quarter ● Review iReady results after each assessment (3 times per year) ● Review Panorama survey results (2 times per year)
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Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?) Synthesize the end of year results and the outcomes.