

# Continuous Improvement Process Plan

## Northstar Middle School

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Kirkland, WA

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<http://www.nsms.lwsd.org>

2017 -  
2018



Nell Ballard-Jones, Principal  
Lake Washington School District  
2017 - 2018

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## DESCRIPTION OF SCHOOL

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Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Northstar Middle School began in 1981 as one of Lake Washington's first choice schools. Northstar has four full-time teachers and a student body of 90, with 30 students per grade level.

At Northstar, we believe students learn best in a small, caring community where individual talents can be recognized and nurtured, academic growth encouraged, and moral development fostered.

Located on the Emerson Campus in the Houghton neighborhood of Kirkland, Northstar emphasizes academic excellence, personal responsibility, and creativity. Experienced teachers work as a team to lead multiage, theme-based classes. We foster the unique aspects of each student and appreciate individual differences. Students are encouraged to connect to people in their community through service learning.

At Northstar, the foundation is set for every student's development. Parents participate by working cooperatively with teachers to sustain a cohesive learning community, provide enriching experiences and promote the love of learning. Students develop the positive perceptions of self, school and life that are the foundation for continued success. It is a great place to work and learn.

In 2016-2017, Northstar Middle School continued its tradition of excellence. Students at all grade levels passed state exams last spring with a 90-100% success rate in all content areas.

Northstar continues to focus on individual student achievement in its small learning environment. Of our 90 students, approximately 10-15% receive special education services; nearly 60% of our students are Caucasian; 30% are Asian; 7% multi-racial; and 6% are Hispanic.

Our small size provides both an opportunity and a challenge. Due to our small cohorts of students, assessment data can be easily skewed by single student scores. On the other hand, our small environment allows teachers to get to know each student personally and work as collaborative team to support individual student needs.

<b>Student Demographics</b>		
<b>Enrollment</b>		
October 2016 Student Count		85
May 2017 Student Count		85
<b>Gender (October 2016)</b>		
Male	43	50.6%
Female	42	49.4%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	3	3.5%
Asian	34	40.0%
Black / African American	1	1.2%
White	43	50.6%
Two or More Races	4	4.7%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2017)	1	1.2%
Special Education (May 2017)	4	4.7%
Transitional Bilingual (May 2017)	0	0.0%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	6	7.1%
Foster Care (May 2017)	N<10	
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2016-17)	16	0.1%

**DISTRICT PERFORMANCE TARGETS**

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> 2014-15	<b>Current Performance</b> 2016-17	<b>Target Performance</b> 2018
		District	District	District
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

**Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

**Process to determine School Performance Targets:**

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

**SCHOOL PERFORMANCE OVER TIME**

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders' on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy	100%	93.3%	90%				
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	93.3%	96.6%	93.3%				
<b>7<sup>th</sup> Graders' on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	96.5%	100%	93.3%				
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	93.1%	96.6%	90%				
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	93.1%	100%	100%				
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	82.7%	96.5%	96.6%				
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	89.6%	100%	100%				

**Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

**CIP REFLECTION: EVALUATE OUTCOMES**

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**2016-17 CIP Goals and 2017 Outcomes:**

*Data:*

	<b>Goal</b>	<b>Achievement (Achievement Level Descriptor)</b>
<b>Literacy: 6-8 ELA</b>	100% of students will be at or above standard in Reading Target: Analysis within or across texts: make an inference or draw a conclusion about a text.	At all grade levels, students generally exceeded the proficiency standard in this area, but it was not an area where they scored highest.
<b>Math: 6-8 Math</b>	100% of students will be at or above standard in Math Target: Draw informal comparative inferences about two populations.	This was an area of strength for 6 <sup>th</sup> graders who consistently scored higher in this section of the exam compared to other sections.  7 <sup>th</sup> graders generally exceeded the proficiency standard in this area, but it was not an area where they scored highest.
<b>Science: 8 Science</b>	50% of 8 <sup>th</sup> graders will earn level 4 on MSP science.	62% of Northstar 8 <sup>th</sup> graders scored Level 4.
<b>Achievement Gap</b>	100% of our special education students will earn proficient scores on the ELA SBA.	This goal was not met. Only 50% of our students qualifying for support with an IEP met standard (2 of 4 students).
<b>College and Career Readiness</b>	All 8 <sup>th</sup> graders will complete their Career Cruising assignments in order to be on track with their High School & Beyond Plans when they start high school.	This goal was met
<b>School Effectiveness:</b>	Provide clarity and consistency around summer enrichments/requirements.	This goal was met
<b>Attendance and Discipline:</b>	Teachers will make direct contact with parents/guardians of students who accumulate 10 tardies per quarter.	This goal was met
	Teachers will implement school/home communication process re: minor discipline matters that result in discipline.	This goal was met

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	Generally, students who are enrolled with us meet/exceed standards on state exams at higher rates than both the state and District average. Because we have smaller groups of students than in a comprehensive school, it is easier for us to review individual student data – our focus has been and will continue to be working to get our students with IEPs performing at standard in all areas.
<b>Literacy: 6-8 ELA</b>	Most students achieved above standard in reading, writing, and research inquiry on the SBA ELA assessment. An area for growth is in listening/speaking which will be an area of focus across content areas this year.
<b>Math: 6-8 Math</b>	In math, the majority of students earned above standard scores in all three claims, however, there was some weakness noted in communicating reasoning. Based on the results, we will focus on better understanding assessment expectations and addressing those in all math classes.
<b>Science: 8 Science</b>	After a 1 year dip in science scores two years ago, our 8 <sup>th</sup> grade MSP achievement increased again with 100% of students meeting/exceeding standard.
<b>Achievement Gap</b>	Our special education students generally scored lower than their general-education peers, this continues to be an area of need and focus.
<b>College and Career Readiness</b>	Northstar continued to participate in the newly adopted Career Cruising last year – all indicators show it remains successful.
<b>School Effectiveness:</b>	Northstar has a tremendously involved parent group and because of that involvement, many believe participating in District surveys are redundant. After multiple reminders (and pleas) Northstar parents did participate at a higher level than in previous years.
<b>Attendance and Discipline:</b>	Increased proactive communication regarding 1 <sup>st</sup> period tardies increased on-time arrival for most students.

**ANNUAL SCHOOL GOALS**

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**2017-18 Annual School Goals:**

<b>SMART Goals</b>	
<b>Literacy: 6-8 ELA</b>	95% of Northstar students will meet or exceed standard on their grade level ELA SBA exam.
<b>Math: 6-8 Math</b>	95% of Northstar students will meet or exceed standard on their grade level Math SBA exam.
<b>Science: 8 Science</b>	90% of 8 <sup>th</sup> graders will meet/exceed standard on the new state science exam.
<b>Achievement Gap</b>	80% of Northstar’s special education students will meet or exceed standard on the SBA ELA exam.
<b>College and Career Readiness</b>	All 8 <sup>th</sup> graders will complete their Career Cruising assignments in order to be on-track with their High School & Beyond Plans.
<b>School Effectiveness:</b>	Staff will work with parent organization to develop an efficient grant proposal process.
<b>Attendance:</b>	Teachers will make direct contact with parents/guardians of students who accumulate 7+ tardies per quarter.
<b>Discipline:</b>	Teachers will continue to refine school/home communication protocol for minor discipline infractions.

**Annual School Goals: Academic**

Overall, Northstar students continue to outperform LWSD and state peers. While 100% of last year’s 8<sup>th</sup> graders met/exceeded standard on the MSP Science exam, we’re not sure what the new state assessment will look like, so we are being conservative in our science goal setting this year.

**Annual School Goals: Achievement Gap**

Our special education students consistently score lower than general education peers, so last year we refined how SDI services were delivered given our limited staffing. This year, we’ll continue to focus on closing this gap.

**Annual School Goals: College and Career Readiness**

Our goal in this area was selected because it ensures students are on-track with the HSBP which is a graduation requirement and should drive student course pathways as they move into high school.

**Annual School Goals: School Effectiveness**

New leadership in our parent group (NAC) have a desire to formalize and clarify protocols for distributing money to support curricular and extracurricular programs to ensure funds are being distributed equitably and thoughtfully. Staff will work with parent representatives to develop a grant process.

### Annual School Goals: Attendance

We selected this goal because regular and timely attendance affects academic performance and while generally attendance is good, there is a small group of students who are frequently tardy to 1<sup>st</sup> period.

### Annual School Goals: Discipline

We want to continue to refine our communication processes around minor behavior infractions at school so that parents can partner with school staff to support positive student behavior and decision making.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessment data.
<i>Professional Learning needed</i>	Peer collaboration.
<i>Resources needed</i>	Additional funding to support targeted assistance and release time to create specialized curriculum.
<i>Responsible individual or team</i>	Northstar teachers.

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessment data.
<i>Professional Learning needed</i>	Peer collaboration and ongoing professional development on new curriculum.
<i>Resources needed</i>	Funding/release time for teachers to get familiar with new curriculum.
<i>Responsible individual or team</i>	Northstar teachers.

<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	Monitor and analyze formative <sup>3</sup> and summative assessment data.
<i>Professional Learning needed</i>	Peer collaboration and ongoing professional development on new curriculum.
<i>Resources needed</i>	Additional funding to support targeted assistance and release time to create specialized curriculum.

<i>Responsible individual or team</i>	Northstar teachers.
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<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Communicate with parents by phone, email and during conferences regarding the importance of regular and timely attendance.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	NA
<i>Responsible individual or team</i>	Northstar teachers.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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Strategies to involve parents, families, and the community in the Continuous Improvement Process

Email and direct communication during conferences and at the Northstar Advisory Committee meetings.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Email and direct communication during conferences and at the Northstar Advisory Committee meetings in addition to having the CIP plan posted on our website.