

# Middle School Task Force

May 29

2025

# AGENDA

- 01. Review Feedback, Provide Feedback
  - 02. Review new resources, priority list, and data
  - 03. Create second draft
  - 04. Thank you and Goodbye!
-

# PURPOSE

To work collaboratively to examine our current middle school program model in Northshore to determine its effectiveness, identify gaps and misalignments, and create recommendations for improvements to our program model that align with the way we want our middle schools in Northshore to be for each and every student, now and in the future.

## Review Essential Questions:

What do we want our middle schools to be?  
What do we want each middle schooler to experience?

- What's good here? For who?
- What do we know?
- What do we need to know? Why?
- What do we need? Why?
- How do we get there?
- How will we know we have arrived?

SUBCOMMITTEES

**Draft a 1-5 year implementation recommendation for your sub topic that is aligned to our learning, research, data, and strategic plan goals.**

# CABINET FEEDBACK

## HIGHLIGHT 1

This is a robust recommendation that might need to be summarized.

Review considerations for what is reasonable to accomplish by year, based on impending budget constraints and current school expectations and district initiatives

## HIGHLIGHT 2

Some descriptions lacking clarity that allows audience to make sense of the request.

Some descriptions lack depth, or more specific information.

What current data can inform or narrow our priorities?

## HIGHLIGHT 3

Consider what we are already doing, have in place in schools, and/or are working towards implementing that would support recommended actions and professional learning. (ie. MTSS, 8 hours of PD, Guidance Teams, Advisories, etc.)

## HIGHLIGHT 4

Success criteria need to define the specific, measurable goals and outcomes that indicate whether a project, task, or learning objective has been successfully achieved. They provide a framework for measuring progress, evaluating performance, and determining if expectations have been met.

# Language Specificity Examples

## **Culture and Community**

- Foster student safety and belonging through small group opportunities (clubs, affinity groups).
- Address bullying concerns by increasing counselor visibility and providing clear anti-bullying communication.
- Build partnerships with local organizations for mindfulness, SEL, and student support.
- Launch student recognition programs to celebrate achievements.

## **Instruction & Advisory Improvements**

- Train students in collaboration, executive functioning, and study skills.
- Strengthen advisory structure with consistent guidance and common curriculum.
- Improve home-school communication through new channels beyond emails/newsletters.

## **Professional Development & Staff Support**

- Offer targeted PD on de-escalation strategies and embedding SEL practices.
- Allocate time for staff collaboration focused on actionable strategies.

## **Family Engagement**

- Expand family engagement through open houses, mid-year curriculum nights, and involvement in events.

# Group Think Questions

## 01. **GUARDRAILS**

Did we truly adhere to the Year 1, Year 2, Year 3-5 **FOCUS** and **CONDITIONS** and are the **ACTIONS** reasonable within the timeframe?

## 02. **DYNAMIC SUPPORT**

Is our plan well-rounded and inclusive of all key factors and stakeholders?

## 03. **JUSTICE-CENTERED**

Did we prioritize what can be accomplished by centering students who have been underserved in Northshore and students who come from historically marginalized communities?

# Drafting Checklist

TIME: 60 minutes

SHARE  
THE  
PEN!

## NOTE 1

Make sure that your **tactic** is reads clear, complete and actionable, like a strategic intent.

## NOTE 2

Identify **Characteristics** that correlate with each tactic/ strategy that you are recommending for implementation.

## NOTE 3

Use the language from the SMS Survey **exemplars** that correlate to the characteristics.

## NOTE 4

Review texts and **correlation chart** that we made for concrete ideas and examples.

## NOTE 5

Review and name the aspects of middle school programming that you are addressing.

## NOTE 6

Reference or link relevant research from AMLE, reading from the text with page number, or another supporting sources.

# FINAL QUARTER TIMELINE

Phase 1

Phase 2

Phase 3

Phase  
4

May 19

May 22

May 29

June

Cabinet  
Review,  
prompting  
revision  
feedback.

Sharing with  
principals and  
recommended  
stakeholders

MSTF  
revision, final  
drafting and  
executive  
summary  
review

Share with AALT  
Share with  
Superintendents  
and School Board



# FUTURE STEPS

MIA  
Team

Leadership  
Learning

Strategic  
Planning

Comprehensive  
School  
Counseling  
Plan

# DATA

Recent Data Insights  
Ahead

iReady



**Table 1: Percentage of Students Meeting i-Ready Overall Reading  
Grade-Respective Standards by Grade Across Academic Years**

| <u>Measure</u> | <u>2021-22</u>     |                  | <u>2022-23</u>     |                  | <u>2023-24</u>     |                  | <u>AY2223-<br/>AY2122</u> | <u>AY2324-<br/>AY2223</u> |
|----------------|--------------------|------------------|--------------------|------------------|--------------------|------------------|---------------------------|---------------------------|
|                | <u>Total<br/>N</u> | <u>Met<br/>%</u> | <u>Total<br/>N</u> | <u>Met<br/>%</u> | <u>Total<br/>N</u> | <u>Met<br/>%</u> | <u>Met<br/>%</u>          | <u>Met<br/>%</u>          |
| Kindergarten   | 1,561              | 89.8%            | 1,482              | 90.8%            | 1,476              | 91.3%            | 1.0%                      | 0.5%                      |
| Grade 1        | 1,549              | 77.8%            | 1,689              | 82.4%            | 1,548              | 83.9%            | 4.6%                      | 1.5%                      |
| Grade 2        | 1,679              | 77.5%            | 1,610              | 80.7%            | 1,726              | 83.4%            | 3.2%                      | 2.7%                      |
| Grade 3        | 1,685              | 86.4%            | 1,692              | 83.9%            | 1,612              | 86.4%            | -2.5%                     | 2.5%                      |
| Grade 4        | 1,633              | 75.2%            | 1,688              | 76.8%            | 1,727              | 74.1%            | 1.6%                      | -2.7%                     |
| Grade 5        | 1,644              | 68.2%            | 1,636              | 73.2%            | 1,671              | 75.0%            | 5.0%                      | 1.8%                      |
| Grade 6        | 1,380              | 62.0%            | 1,446              | 60.5%            | 1,577              | 68.3%            | -1.5%                     | 7.8%                      |
| Grade 7        | 1,274              | 60.8%            | 1,415              | 62.1%            | 1,600              | 66.4%            | 1.3%                      | 4.3%                      |
| Grade 8        | 982                | 57.3%            | 1,293              | 54.2%            | 1,526              | 62.9%            | -3.1%                     | 8.7%                      |

Reading **65.8%**

This graph shows that the percentage of students who met standard on iReady increased in the 2023-24 school year compared to 2022-23.

# Measure 1: Reading

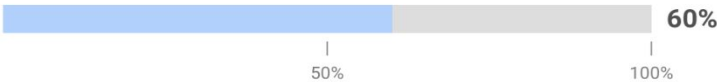
Table 9: i-Ready Reading Grade-Relative Placement at Initial and Final Assessment (AY2324)

| <u>Assessment</u>            | <u>3 or More<br/>Grades<br/>Below</u> | <u>2 Grades<br/>Below</u> | <u>1 Grade<br/>Below</u> | <u>Early On<br/>Grade<br/>Level</u> | <u>Mid- or<br/>Above-<br/>Grade<br/>Level</u> | <u>Met</u> | <u>Change<br/>from<br/>Initial</u> |
|------------------------------|---------------------------------------|---------------------------|--------------------------|-------------------------------------|---|------------|------------------------------------|
| Kindergarten-Final (N = 764) | 0.0%                                  | 0.0%                      | 8.2%                     | 15.2%                               | 76.6%   | 91.8%      | 44.1%                              |
| Grade 1-Final (N = 1,510)    | 0.0%                                  | 0.9%                      | 14.2%                    | 10.7%                               | 74.2%   | 84.9%      | 42.8%                              |
| Grade 2-Final (N = 1,687)    | 0.0%                                  | 3.3%                      | 12.7%                    | 15.5%                               | 68.6%   | 84.1%      | 28.5%                              |
| Grade 3-Final (N = 1,574)    | 2.0%                                  | 4.3%                      | 6.5%                     | 17.1%                               | 70.1%   | 87.2%      | 16.8%                              |
| Grade 4-Final (N = 1,674)    | 3.6%                                  | 2.5%                      | 19.2%                    | 13.4%                               | 61.3%   | 74.7%      | 16.5%                              |
| Grade 5-Final (N = 1,647)    | 3.6%                                  | 6.1%                      | 14.7%                    | 20.5%                               | 55.1%   | 75.6%      | 13.9%                              |
| Grade 6-Final (N = 1,527)    | 9.6%                                  | 6.6%                      | 14.9%                    | 14.8%                               | 54.0%   | 68.8%      | 6.2%                               |
| Grade 7-Final (N = 1,547)    | 16.2%                                 | 4.9%                      | 11.7%                    | 19.7%                               | 47.6%   | 67.3%      | 6.3%                               |
| Grade 8-Final (N = 1,466)    | 18.9%                                 | 3.3%                      | 13.7%                    | 19.4%                               | 44.6%   | 64.0%      | 2.5%                               |

# Reading - Fall to Winter 22-23

Students Assessed/Total: 4,430/5,120

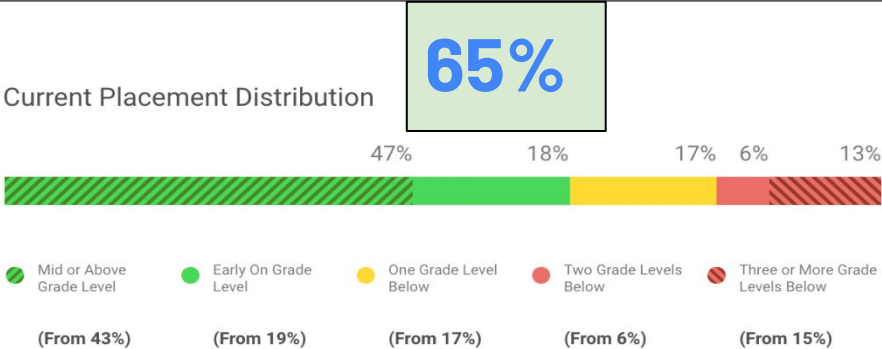
## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 60%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

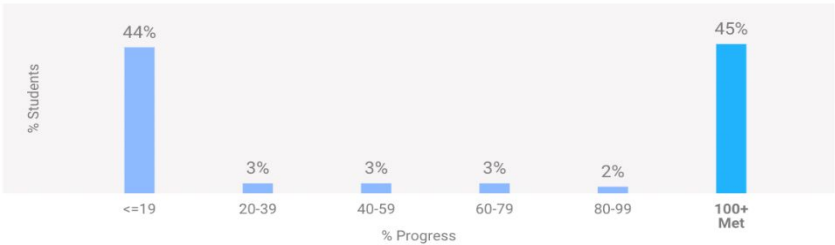
## Current Placement Distribution



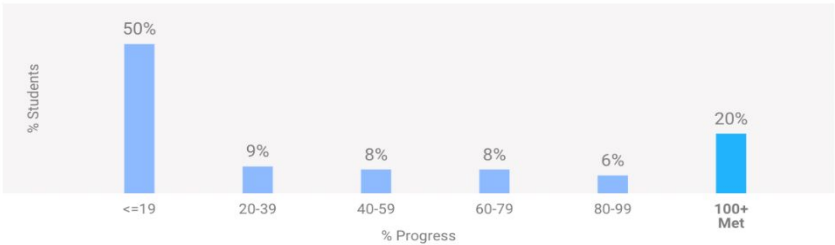
Between 5-Level and 3-Level Placements

62%

## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



# Reading - Fall to Winter 2024-25

▼ Placement by Domain



⦿ Not assessed (due to grade or domain exempted)










# Reading - Fall to Winter 2024-25

Showing 9 of 11

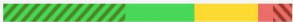








| <div>Multi</div> <div>^</div> <div>v</div> <div>All</div> |                          | Annual Typical Growth ⓘ     |       | Annual Stretch Growth® ⓘ   |       | % Students with Improved Placement | Students Assessed/Total |
|---|--------------------------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|   |                          | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 6   | Overall                  | <div><div></div></div> 67%  | 45%   | <div><div></div></div> 23% | 21%   | 38%                                | 1,452/1,701             |
|   | Yes - Hispanic or Latino | <div><div></div></div> 45%  | 39%   | <div><div></div></div> 17% | 12%   | 34%                                | 164/196                 |
|   | No - Hispanic or Latino  | <div><div></div></div> 70%  | 46%   | <div><div></div></div> 24% | 22%   | 39%                                | 1,288/1,505             |
| Grade 7   | Overall                  | <div><div></div></div> 50%  | 45%   | <div><div></div></div> 17% | 19%   | 38%                                | 1,481/1,698             |
|   | Yes - Hispanic or Latino | <div><div></div></div> 100% | 50%   | <div><div></div></div> 32% | 18%   | 43%                                | 191/231                 |
|   | No - Hispanic or Latino  | <div><div></div></div> 50%  | 44%   | <div><div></div></div> 16% | 19%   | 37%                                | 1,290/1,467             |
| Grade 8   | Overall                  | <div><div></div></div> 61%  | 45%   | <div><div></div></div> 18% | 19%   | 37%                                | 1,496/1,720             |
|   | Yes - Hispanic or Latino | <div><div></div></div> 25%  | 35%   | <div><div></div></div> 8%  | 17%   | 33%                                | 179/242                 |
|   | No - Hispanic or Latino  | <div><div></div></div> 72%  | 47%   | <div><div></div></div> 22% | 20%   | 37%                                | 1,317/1,478             |



# Reading Progress: Winter - English Language Learners

|         |                       |  |     |     |     |     |     |             |
|---------|-----------------------|--|-----|-----|-----|-----|-----|-------------|
| Grade 6 | Overall               |    | 53% | 14% | 17% | 7%  | 9%  | 1,474/1,701 |
|         | Yes - English Learner |    | 3%  | 4%  | 14% | 24% | 55% | 107/128     |
|         | No - English Learner  |    | 57% | 15% | 17% | 5%  | 6%  | 1,367/1,573 |
| Grade 7 | Overall               |    | 45% | 19% | 17% | 6%  | 13% | 1,526/1,698 |
|         | Yes - English Learner |    | 6%  | 9%  | 5%  | 14% | 65% | 118/139     |
|         | No - English Learner  |    | 48% | 20% | 18% | 6%  | 8%  | 1,408/1,559 |
| Grade 8 | Overall               |    | 41% | 21% | 16% | 5%  | 17% | 1,520/1,718 |
|         | Yes - English Learner |    | 2%  | 4%  | 17% | 8%  | 69% | 131/166     |
|         | No - English Learner  |  | 45% | 22% | 16% | 5%  | 12% | 1,389/1,552 |

# Math Progress: Winter - English Language Learners

|         |                       |   |     |     |     |     |     |             |
|---------|-----------------------|---|-----|-----|-----|-----|-----|-------------|
| Grade 6 | Overall               |   | 42% | 24% | 22% | 5%  | 7%  | 1,568/1,701 |
|         | Yes - English Learner |   | 5%  | 7%  | 31% | 21% | 36% | 111/128     |
|         | No - English Learner  |   | 45% | 26% | 21% | 4%  | 5%  | 1,457/1,573 |
| Grade 7 | Overall               |   | 32% | 27% | 25% | 7%  | 10% | 1,555/1,696 |
|         | Yes - English Learner |   | 8%  | 11% | 20% | 11% | 50% | 120/139     |
|         | No - English Learner  |   | 34% | 28% | 25% | 6%  | 6%  | 1,435/1,557 |
| Grade 8 | Overall               |   | 29% | 24% | 23% | 7%  | 16% | 1,536/1,717 |
|         | Yes - English Learner |   | 4%  | 6%  | 22% | 11% | 56% | 141/166     |
|         | No - English Learner  |  | 32% | 26% | 24% | 7%  | 12% | 1,395/1,551 |

# Panorama



























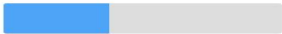

See  
folders

# Middle School and High School - Spring

Grades 6–12

8,964 responses | [show breakdown](#)


 Save as PDF


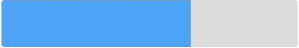












| Topic  | Percent Favorable?   | Compared to others nationally?  | Change since Fall 2024?  |
|--|--|---|--|
| Supportive Relationships  | 86%   | <br>80th–99th percentile | 0     |
| Classroom Effort          | 72%   | <br>60th–79th percentile | ▼ 4   |
| Positive Feelings         | 57%   | <br>40th–59th percentile | ▼ 1   |
| Sense of Belonging        | 53%   | <br>40th–59th percentile | ▼ 1   |
| Valuing of School         | 51%   | <br>0th–19th percentile  | ▼ 2   |
| Self-Efficacy             | 50%   | <br>20th–39th percentile | 0     |
| Self-Reflection  | 46%   |   | 0     |
| Thoughts About School  | 38%  |   | ▼ 1  |

# Middle School and High School - Spring

Grades 6–12

8,783 responses | [show breakdown](#)

 **Save as PDF**

| Topic   | Percent Favorable ?   | Compared to others nationally ?   | Change since Fall 2024 ? |   |
|---|---|---|--------------------------|---|
| School Safety                  | 64%  | <br>60th–79th percentile | ▼ 2                      |  |
| Cultural Awareness and Action  | 50%  | <br>20th–39th percentile | 0                        |  |
| Perceptions of School   | 48%  |   | ▼ 2                      |  |
| School Climate                 | 43%  | <br>0th–19th percentile  | ▼ 4                      |  |

# Middle School Task Force Comprehensive Report

## Committee 1

MTSS - SEL: Enhancing  
Student Connections

## Committee 2

MTSS - Academic and  
Instructional Enhancements

## Committee 3

Family and Community  
Connections

## Committee 4

Middle School Choice  
Programs (Internal and  
External)

Narration  
of Our Work

Subcommittee  
Recommendation  
Plans

## EXECUTIVE SUMMARY

Provided to  
Superintendent and  
School Board

# NSD Executive Summary

A written account of our work on the taskforce that gives an overview of the main objectives accomplished overtime as well as the recommended plan for change and//or implementation.

## Contents

1. Introduce MSTF work
2. Background/History
3. Work Team Members
4. Summary of Work by date
5. Findings/Outcome
6. Recommendations
  - a. Subcommittee Plans
    - i. Measures of Success
7. Conclusion
8. Relate Resources and Research

By June 20

THANK  
YOU!

