



School Improvement Plan Chinook Middle School 2022-23

Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about Chinook Middle School?

- Student advisory periods are built into the school schedule, which support students and families by offering a primary mentor and advocate for student needs.
- Diverse community of students has access to all classes. Students with special needs and English language learners experience general education classes.
- Chinook is the only middle school to offer Japanese in the district and we are currently serving 138 students.

Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Family Engagement



See Appendix for School Profile

Affirm and Inspire

Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 6-8)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	59% (924)	64% (863)	67% (748)	61% (672)			
Asian	55% (252)	63% (290)	68% (251)	62%			
Black	*	52% (18)	70% (25)	*			
Hispanic	61% (72)	67% (68)	64% (84)	61%			
Multi-ethnic	57% (75)	61% (89)	64% (87)	56%			
White	61% (404)	65% (383)	67% (296)	63%			
Students with Disabilities	56% (45)	59% (50)	62% (63)	61%			
English Learners	61% (74)	67% (60)	66% (63)	66%			
Low Income	56% (84)	59% (91)	63% (112)	58%			

*Data suppressed due to small group size, in order to protect student privacy.

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey. Sample size is shown in parentheses.

Data Reflection

In general, the sense of belonging for all students has increased 8 percentage points from Fall 2017 baseline to Fall 2021. Sense of belonging decreased from Fall 2021 to Spring 2022 by 6 percentage points. A notable highlight is that our English Learners reported the highest sense of belonging in Spring 2022 at 66% as compared to other sub-groups. Students with low income, students with disabilities, and students identified as Hispanic reported the lowest sense of belonging in Spring 2022 at 61%. This may be due to insufficient culturally responsive instruction and activities that affirm and inspire students from these subgroups.

Key Strategies / Adjustments

- Chinook is in its second year of implementation of an all-school advisory which meets on Tuesdays and Thursdays for 30 minutes each day. The purposes of advisory are to help students develop deeper connections with peers and staff, student support for social/emotional well-being, and academic support. Advisory includes team-building activities, students sharing in a class meeting and classmates helping them to

problem solve, facilitating grade checks, monitoring of classes, and refining skills in goal setting and problem-solving. This is accomplished through all-school advisory lessons which are facilitated in a variety of ways.
<ul style="list-style-type: none"> Chinook is in its second year of implementation of using Synergy behavior points, which are used to reward students with a token economy for positive behavior aligned to Chinook ROCKS (Respect, Ownership, Community, Kindness, Scholarship) values.
<ul style="list-style-type: none"> Chinook has a Professional Learning Community (PLC) focused on increasing a positive sense of belonging for students. This PLC meets monthly to support student sense of belonging and implements cycles of continuous improvement using school and subgroup data to monitor and adjust tiered supports for students.
<ul style="list-style-type: none"> Chinook's Racial Equity and Inclusion Team will plan and coordinate activities to affirm and inspire students from traditionally marginalized subgroups.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 6-8: Panorama Social-Emotional Learning Survey (Student Self Report)							
Social Emotional Competency	Fall 2020 (n=815)	Spring 2021 (n=647)	Fall 2021 (n=756)	Spring 2022 (n=695)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	81%	78%	79%	78%			
Social Awareness	72%	72%	72%	70%			
Self-Efficacy	52%	52%	55%	55%			

Data Reflection

When comparing the Fall 2020 to Spring 2021 data, students consistently report higher levels of Self-Management skills followed by Social Awareness, with lower levels of self-efficacy, and this is a trend that is consistent over time. This may be because students have not received sufficient instruction in self-efficacy.

Key Strategies / Adjustment

- Advisory lessons at all grade levels focused on increasing students' sense of self-management and social awareness, with a stronger focus on self-efficacy. These lessons occur at least monthly, are planned by a team of Chinook teachers, and utilize resources from Second Step and the Panorama Playbook.
- Chinook certificated staff have formed Professional Learning Communities (PLCs) focused on increasing self-efficacy and self-management for students. These PLCs meet monthly to support student self-efficacy and self-management and implement cycles of continuous improvement using school and subgroup data to monitor and adjust tiered supports for students.
- Students in our AVID elective program will learn methods for organizing their materials, assignments, and thinking. In turn, our AVID students will share their learning about organizational methods with all students during the Advisory period.

Learn and Thrive

Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Middle Years Literacy

Middle grades literacy is an important priority, as reading and writing become critical to success in high school courses.

Literacy Proficiency and Growth Targets

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Reading Proficiency and Growth								
Subgroup	Star Reading % Proficient				Star Reading % Typical/High Growth			
	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Fall 2018-Spring 2109	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	79% (840)	77% (768)	70% (714)		62% (804)	73% (745)	62% (665)	
Asian	74% (269)	76% (262)	75% (260)		69% (250)	72% (254)	66% (238)	
Black	71% (24)	60% (15)	45% (20)		75% (24)	73% (15)	32% (19)	
Hispanic	63% (76)	51% (67)	53% (79)		51% (71)	66% (61)	60% (65)	
Multi-Ethnic	88% (90)	86% (85)	73% (78)		64% (88)	73% (84)	66% (77)	
White	84% (380)	81% (333)	72% (275)		57% (370)	75% (325)	59% (264)	
Low Income	52% (98)	50% (84)	42% (95)		56% (91)	72% (81)	54% (93)	
English Learner	16% (76)	21% (62)	21% (56)		67% (64)	59% (56)	55% (44)	
Students with Disabilities	35% (46)	28% (46)	27%		53% (45)	63% (46)	61% (44)	
Female	80% (421)	78% (369)	75% (335)		61% (407)	77% (356)	66% (315)	
Male	78% (419)	75% (399)	66% (379)		62% (397)	68% (389)	58% (350)	
Advanced Learning	100% (11)	100% (23)	100% (46)		45% (11)	83% (23)	67% (46)	
Traditional	79% (829)	76% (745)	68% (668)		62% (793)	72% (722)	62% (619)	
Grade 6	73% (272)	73% (275)	65% (200)		62% (258)	74% (266)	59% (190)	
Grade 7	84% (275)	78% (236)	69% (280)		57% (265)	72% (232)	65% (260)	
Grade 8	80% (293)	79% (257)	76% (234)		65% (281)	72% (247)	61% (215)	

* Data suppressed due to small group size, in order to protect privacy.

Data Reflection

- Overall, 62% of our students made typical or high growth in reading over the 2021-22 school year. This is a decrease of 11% from the 2020-21 school year. Students identified as Black had a sharp decline in typical or high growth, from 73% in 20-21 to 32% in 21-22. We contribute the overall learning loss to the impacts of COVID-19 closure and remote learning. The significant drop may be contributed to the small 'n' size, which would result in more extreme data fluctuations.
- English language learners (21%) students with disabilities (27%), low income (42%), and Black students (45%) have the lowest proficiency rates as measured by Spring 2022 Star Reading, which is far from the overall proficiency of 70%.
- These gaps may be occurring as teachers have not yet had embedded and concentrated training in consistently utilizing high-leverage strategies that focus on student discourse and strategies that propel the learning of students receiving ELL services.

Key Strategies

- Chinook teachers will receive targeted professional development with an emphasis on student discourse through student ownership, and students will be responsible for doing the thinking in the classroom while making meaning of complex texts. Targeted outcomes are that students will:
 - do the majority of the work of the lesson: speaking, listening, reading, and writing
 - productively struggle with text and persevere through difficulty
 - provide evidence from the text to support their ideas and defend their thinking
 - talk about and respond to each other's thinking to clarify and improve their understanding
 - contribute to class discussions, take an active role in supporting their peers, and contribute to a strong sense of inclusivity.Progress toward these outcomes will be measured by monthly walkthroughs where instructional leaders and administrators will engage in learning walks to observe the extent to which students exhibit the target skills. Data from these walkthroughs will be used to inform ongoing professional development for teachers.
- The English Language Arts department has instituted weekly Reading Growth Wednesdays to increase reading acumen for all students through differentiated approaches, using Lexia and to accelerate readers through Membean and Zinc.
- Chinook English Language Arts teachers have formed a Professional Learning Community (PLC) focused on increasing literacy proficiency for students. This PLC meets monthly to support student literacy proficiency and implements cycles of continuous improvement using school and subgroup data to monitor and adjust tiered supports for students. As an initial focus, this PLC is partnering with the District MLL Instructional Coach for consultation and professional development on MLL strategies and implementing the WIDA framework for MLLs. Additionally, the team will utilize interim assessment data cycles to progress monitor and adjust instruction. While PLCs will focus on improving instruction and student learning for all students, close monitoring will occur for students in subgroups with more significant gaps. Engaging the District MLL Instructional Coach will assist our staff in more effectively addressing their instructional needs.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a priority at all levels, based on student outcome data.

Math Proficiency and Growth Measures

Increase percentage of students in grades 6-8 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Math Proficiency and Growth						
Subgroup	Math % Proficient			Star Math % Typical/High Growth		
	Spring 2019 (Star)	Spring 2022 (SBA)**	Spring 2023 (Star)	Fall 2017-Spring 2018	Fall 2018-Spring 2019	Fall 2022-Spring 2023
All	69% (804)	61% (770)		63% (888)	62% (761)	
Asian	80% (246)	76% (271)		70% (271)	75% (227)	
Black	29% (24)	23% (26)		45% (20)	41% (22)	
Hispanic	38% (72)	35% (86)		57% (76)	59% (68)	
Multi-Ethnic	74% (90)	56% (87)		68% (78)	53% (86)	
White	70% (371)	59% (297)		60% (442)	57% (357)	
Low Income	40% (103)	27% (123)		58% (76)	61% (90)	
English Learners	53% (83)	29% (68)		77% (73)	75% (71)	
Students with Disabilities	25% (48)	15% (62)		55% (53)	61% (44)	
Female	66% (404)	61% (362)		65% (450)	62% (384)	
Male	73% (400)	61% (408)		62% (438)	62% (377)	
Advanced Learning	*	90% (50)		55% (11)	*	
Traditional	69% (797)	59% (720)		64% (877)	62% (754)	
Grade 6	73% (296)	55% (223)		69% (277)	63% (275)	
Grade 7	71% (279)	61% (292)		57% (288)	57% (267)	
Grade 8	63% (229)	66% (255)		65% (323)	67% (219)	

*Data suppressed due to small group size, in order to protect privacy.

** Star Math data are not available for spring 2020, 2021, or 2022.

Data Reflection

- Spring 2022 Smarter Balanced assessment results show 61% proficiency in mathematics for all Chinook students, with significant variance for subgroups.
- Students with disabilities (15%), English language learners (29%), low income (27%), and Black students 23% have the lowest proficiency rates as measured by Spring 2022 Math SBA. These represent significant gaps in proficiency and are of high priority.
- These gaps may be occurring as teachers have not yet had embedded and concentrated training in consistently utilizing high-leverage strategies that focus on student discourse and strategies that propel the learning of students receiving ELL services.

Key Strategies

- Chinook math teachers will receive targeted professional development with an emphasis on student discourse through student ownership, and students will be responsible for doing the thinking in the classroom while engaged in lessons and activities aligned to grade/course level standards. Targeted outcomes are that students will:
 - be engaged in doing mathematics and discourse
 - discuss their own ideas or thinking
 - discuss other student's ideas or thinking

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|--|
| <ul style="list-style-type: none">○ revise their own thinking○ listen to each other's ideas and thinking○ produce language that communicates ideas and reasoning <ul style="list-style-type: none">● Progress toward these outcomes will be measured by monthly walkthroughs where instructional leaders and administrators engage in learning walks to observe the extent to which students exhibit the target skills. Data from these walkthroughs will be used to inform ongoing professional development for teachers. |
| <ul style="list-style-type: none">● Chinook math teachers have formed a Professional Learning Community (PLC) focused on increasing math proficiency for students. This PLC meets monthly to support student math proficiency and implements cycles of continuous improvement using school and subgroup data to monitor and adjust tiered supports for students. This PLC is partnering with the District MLL Instructional Coach for consultation and professional development on MLL strategies and implementing the WIDA framework for MLLs. Additionally, the team will utilize interim assessment data cycles to progress monitor and adjust instruction. While PLCs will focus on improving instruction and student learning for all students, close monitoring will occur for students in subgroups with more significant gaps. Engaging the District MLL Instructional Coach will assist our staff in more effectively addressing their instructional needs. |

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Percentage of Favorable Responses on Family Engagement Survey									
Family Subgroups	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	40% (425)	55% (251)		38% (425)	51% (251)		34% (425)	47% (251)	
Asian	47% (151)	57% (86)		42% (151)	53% (86)		39% (151)	53% (85)	
Black	*	56% (10)		*	56% (10)		*	51% (10)	
Hispanic	59% (37)	68% (32)		61% (37)	64% (32)		44% (37)	63% (31)	
Multi-ethnic	35% (45)	59% (30)		33% (45)	50% (29)		30% (45)	42% (29)	
White	31% (185)	46% (93)		31% (185)	43% (93)		29% (185)	35% (93)	
Students with Disabilities	36% (30)	51% (27)		34% (30)	46% (27)		30% (30)	43% (27)	
English Learners	55% (30)	77% (28)		51% (30)	76% (28)		43% (30)	75% (28)	
Low Income	49% (30)	68% (31)		49% (30)	63% (31)		40% (30)	67% (31)	

*Data suppressed due to small group size, in order to protect student privacy.

Data Reflection

The percentage of favorable responses on the Family Engagement Survey increased for all students and all subgroups from Spring 2021 to Spring 2022. This may be attributed to families being more informed, supported, and empowered when Chinook re-opened for in-person instruction after remote and hybrid learning. In addition, REI members called all black families and personally invited them to respond to the survey. Prior to the calls, we had very few responses.

Key Strategies / Adjustment

<ul style="list-style-type: none">• Chinook will utilize a variety of communication tools to ensure that families have access to important information. This includes the use of Talking Points to communicate through text with automatic translation, and posting communications on the Chinook Website for automatic translation.
<ul style="list-style-type: none">• Chinook has a Professional Learning Community (PLC) focused on increasing family engagement. This PLC meets monthly and implements cycles of continuous improvement using school and subgroup data to monitor and adjust tiered supports for students. The PLC will work to support and empower families and they will set a goal that links increased family engagement to student learning.

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force¹, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

Priority Global Competency Targets

Chinook Students will learn the four domains (Recognizing Perspectives, Communicate Ideas, Take Action, and Investigate the World) of Global Competency and the seventeen Goals for Sustainable Development. Students will learn this through lessons in key areas, including the Advisory period, as guided by the Global Competency PLC.

Key Strategies / Adjustment

- All staff will engage in professional development training on global competency that includes depth of understanding of the pillars of global competency, indicators of student success, as well as thinking routines that develop global thinking skills for students.
- Chinook has a Professional Learning Community (PLC) focused on increasing Global Competency for students. This PLC meets monthly and implements cycles of continuous improvement. As an initial focus, this PLC will increase their own knowledge about the four domains of global competency and will then plan lessons and activities to share with students.

¹ Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

School Overview

Chinook is a diverse, high achieving middle school serving almost 800 students. Through collaboration among parents, teachers, and community, every student will be challenged academically, and provided opportunities to develop social and emotional skills. We are committed to affirming and inspiring each and every student to learn and thrive as creators of their future world.

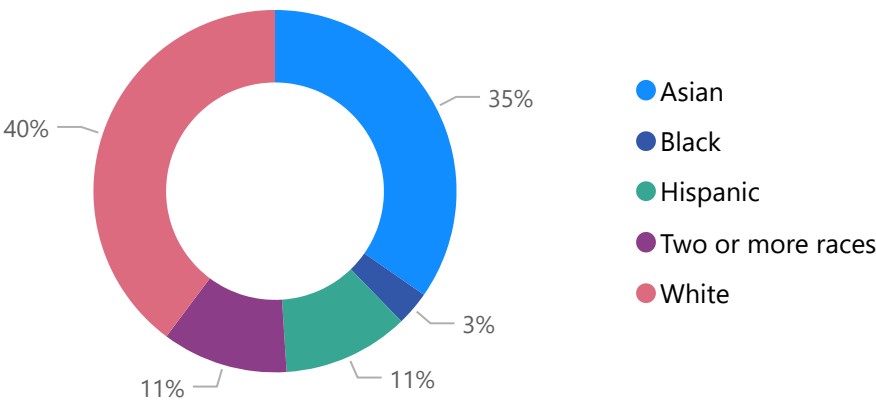
2001 98th Ave NE
Bellevue, WA 98004

<http://www.bsd405.org/chinook>
425-456-6300
James Peterson

Programs Offered

Continuum of special education services

Racial Diversity



School & Student Characteristics ¹

	Chinook Middle School	District MS Average	2
Enrollment (10/1/2021)	797	657	
Average Attendance Rate	92%	93%	
Eligible for Free/Reduced Price Meals	13%	19%	
Receiving Special Education Services	10%	9%	
English Language Learners	9%	11%	
First Language Other Than English	31%	41%	
Mobility Rate ³	14%	10%	

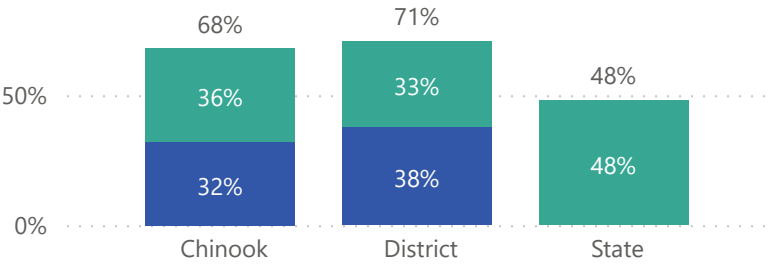
Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

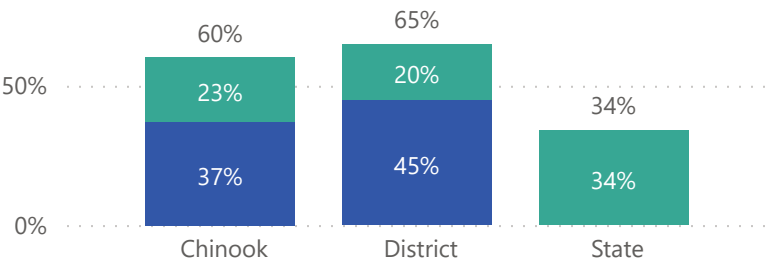
SBA: English Language Arts

Exceeds Standards Meets Standards



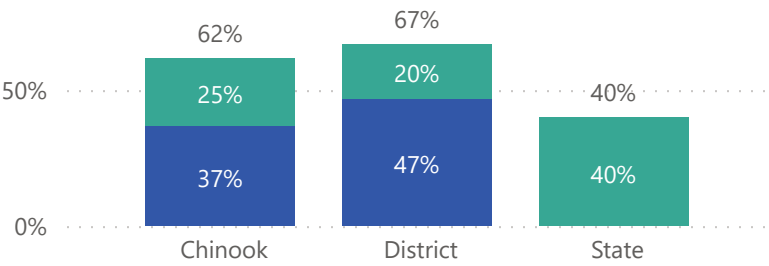
SBA: Math

Exceeds Standards Meets Standards



WCAS: Science

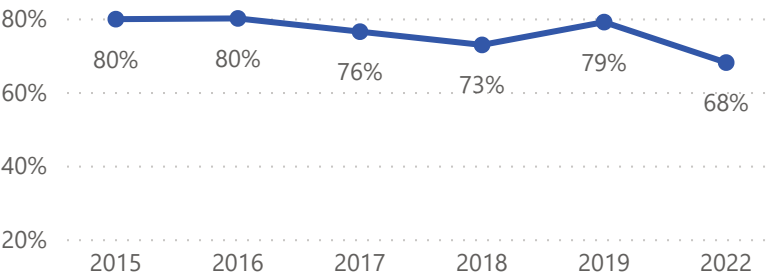
Exceeds Standards Meets Standards



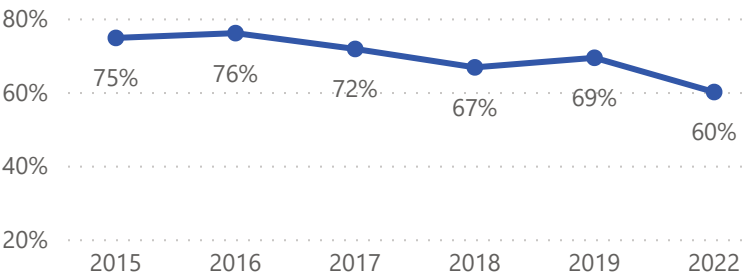
State Assessment Results for Grades 6-8

Percentage of Students Meeting Standards

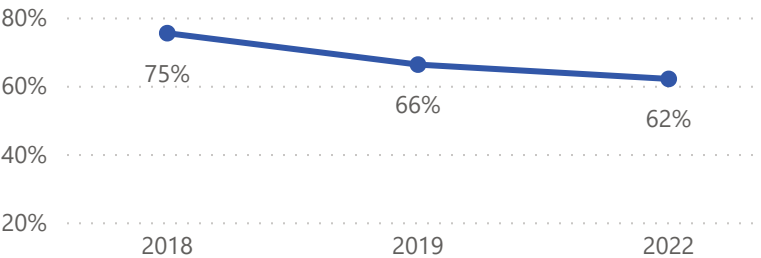
SBA: English Language Arts



SBA: Math



WCAS: Science



Glossary

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services.

We provide specialty centers as well:

- * **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- * **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- * **Olympic** program to support students on the autism spectrum.
- * **Pacific** program for students with significant developmental and intellectual disabilities.
- * **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics

Data are from October 1, 2021 unless otherwise specified.

2 District Average

The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."