



School Improvement Plan

Chinook Middle School

2020-21



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?

- We have a continuum of student supports which allows all Chinook students to attend their feeder school with their classmates and friends.
- We have a diverse community of students able to access all classes as we have no gifted and talented or language immersion programs.
- Chinook is the only school to offer Japanese in the district.

Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Creators of Their Future World
- Family Engagement



See Appendix for School Profile

Affirm and Inspire

Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 5 percentage points from Spring 2020 to Spring 2021.
- Increase percent of students who identify as Black reporting feeling connected to peers by 5 percentage points from Spring 2020 to Spring 2021. (Currently, Chinook does not qualify in this area, though we will still monitor it internally)

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 6-8 Subgroups	Spring 2020	Spring 2021 Target
All Students	72%	77%
Black	*	*
Hispanic	69%	74%
Low Income	73%	78%
English Language Learners	84%	89%
Students with Disabilities	67%	74%

* Data not available for student subgroups < 10

Data Reflection

- ELL students feel connected and some areas of concern include students with disabilities and Hispanic students. This pattern needs to be disrupted in other sub-groups.
- It is encouraging that Hispanic is only 3 percentage points behind our total percentage and ELL students reported the highest level of connectedness
- Chinook met its Fall 2019 target of at least a 5% increase in the Sense of Belonging domain on the Panorama Survey from the 2018 baseline

Key Strategies/Adjustments

- The PBIS committee emphasizes school-wide proactive classroom management practices to build connection with students and monitors the effectiveness of these practices. Examples of these evidence-based strategies utilized include: 5 to 1 positive to negative interaction ratio and greetings students at the door as they enter classrooms (virtual or in-person)
- Chinook commits to the implementation of PBIS with a specific focus on clear expectations, positive reinforcement and support. The goal of PBIS is for students and staff to understand and follow behavior expectations in classrooms and common areas in order to foster a climate that is physically, psychologically and emotionally safe. The PBIS team reviews monthly feedback on the attendance, conduct, and academic performance of students. The implementation steps for this work include:

- *Define school-wide expectations of Respect, Ownership, Community, Kindness and Scholarship*
- *Provide clear description of expectations in different settings*
- *Teach expectations explicitly*
- *Implement positive reinforcement and school-wide incentives for appropriate behaviors*
- *Develop progressive response system for inappropriate behaviors*
- Chinook students will participate in the four district-wide common lessons to develop and increase social-emotional learning competencies throughout the year.
- Chinook offers over 20 unique clubs with over 300 students currently attending in the Fall of 2020

Progress Monitoring

- Chinook’s Racial Equity & Inclusion Team in conjunction with 5 PLC groups will be monitoring the student connectedness for subgroups to ensure this reflects an equitable experience at Chinook.
- Additional student surveys throughout the year provide opportunities monitor students’ peer connection toward peers and to gather more discrete data to assist the building on making adjustments to support students. Due to the work in the cafeteria, hallways, bus and classrooms our PBIS team needs to meet only once every two months as we are well over 80% in Tier one learning for students and staff. This development points to a reduction in frequency in 2020.
- Monthly surveys during Community Building time and Monthly data on discipline and attendance as pertaining to peer-to-peer relationships and school sense of belonging.
- District monthly student surveys will provide additional feedback.

Inspired and Affirmed

Measures and Targets

- At least 60 % of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 6-8	Fall 2020 Survey (baseline)
All Students	
Black	
Hispanic	
Low Income	
English Language Learners	
Students with Disabilities	

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- Institute 3 CASEL Priorities in every class, warm welcome, engaging instruction, optimistic closure.
- ROCKstars -students recognized for Respect, Ownership, Community, Kindness and Scholarship
- Identity Affirming Assemblies-Hispanic Heritage month, Veteran’s Day, Unity Day are some examples
- PCM’s(Proactive Classroom Management)

Progress Monitoring

- 4-6 surveys on how these measures are progressing- district and school generated.
- Student interviews with ITCL when appropriate to find out if racial equity and inclusion remains positive in trending.

Learn and Thrive

Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

ELA Proficiency and Growth

Measures and Targets

- 90% of students in the Class of 2026 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and using adaptive software (Lexia) will show a year's worth of growth in literacy.

Percentage Meeting/Exceeding Standard on SBA or Star

Chinook Class of 2026 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star		
	2019 Actual Grade 5 (n=214)	2020 Actual** Grade 6 (n=204)	2021 Target Grade 7
All Students	90%	76%	81%
Black	N/A	N/A	N/A
Hispanic	67%	55%	67%
Special Ed Services	50%	35%	55%
English Learners	33%	18%	33%
Low Income	61%	53%	61%

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades 6-8	% of students identified for additional Literacy supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- 2020 data shows a drop from 2019, but the assessment (STAR) was not comparable to the Smarter Balanced Assessment (SBA).
- Significant performance gaps exist between groups of students, illustrating the fact that the student performance is not yet fully equitable.

Key Strategies/Adjustments

- Chinook partners with the Achievement Network (ANet) to deepen the understanding of standards-aligned instruction for the Language Arts department. ANet formative assessment tools are aligned to the Common Core standards and provide teachers with student learning data that is actionable in the design of instructional interventions for students. Additionally, the ANet partnership will develop and implement targeted professional development for Language Arts teachers in the use of data analysis protocols and the instructional shifts demanded by the standards.
- Expand literacy work to other disciplines (e.g. Science and Social Studies) to provide students the opportunity to engage in content-rich, complex non-fiction texts to build these skills along with critical background knowledge.
- Expand access to the general education curriculum for students with IEPs. This year, inclusion classes will be available in all three levels of Language Arts. The master schedule was developed to ensure that teachers have time together during the day for collaboration and planning purposes originally though due to scheduling changes, this is not universal.
- Facilitate accommodations, modifications and push-in support; increasing access to our common curriculum for students with IEPs. Chinook has five certificated special education teachers who regularly collaborate with general education instructional staff to further inclusionary practices.

Progress Monitoring

- Chinook will utilize three common assessments developed by ANET to monitor student progress toward the literacy standards throughout the year. Teachers will engage in a data analysis protocol after each assessment.
- The STAR Reading assessment will be utilized 2-3 times a year as a screener to identify students for potential Reading intervention with Read 180 or Lexia Powerup for targeted groups.
- ELA PLC's meet minimum monthly to monitor and make recommendations for adjustments.
- Implement small group return to school for targeted populations and progress monitoring for those students not accessing and improving in core academics but especially LA. Students in Lexia intervention will be monitored by progress and usage data in Lexia.

Math Proficiency and Growth

Measures and Targets

- 85% of students in the Class of 2026 cohort* will meet or exceed state standards in math by spring of 2021, with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and using adaptive software (ALEKS) will show a year's worth of growth in math.

Percentage Meeting/Exceeding Standard on SBA or Star

Chinook Class of 2026 Cohort*	Math Proficiency on SBA or Star		
	2019 Actual Grade 5 (n=214)	2020 Actual** Grade 6 (n=203)	2021 Target Grade 7
All Students	86%	74%	86%
Black	N/A	N/A	N/A
Hispanic	50%	36%	50%
Special Ed Services	35%	24%	35%
English Learners	47%	50%	55%
Low Income	56%	36%	56%

**Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.*

***Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.*

Students Grades 6-8	% of students identified for additional Math supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Key Strategies/Adjustments

- Chinook partners with the Achievement Network (ANet) to deepen the understanding of standards-aligned instruction for the Math department. ANet formative assessment tools are aligned to the Common Core standards and provide teachers with student learning data that is actionable in the design of instructional interventions for students. While the Math department will be utilizing the district interim assessments in Synergy, these are modeled after ANet assessments. Additionally, the ANet partnership will develop and implement targeted professional development for Math teachers in the use of data analysis protocols and the instructional shifts demanded by the standards. Classroom observations will be a method to measure standards-based instruction.
- Chinook's Special Education department collaborates with general education instructional staff to help develop and facilitate accommodations, modifications and push-in support; increasing access to our common curriculum. This model continues to expand to increase access to the general education curriculum. This year, the inclusion model will include both IMT1 and IMT2 as co-taught classes. The master schedule was developed to ensure that teachers have time together during the day for collaboration and planning purposes.

Progress Monitoring

- Chinook will utilize four common post unit assessments to monitor student progress toward the math standards throughout the year. Teachers will engage in a data analysis protocol after each assessment.
- The Aleks Math pre-unit assessments will be utilized 4-5 times a year to determine pre-requisite skills and to identify students for potential Math intervention and support prior to the grade level standards.
- Building-based mentors with a student caseload will be monitoring student progress through the MTSS process.

Data Reflection

- 2020 data shows a drop from 2019, but the assessment (STAR) was not comparable to the Smarter Balanced Assessment (SBA).
- Significant performance gaps exist between groups of students, illustrating the fact that the student performance is not yet fully equitable.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2026 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2026 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- SIOP strategies will be utilized and more teachers will receive training when it's offered.
- Access to Lexia intervention software with our MLL/ELL students.

Progress Monitoring

- The MLL PLC group monthly which will monitor this progress.

Grading

Measures and Targets

- Grades are more reflective of student learning. Target: 85% or more of secondary students report they experience the following in their math and ELA classes:
 - They have multiple opportunities to demonstrate their learning
 - They have the ability to re-take/re-do summative assessments
 - Late work is recognized as a demonstration of proficiency

Students	Percentage of students reporting they experience the following practices in their math and ELA classes:					
	Fall 2020			2020-21 Target		
	Multiple Opportunities	Re-take/Re-do	Late work recognized	Multiple Opportunities	Re-take/Re-do	Late work recognized
All Students						
Black						
Hispanic						
Students with Disabilities						
English Learners						
Low Income						

- Grades are more equitable. Target: Decrease the percent of all secondary students receiving D/F grades in ELA and Math by 25% and decrease disparities in secondary math and ELA courses for the following sub-groups by 25%: Black, Hispanic, students with disabilities, English Learners, and Low Income.

Chinook ELA (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	9%	na	na	na
Black	26%	17%	15%	13%
Hispanic	21%	12%	10%	9%
Students with IEPs	10%	1%	1%	1%
English Learners	18%	9%	8%	7%
Low Income	25%	16%	14%	12%

Chinook Math (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	6%	na	na	na
Black	27%	21%	19%	16%
Hispanic	18%	12%	10%	9%
Students with IEPs	14%	8%	7%	6%
English Learners	13%	7%	6%	5%
Low Income	24%	18%	16%	14%

Data Reflection

- The initial measure shows disparities with the exception of students with IEP's in LA. All categories otherwise show the need for significant progress. In math, all categories show disparities with total students.

Key Strategies/Adjustments

- Review using an MTSS process the areas where students have disparity compared to all students
- Pilot teachers will read the book Grading with Equity and are implementing more equitable grading practices in their classrooms.
- Chinook will continue its schoolwide implementation of standards-based grading and assessment which includes: Classroom assessments will be aligned to standards, students will be provided with multiple opportunities to demonstrate learning, students will be able to re-take and/or re-do summative assessments and late work used to assess student learning will be fully recognized to demonstrate proficiency

Progress Monitoring

- Twice a quarter, students will be reviewed in the grade level. It will then be determined if interventions and testing supports (Aleks and Lexia) are supporting improvements of student learning.
- Targeted groups of students will be established so they can improve academic focus

Creators of Their Future World

Goal

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

Global Awareness and Cultural Competence

Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 6th grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 6	*	75%

Data Reflection

- Due to remote learning, Chinook was unable to complete this performance task during the 2019-20 school year.

Key Strategies/Adjustments

- Connect with 6th Grade Social Studies teachers in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Outreach will be conducted with families about the goal, objective, and particulars of this performance task.

Progress Monitoring

- Project completion rates will be monitored by teacher and class period.
- Make up opportunities will be provided for students who need it to ensure that all students are able to engage with this learning opportunity.
 - **Nov 2020:** Provide professional development to teachers
 - **Dec-Jan 20-21:** Unit being taught by 7th/6th AL grade teachers and implementation of the task in classes.
 - **Feb-Apr-2021:** Data scoring and collection
- **Jun 2021:** Data sharing and feedback from teachers about the process and task.

STEM

Measures and Targets

At least **75%** of students show proficiency in using technology to design solutions by completing a Science, Technology, Engineering, and Math (STEM) performance task in 7th grade.

Science Technology Engineering and Math Performance Task		
	2019-20	Target 2020-21
Grade 7	*	75%

Data Reflection

- 2020-21 will be the first year for this project.

Key Strategies/Adjustments

- Connect with 7th Grade Science teachers in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Outreach will be conducted with families about the goal, objective, and particulars of this performance task.

Progress Monitoring

- Project completion rates will be monitored by teacher and class period.
- Make up opportunities will be provided for students who need it to ensure that all students are able to engage with this learning opportunity.

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.

Informed, Supported, and Empowered

Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. (See targets in tables below)

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	66%	70%
Black	*	*
Hispanic	*	*
Students with Disabilities	78%	83%
English Learners	72%	75%
Low Income	60%	70%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	64%	64%
Black	*	*
Hispanic	*	*
Students with Disabilities	89%	89%
English Learners	72%	72%
Low Income	40%	50%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	69%	70%
Black	*	*
Hispanic	*	*
Students with Disabilities	89%	92%
English Learners	78%	83%
Low Income	70%	70%

* Data not available for student subgroups < 10

Data Reflection

- Families of students who receive additional supports through Special Education and the English Language Learner program report significantly higher levels of engagement.
- A gap remains for Chinook's Low-Income families and this remains a priority.

Key Strategies/Adjustments

- In the Fall of 2020, survey data from 2019-20 will be shared with all families. Planning sessions to identify strategies will take place with PTSA.
- Chinook will continue to utilize existing structures to connect with families: Principal Coffees, Multi-Language Coffees with translation, and outreach to communities especially our Hispanic/LatinX population.
- Additional family listening sessions will be utilized to learn more about the family experiences in their communities. Parent groups in need of additional information and voice will be actively invited.
- Create a family engagement PLC which meets monthly

Progress Monitoring

- In addition to the district survey on Family Engagement, Chinook will implement additional surveys to measure progress throughout the year with students and families.
- Dates and Times for Family/Parent Coffees (continuing goal)
- Dates and Times for Multi-Language Parent Coffee (adjustment to once a month vs. 4 times a year)
- Weekly Newsletters to Families each week and monitored using School Messenger metrics
- Partnering with PTSA for Parent U events-movie night Screenagers, for example

Glossary

ELL-English Language Learners

MTSS-Multi-tiered system of support

PCM-Proactive classroom management



2019-2020 School Profile

Chinook Middle School

<http://www.bsd405.org/chinook/>

Kathleen Myers, Principal

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Bellevue, WA 98004

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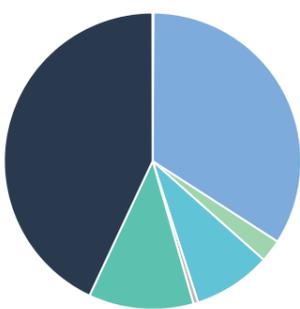
School Overview

Chinook is a diverse, high achieving middle school serving over 900 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.

Programs Offered

Traditional Program

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
34%	Asian
2%	Black/African-American
8%	Hispanic
<1%	Pacific Islander
11%	Two or more races
43%	White

School & Student Characteristics¹

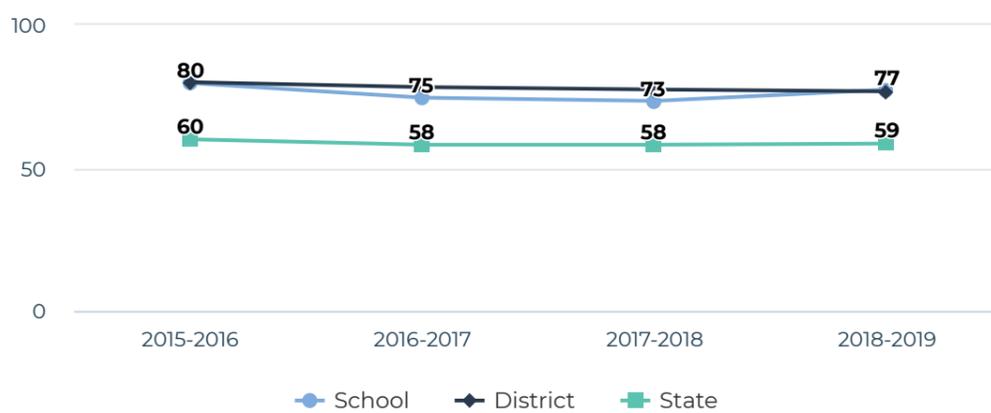
	SCHOOL	DISTRICT ²
Enrollment	931	859
National Board Certified Teachers	35%	25%
Eligible for Free/Reduced Price Meals	12%	17%
Receiving Special Education Services	8%	8%
English Language Learners	9%	9%
First Language Other Than English	33%	37%
Mobility Rate ³	9%	7%
Average Attendance Rate	95%	95%

Summary of Student Achievement

State Assessment Results for Grades 6-8 in the Last Four Years

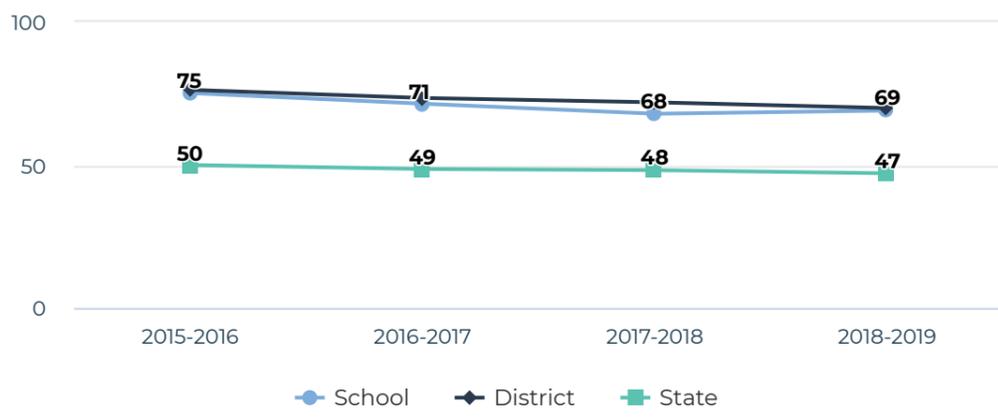
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



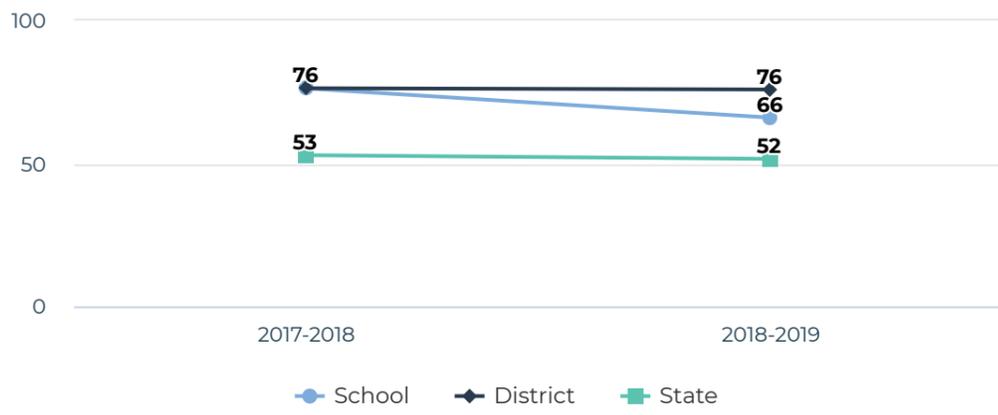
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

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, 2019 unless otherwise specified.

2. District Average The district averages displayed here are the averages for district middle 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.