

CHINOOK MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN



2019 – 2020

SCHOOL PRINCIPAL:
RUSSELL WHITE



The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

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

Chinook Middle School

2019 – 2020 School Improvement Plan

At Chinook Middle School we are committed implementing the district’s vision “to affirm and inspire each and every student to learn and thrive as creators of their future world.”

Our work in serving every student, every day in every classroom is grounded in an idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Chinook Middle School, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs’ assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

Instructional Program Overview.....	Page 3
Profile	Page 4
Achievement & Growth	Page 6
School Goals & Key Performance Indicators	Page 8

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”

(Dr. Martin Luther King, Jr.)

SCHOOL BACKGROUND

Instructional Program Overview

Chinook is a comprehensive middle school serving 935 students. Students attend a seven-period day, take five required academic classes each semester, and choose from a variety of electives: Japanese, French, Spanish, Applied Engineering, Design and Production, Digital Technology, Media Technology, Coding with Python, Robotics, Flight & Space, Band, Orchestra, Choir, Drama, Visual Art, Ceramics, Creative Writing, Science Special Topics, and Math Special Topics. Students take required courses in Physical Education and Health in 7th or 8th grade and may accelerate in math.

Chinook is an increasingly diverse school with a student population that is 45% White, 32% Asian, 10% Multi-Ethnic, 9% Hispanic and 3% African American. Staff members hold high expectations for each student at Chinook and pride themselves in creating an inclusive environment that supports the success of every student. As Chinook works toward increasing academic proficiency and increasing a sense of students belonging to the larger school community, the lens of equity is utilized to measure the effectiveness of all building initiatives. This focus on racial equity has a positive impact on the academic performance of students as well as the development of an inclusive school community that supports all students.

To support students receiving special education services, Chinook continues to expand its continuum of services for students in a general education environment. Chinook has expanded its inclusion efforts in order to provide the opportunity for more students to receive services in their neighborhood school.

All teachers offer tutorial after school from 2:30 to 3:00 pm. Students are encouraged to attend before and after school tutorial for extra support, to receive individual time with teachers and provide opportunities to raise achievement on individual assignments and assessments. Activity period follows tutorial from 3:00 to 4:00 pm where students can continue with academic work or participate in clubs and athletics offered throughout the year.

To support these high expectations for diverse learners, teachers participate in professional learning to develop their instructional expertise. Specific Sheltered Instruction Observation Protocols (SIOP) are used to support our English Language Learners throughout the building. A variety of teams use data and Multi-Tiered Systems of Support (MTSS) to assess the effectiveness of universal instruction and identify and support learners with targeted intervention programs. Chinook continues to implement and grow the Advancement Via Individual Determination (AVID) program in grades seven and eight. The AVID program teaches students reading and writing strategies to ensure that they are able to access academic content to develop college-readiness skills. Additionally, the AVID program supports students in learning effective inquiry in collaborative practices to promote active engagement for all students.

Chinook is a school that operates using positive behavioral interventions and supports. Chinook staff readily teach students the core values of ROCKS: **R**espect, **O**wnership, **C**ommunity, **K**indness, and **S**cholarship. These values are consistently reinforced using student and staff recognition programs. Chinook has an ongoing partnership with Jubilee Reach, which provides a free after-school program for Chinook students called Club Jubilee. This program provides all students with the opportunity to interact with their peers, build their character, and participate in organized sports.

Chinook's focus this year is to build on successful implementation of the district's strategic plan goals. Emphasis is on building an effective Equity and Inclusion Leadership Team, fully implementing a Multi-Tiered System of Support (MTSS) instructional model and igniting school-wide literacy instruction. To support this work, Chinook continues its partnership with the Achievement Network (ANet), a non-profit organization that focuses on instructional practices that are grounded in the Common Core State Standards (CCSS) and provides standards-aligned formative assessments to inform instruction.



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.

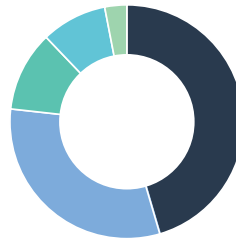
Programs Offered

Continuum of special education services

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	950	683
National Board Certified Teachers	40%	28%
Eligible for Free/Reduced Price Meals	12%	17%
Receiving Special Education Services	6%	8%
English Language Learners	10%	8%
First Language Other Than English	31%	35%
Mobility Rate ³	9%	7%

Racial Diversity



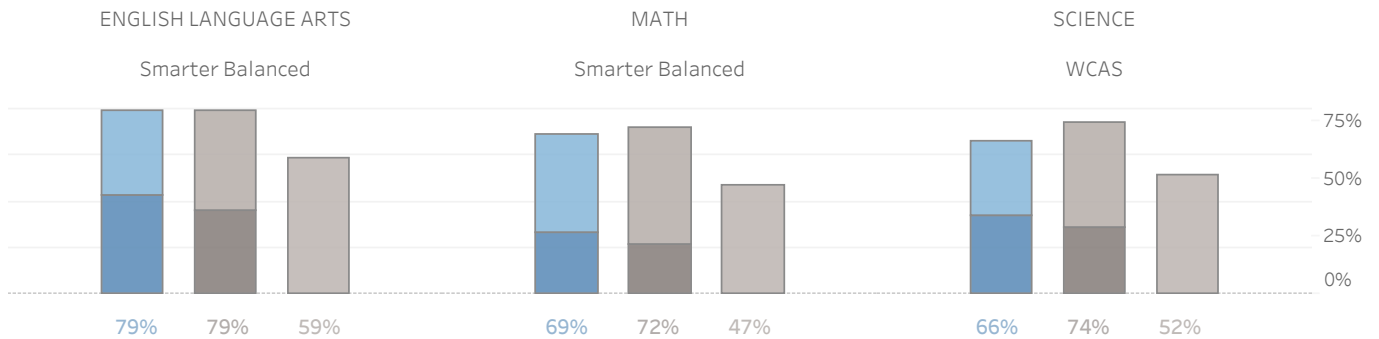
31%	Asian
3%	Black
9%	Hispanic
11%	Two or more races
45%	White
N/A	Native American
N/A	Pacific Islander

Attendance & Discipline

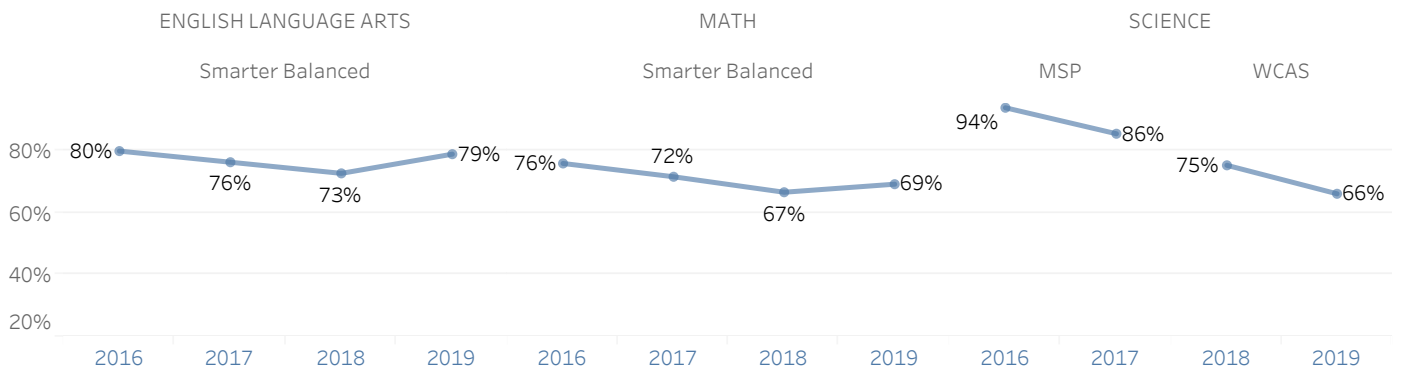
	SCHOOL	DISTRICT
Average Attendance Rate	95%	96%
Students with < 10 Absences Per Year	69%	63%
Students with 18+ Absences Per Year	9%	17%
Suspension Rate ⁴	1.9%	3.4%

Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2019)
Percentage of Students Meeting/Exceeding Standards



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

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 replaces the WA State MSP science assessment. 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, 2018 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.
- 4 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

SCHOOL BACKGROUND

Achievement & Growth

The Washington School Improvement Framework (WSIF) includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment. Effectively, all student groups are held to the same standard.

English Language Arts: SBA Proficiency Rates and Goals: Grades 6-8

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	73%	75%	79%	80%
Asian	80%	81%	83%	84%
Black	44%	49%	58%	62%
Hispanic	53%	57%	61%	65%
Two or More Races	78%	79%	81%	82%
White	73%	75%	81%	82%
Eligible for Free/Reduced Price Meals	40%	46%	55%	59%
Students with Disabilities	25%	32%	40%	46%
English Language Learners	27%	34%	28%	36%

English Language Arts: SBA Proficiency Rates and Goals: Current Grade 6 Cohort

Group	2018	2019		2020
	Actual Grade 4	Target Grade 5	Actual Grade 5	Target Grade 6
All Students	80%	81%	82%	83%
Asian	81%	82%	78%	80%
Black	*	*	*	*
Hispanic	*	*	42%	48%
Two or More Races	80%	81%	84%	85%
White	86%	87%	91%	92%
Eligible for Free/Reduced Price Meals	48%	53%	44%	50%
Students with Disabilities	50%	54%	44%	50%
English Language Learners	40%	46%	40%	46%

Note: the green highlights indicate that the 2019 target was met

Math: SBA Proficiency Rates and Goals: Grades 6-8

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	67%	70%	69%	72%
Asian	80%	81%	80%	81%
Black	13%	22%	23%	31%
Hispanic	32%	38%	41%	47%
Two or More Races	66%	69%	70%	73%
White	68%	70%	70%	73%
Eligible for Free/Reduced Price Meals	24%	31%	37%	44%
Students with Disabilities	18%	26%	30%	38%
English Language Learners	52%	56%	52%	57%

Math: SBA Proficiency Rates and Goals: Current Grade 6 Cohort

Group	2018	2019		2020
	Actual Grade 4	Target Grade 5	Actual Grade 5	Target Grade 6
All Students	83%	84%	76%	78%
Asian	90%	91%	85%	86%
Black	*	*	*	*
Hispanic	*	*	50%	55%
Two or More Races	80%	81%	58%	62%
White	83%	84%	77%	79%
Eligible for Free/Reduced Price Meals	52%	56%	32%	39%
Students with Disabilities	58%	62%	25%	33%
English Language Learners	80%	81%	50%	55%

Note: the green highlights indicate that the 2019 target was met

These measures include results on state standardized test (*proficiency*), student growth over multiple test periods (*median student growth percentiles*), graduation, English learner progress towards language attainment and School Quality and Student Success measures of attendance. To protect student privacy, a minimum number of students is required so no one student can be identified. If the cell as an asterisk (*), that means the student group was too small to report out publicly, to protect the student privacy.

Student Well-Being

Goal: Supporting the emotional and physical well-being of all Chinook students by affirming their sense of identity and belonging, we will improve students' sense of belonging as measured by the Panorama Student Perception Survey from 59% in Fall 2018 to 61% in Fall 2019.

Strengths in the goal area:

- **Positive Behavioral Interventions and Supports (PBIS):** Chinook has initiated 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
- **Restorative Practices:** To continually build a positive climate within the school. Chinook staff have received training on a variety of restorative practices and have been implementing them to support climate work. This continuum of practices focuses on building relationships (adult/student and student/student) and equipping staff to work "with" students. Talking circles are utilized in a variety of settings to build a sense of community through authentic talk. Restorative conversations are utilized to help students reflect on the harm they may cause others when then make behavioral choices. Peer mediation is a tool used to help coach students through the process of conflict resolution.
- **Proactive Classroom Management (PCM) Practices:** These strategies can be implemented by all teachers to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning. Chinook has initiated implementation of PCMs with a specific focus on relationship-building strategies. The goal is to improve students' connectedness with staff and sense of belonging. Examples of research-based proactive classroom management strategies utilized this year include: 5 to 1 positive to negative interaction ratio and greeting students at the door as they enter classrooms. Chinook conducts bi-monthly measures of implementation with an 80% threshold.

Key Performance Indicators:

- **Panorama Student Survey:** The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- **School-wide Evaluation Tool (SET):** The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET is conducted by an outside evaluator.
- **Tiered Fidelity Inventory (TFI):** The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.

Strategies: *To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:*

- Create and support a plan to train staff on four common SEL Lessons throughout the year that will be delivered to students.
- Implement a cycle of inquiry regarding student well-being with a focus on current 8th grade students based on the early warning indicator data.
- Develop formative assessment tools to provide targeted data on strengthening the sense of belonging of students. This tool will be administered school-wide with focus group follow up.

High Quality Instruction

Goal 1: To align with the district initiatives, the goal is for all Chinook students to meet or exceed the Washington School Improvement Framework (WSIF) accountability goal for the overall English Language Arts proficiency rate (increasing from an actual of 79% in 2019 to a 2020 target of 80%) and Math (increasing from an actual of 69% in 2019 to a 2020 target of 72%). In addition, Chinook students will meet or exceed the targets represented in the table on page 6 for each student group.

Goal 2: Decrease the gap between our highest and lowest achieving racial subgroups in English Language Arts and Math in grades 6 – 8 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest groups. In ELA, the achievement gap will be reduced from 29% to 14%. In Math, the achievement gap will be reduced from 57% to 28%.

Goal 3: At least 83% of Class of 2026 (current 6th graders) will meet Smarter Balanced Assessment (SBA) state standards in English Language Arts while meeting WSIF targets for all subgroups. The 2019 proficiency rate in ELA was 82%. At least 78% of Class of 2026 will meet state targets in Math while meeting all WSIF goals for all subgroups. The 2019 proficiency rate in math was 76%.

- As measured by the 2019-20 Smarter Balanced exam, Chinook students will demonstrate the following ELA and Math proficiency rates as broken down by demographic groups:
 - Black/African American students (62% ELA, 31% Math)
 - Hispanic/LatinX (65% ELA, 47% Math)
 - English Language Learners (36% ELA, 57% Math)
 - Students with Disabilities (46% ELA, 38% Math)
- As measured by the 2019-20 SBA, Chinook students will demonstrate an overall ELA proficiency rate of 80% and an overall Math proficiency rate of 72%.

Strengths in the goal area:

- **Inclusive Practices:** Chinook has approximately 60 students who receive special education services. We have four certificated special education teachers who regularly collaborate with general education instructional staff to help develop and facilitate accommodations, modifications and push-in support; increasing access to our common curriculum. Inclusive education practices do not just benefit students receiving special education services—they benefit all students. After a successful introduction of the co-teaching model at Chinook in the 2016-17 school year, this model continues to expand to increase access to the general education curriculum. This year, inclusion classes will be available in all three levels of Language Arts as well as IMT 1 in Math. The master schedule was developed to ensure that teachers have time together during the day for collaboration and planning purposes.
- **Building Based Professional Development:** The Chinook Equity and Inclusion Team takes responsibility for the development of building-based professional development. For the 2019-20 school year, Chinook is focusing on school-wide, High Quality Instruction. This standards-aligned and data-driven approach will ensure that effective Tier 1 instruction is utilized in every classroom. All teachers are learning to unpack the Common Core State Standards that are relevant to their content area to ensure that appropriate levels of rigor are present and that instructional shifts are incorporated into practice.

- **Achievement Network Partnership:** Chinook has partnered with the Achievement Network (ANet) to deepen the understanding of standards-aligned instruction for the Math and Language Arts departments. 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 Math and Language Arts teachers in the use of data analysis protocols and the instructional shifts demanded by the standards.
- **Alignment of Resources:** To ensure that Chinook staff have the ability to collaborate around student learning, the master schedule was developed to ensure that many grade-level teams for content areas have a common planning period every day.

Key Performance Indicators for the 2019-20 School Year include:

- The ANet formative assessment tool will be given to students three times during the school year in all Language Arts grade levels. All Language Arts and Math classes will be utilizing common interim assessments that are based on ANet assessments. Immediately after each assessment, teachers will have an opportunity work collaboratively in grade-level teams to utilize a data-analysis protocol to identify critical learnings that student performance reveals along with a plan for future instruction to address student misconceptions.
- All Social Studies classes will implement four common assessments this year that utilize historical non-fiction texts and are grounded in literacy questions based on CCSS.
- Coaching visits and classroom learning walks to analyze the implementation of the *Discovery Math Techbook* resources

Strategies: To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- **Structural Components (MTSS).**
 - Utilize a course-level data team meeting structure to support data-based instructional decision making, scheduled for each of the 4 interim benchmark assessment dates
 - Monitor and support individual teachers in the analysis of the four interim benchmark assessments
- **ANet Partnership .**
 - School-wide professional development on standards-based instruction to build foundational understanding for all teachers
 - Coaching visits to assess needs, develop a professional development plan, visit classrooms, and analyze implementation.
 - Implementation of the ANet interim assessments three times throughout the year
 - Assessment analysis sessions for teachers after each assessment window
 - Monitor and support individual teachers
 - Development of non-fiction literacy protocols in Science and Social Studies to support students accessing rigorous complex text in these disciplines
 - Staff will implement interim assessments using either the ANet assessment platform.
- **Students will use technology** to communicate, access information, solve problems, share knowledge, and enhance learning. Students will apply technology to real-world learning experiences and learn digital citizenship skills and appropriate use of technology in their lives.

Family & Community Engagement

Goal: At least 20% of families in each subgroup by race will participate in the family engagement survey administered by June, 2020 to determine baseline data.

Strengths in the goal area:

- **A variety of parent engagement structures:** Chinook's PTSA works to build an inclusive community for all parents that provides multiple access points for families to engage in the school community. The PTSA sponsors formal

parent gathering through the PTSA Principal Coffee and the I-Connect program. I-Connect is structured for families to share with each other around designated topics. The Walkabout Program is a way for family members to volunteer at school during lunch as a way to build connections with all students.

- **Multi-Language Coffees:** Outside of the PTSA, a team of parent ambassadors representing different languages spoken at the school organizes socials throughout the year. Volunteer translators are provided for families to ensure that they can fully engage in the community, understand how the school system works, and have their questions answered.
- **Microsoft Translator:** Chinook uses Microsoft Translator at parent gatherings to ensure that all parents can simultaneously engage in the conversation—even when human translators are not available or are not a practical solution. Chinook values the inclusion of all families as part of the school community.
- **Family Socials:** Chinook parents sponsor a variety of social gatherings to provide a means for families to connect at school.
- **Strong believe in Education as Shared Responsibility:** We believe that education is the shared responsibility of families, educators and community members and we value and respect the diversity of perspectives, knowledge and abilities that our stakeholders bring to our schools. As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life (this

Key Performance Indicators for the 2019-20 School Year include:

- Implementation of the family engagement survey with strategies to reach out to all families to ensure an inclusive voice is included.
- Family focus groups will be held throughout the year to provide families the opportunity to share feedback prior to the implementation of the district family engagement survey.

Strategies: To support student growth and achievement for those performing below grade level, our school community will meet the needs of families in the following ways:

- Expand opportunities for parents, local organizations, and members of the community to learn and support our work together.
 - Strengthen relationships with parents and families through deeper understanding of their perspectives and needs through focus group discussions—including the use of translators when needed to ensure all families have a voice.
 - Focus community partnerships on high-leverage, high-impact strategies such as
 - Improve two-way communication with families and community partners.
 - Match resources and services in the community with identified student needs.
 - Implement equitable and culturally responsive family engagement practices aligned with academic goals.
 - Utilize and promote the use of technology-based translations services in presentations to families.
-