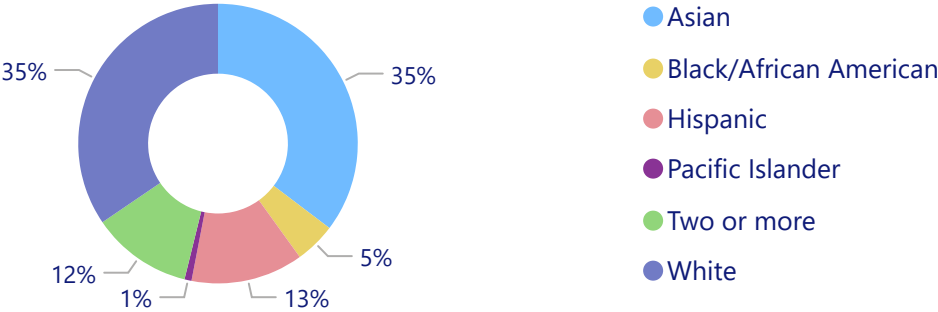


Chinook Middle School

Racial Diversity



Enrollment: 6-8

754

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

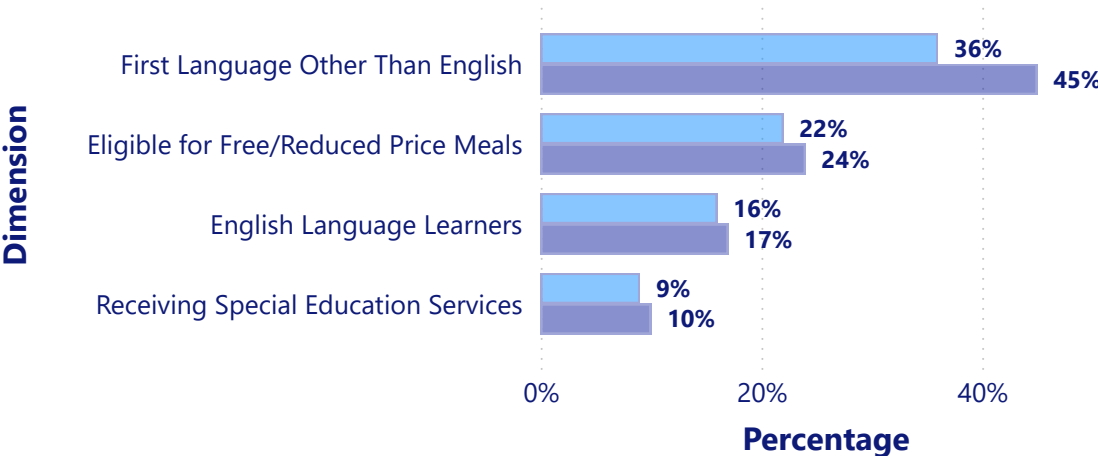


Receiving Special Education Services



School vs. District Student Metrics

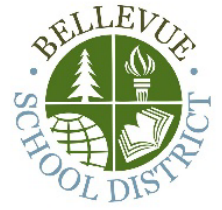
● Chinook Middle School ● District Middle School Average



Chinook Middle School

School Improvement Plan 2024-25

Belong · Learn · Lead



At Chinook Middle School, our vision is to ensure that all students, staff, and families experience equitable access and opportunities to foster a strong sense of belonging, agency, joy, and success. We are committed to creating an inclusive environment where diversity—across language, race, and other identities—is celebrated and embraced.

Our commitment to inclusion means building a school culture where every individual feels valued, respected, and heard. We implement teaching methods and support systems that meet the diverse needs of our students by removing barriers to learning and recognizing each

student's unique strengths and challenges. This ensures that every student has the opportunity to succeed academically, socially, and emotionally.

We recognize the deep connection between academic achievement and a strong sense of belonging. We focus on creating inclusive spaces where students can see themselves reflected in the curriculum, develop strong relationships with peers and staff, and exercise agency in their learning. Our approach ensures that students of all backgrounds feel empowered to participate fully, contribute meaningfully, and experience joy in their educational journey.

Chinook Middle School is a vibrant and diverse community of learners. Our student population reflects the rich cultural, linguistic, and socioeconomic diversity within our surrounding community. With over 35 languages spoken and a wide range of abilities represented, our school is dedicated to meeting the unique needs of each student through personalized learning experiences. We are also proud to be the only middle school in Bellevue where students can learn Japanese, offering a unique opportunity to explore language and culture. In 2023, Chinook was recognized as Best Middle School by *425 Magazine*, a recognition of our commitment to excellence and community engagement.

As of the 2024-25 school year, our demographics include:

- Asian students: 35%
- Black/African American students: 5%
- Hispanic students: 13%
- Native Hawaiian or Other Pacific Islander: 1%
- Multiracial students: 12%
- White students: 35%
- Students with disabilities: 17%
- Multilingual learners (MLL): 16%
- Students eligible for free or reduced-price lunch (low-income): 22%

This diversity is one of our greatest strengths, and it drives our commitment to culturally responsive practices and inclusive instruction.



School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District **Strategic Plan** Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.





Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency.

CURRENT LANDSCAPE

Satellite Data

Our **Smarter Balanced Assessment (SBA)** results in English Language Arts (ELA) and Math reveal both successes and areas for improvement across grade levels.

In ELA, 63% of Grade 6 students met or exceeded proficiency, with English Learners increasing from 23% in 2023 to 32%. In Grade 7, 71% of students reached proficiency, with Students with Disabilities proficiency rates increased from 15% to 40%. In Grade 8, 67% of students demonstrated proficiency, with Hispanic students' proficiency rates improving from 44% to 50%. However, gaps remain, particularly among Black, Hispanic, and low-income students across all grades.

In Math, 61% of Grade 6 students met or exceeded proficiency, with English Learners proficiency rates improving from 25% to 32%. In Grade 7, 60% of students met proficiency, though English Learners proficiency rates decreased from 56% to 51%, and Hispanic students' proficiency rates dropped from 38% to 17%. In Grade 8, 57% of students met proficiency, with Hispanic students' proficiency rates improving from 32% to 36%. As in ELA, significant gaps persist, particularly among Black students and students with disabilities, who continue to perform below overall averages across all grades.

Attendance rates, defined as students attending school regularly (90% or more of the time), have generally declined since the pre-pandemic 2018-19 school year. Overall student attendance dropped from 80% in 2018-19 to 78% in 2023-24. Notable decreases are observed among Black students (82% to 60%), Hispanic students (67% to 58%), and students with disabilities (69% to 50%).



Map Data



The Spring 2024 Panorama survey highlights positive developments in student confidence and sense of belonging, particularly for our multilingual learners and Black students. Multilingual learners reported a 9% increase in their confidence to complete assigned work, while Black students showed a 6% increase. Sense of Belonging scores ranged from 56% to 65% across all subgroups, providing a strong foundation for our efforts to foster an inclusive environment.

Our Student Voice & Agency Index reveals strengths, with 72% of all students reporting positive experiences. Among specific subgroups, 65% of Hispanic students, 68% of Black students, and 63% of English Learners reported positive experiences, highlighting areas of focus as we continue to work toward ensuring all students feel heard and empowered.

Staff insights from the 2024 Panorama survey also highlight the need for increased collaboration across content and grade levels and the importance of strengthening family outreach. These are key areas of focus as we strive to build a more connected, relationship-centered school community.

Street Data



Student feedback from focus groups and empathy interviews with student advisory leaders during the 2023-24 school year provided an insightful picture of their classroom experiences. Many students shared positive reflections on teachers who provide regular check-ins and personalized instruction, which makes them feel more supported and engaged. These teachers are creating learning environments where students feel seen and understood, helping to build trust and motivation.

However, students also identified opportunities for growth, such as the need for more flexible teaching approaches that adapt to individual needs. Some students shared that they feel disconnected when instruction moves too quickly or focuses heavily on behavior, which can impact their engagement. Additionally, many students reported facing time constraints at home, making it difficult to complete assignments. These insights offer valuable opportunities to refine our instructional practices and create more inclusive, supportive learning environments for all students.

Student Engagement and Learning Equity Imperative

At Chinook Middle School, we recognize the deep connection between academic achievement and sense of belonging. We are dedicated to fostering an inclusive and equitable learning environment where every student feels a sense of belonging, joy, agency, and success. We are committed to ensuring that all students—especially our Hispanic students, Black students, multilingual learners, and students with disabilities—experience meaningful engagement and achieve positive academic outcomes.

Key Improvement Strategies

We commit to providing instruction that is inclusive, engaging, and responsive to the diverse cultural, linguistic, and learning needs of our students throughout the school day. This commitment means that we will continue to celebrate diversity in our classrooms, incorporate culturally responsive practices, and ensure that every student can see themselves in the curriculum.



To improve learning equity, we will focus on eliminating barriers that have historically impacted marginalized groups. Through personalized supports, targeted interventions, and a strengths-based approach, we will empower all students to actively participate and succeed. This includes fostering student voice, building confidence, and creating spaces where every student feels heard, valued, and capable of thriving academically and socially.

Key Strategy: Inclusionary Practices through Co-Teaching, Professional Learning, Grade Level Teaming, & PBIS

We are committed to implementing inclusive practices that ensure every student receives the support they need to thrive, focusing on creating an environment that is flexible, accessible, and responsive to the diverse needs of our students. This approach fosters a sense of belonging, enabling all students to engage meaningfully with their learning.

- **Co-Teaching for Students with Disabilities & Multilingual Learners**
Co-teaching is a cornerstone of our approach, particularly for students with Individualized Education Plans (IEPs) and multilingual learners. By pairing general education teachers with special education and language specialists, we are able to provide targeted instruction that meets the unique needs of these students, ensuring they have equitable access to their grade level curriculum.
- **Cohesive Professional Development Plan:** Our professional development focuses on Knowing and Valuing Students, Metacognition, Success Criteria, and Equitable Student Engagement. These methods promote deeper learning and help foster a positive classroom climate by encouraging students to take ownership of their learning through collaboration.
- **Grade Level Teaming:** We prioritize staff collaboration across content areas and grade levels, providing dedicated time for teachers to share best practices and plan interventions and supports for students. This collaborative approach will strengthen our ability to address student needs, ensuring consistency and support across the day for students.
- **Positive, Trauma-Informed Support System**
To address the emotional and behavioral needs of our students, we implement trauma-informed restorative practices within our Positive Behavior Intervention & Support system at a Tier 1, 2, & 3 level. Examples include Chinook's ROCKStore, PBIS coach lunch lessons, and behavior support plans. Additionally, we partner with community organizations like Mary's Place to help us build a more comprehensive, trauma-responsive support system.

Monitoring and Measuring Success

MONITORING SUCCESS	
	Satellite-Level Data We are monitoring our equity imperative and improvement strategies by employing several “satellite-level” data to assess and address student performance. • Smarter Balanced Assessment (SBA): Washington proficiency test for grades 6-8 in English Language Arts and Math, provides baseline data on students’ academic levels and allows for subgroup performance comparisons to identify potential achievement gaps.

- Complementing this, the **STAR** adaptive benchmark assessments track individual student growth in these subjects throughout the year, enabling educators to pinpoint specific areas for improvement and adjust instructional support.
- Additionally, **grade reports** are reviewed at each grading period to analyze performance trends across subgroups, ensuring that disparities in achievement are quickly identified and addressed. Together, these monitoring strategies inform targeted interventions and help create a more equitable learning environment.

Key Question: Are we seeing measurable progress in the performance of our target subgroups?

Map-Level Data

We are monitoring our equity imperative and improvement strategies by analyzing a range of “map-level” data sources focused on student attendance, behavior, engagement, and academic progress.

- **Weekly Attendance Reports:** Focus on subgroup performance. Identify students missing more than 10% of school days and deploy re-engagement strategies.
- **Weekly Behavior Reports:** Track the number and nature of behavioral incidents in Synergy by subgroup. Identify students who need additional interventions and supports.
- **Panorama Survey:** Measure students' perceptions of belonging, voice, agency, and school climate across all subgroups in fall and spring.
- **Interim Assessments:** Track academic progress in English Language Arts and Math through standards-aligned classroom assessments.
- **Student Work Samples:** Grade level teams collect and analyze student work to assess comprehension, creativity, engagement, and learning progress.



Key Questions:

- What are the main barriers to regular attendance for students in the target subgroups?
- How effective are our interventions in improving attendance?
- Are behavior incidents disproportionately affecting students from specific subgroups, and if so, why?
- What supports do teachers need to address behavior issues in a more inclusive, trauma-informed way?
- How do students from different subgroups report their sense of belonging and engagement in school?
- Are students showing consistent academic growth across interim assessments, particularly those in historically underserved subgroups?
- Are students from all subgroups producing work that reflects a deep understanding of the material?
- How do we ensure that the assignments and tasks are inclusive and accessible for all students?
- What instructional adjustments can be made based on the analysis of student work samples?
- What additional supports or interventions are needed to ensure all students are meeting academic expectations?

Street-Level Data

We are monitoring our equity imperative and improvement strategies through structured observation protocols, empathy interviews, and focus groups, each designed to gather “street-level” insights into student experiences and instructional effectiveness.

- Using the Danielson *Framework for Teaching*, **structured observations** assess teaching practices, providing feedback on instructional quality and inclusivity.
- **Empathy interviews**, guided by questions about belonging, engagement, and inclusivity, allow staff to connect deeply with individual students' perspectives, fostering a better understanding of their experiences.
- **Focus groups** then broaden the scope, collecting diverse viewpoints from a larger sample of students, families, and educators to ensure that the school’s improvement strategies are informed by a wide range of voices and needs.



Key Questions:

- How can we shift practices to ensure instruction is inclusive and student-centered to increase student engagement and learning for our Black, Hispanic, MLL, and students with disabilities?
- How are instructional practices fostering inclusion and engagement for historically underserved students?
- What support do teachers need to refine their instruction for greater inclusivity and student engagement?
- How do students from historically underserved groups experience learning, and what can we learn from their perspectives to improve instruction?
- How can we build stronger partnerships with families to ensure they feel included and supported in their children’s education?
- What biases, exclusions, or challenges have students and families faced, and how can we address them systemically?





Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal:

Form a student led Green Team to lead the design and implementation of sustainability efforts.

Actions:

- Launch a student recruitment campaign to invite interested students from all grade levels to join the Green Team. Ensure inclusivity across diverse backgrounds.
- Host an initial meeting where students can introduce themselves, discuss their motivations, and start brainstorming project ideas.
- Guide the group through a goal-setting process, where students establish both short-term and long-term sustainability goals they want to achieve throughout the school year (e.g., reducing plastic use, starting a garden, promoting recycling).



Monitoring and Measuring Success:

- Attendance logs: Monitor attendance at Green Team meetings and events to gauge consistent student involvement and identify any drops in participation that may require re-engagement strategies.
- Student surveys: Conduct periodic surveys among Green Team members to gather feedback on their experiences, levels of engagement, and sense of ownership in the projects.
- School-wide surveys: Measure the broader student body's awareness of sustainability initiatives and their willingness to participate in Green Team events, indicating the impact of peer-led campaigns.

Goal:

Support the Green Team to implement school-wide sustainable practices that reduce the environmental footprint.

Actions:

- Support the Green Team with organizing and conducting a comprehensive audit of the school's current sustainability practices, focusing on areas such as energy use, waste management, and water consumption.
- Identify key areas where the school can reduce its environmental impact, such as energy efficiency (lighting, heating), paper usage, and cafeteria waste.
- Support students in setting goals, monitoring progress, and sharing updates with our school community.

Monitoring and Measuring Success:

- Regularly monitor the school's energy usage, recycling rates, and water consumption (depending on area of focus), comparing results to the initial sustainability audit. Use this data to assess whether reductions are being achieved in line with the goals set by the team.
- Track the number of students participating in sustainability initiatives (e.g., recycling programs, energy-saving challenges) and gather feedback through surveys or informal reflections to evaluate the effectiveness of peer-led campaigns.
- Encourage the team to create periodic progress reports highlighting key achievements (e.g., energy savings, waste reductions) and present them to the school community. Celebrate successes through recognition events to sustain momentum and engagement.

A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



Satellite Data: Student Well-Being

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Student Well-Being

	Student Voice & Agency Index (Secondary)	
Student Groups	Spring 2024	Spring 2025
All Students	72%	
Asian	74%	
Black/African American	68%	
Hispanic	65%	
Multi-ethnic	72%	
Native American	*	
Pacific Islander	*	
White	72%	
Students with Disabilities	66%	
English Learners	63%	
Low Income	66%	



Satellite Data: English Language Arts

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The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 6: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 6	74%	58%	64%	63%	
Asian	70%	65%	79%	77%	
Black	38%	*	27%	31%	
Hispanic	54%	36%	33%	43%	
Multi-Ethnic	82%	67%	65%	58%	
Native American	*	*	*	n/a	
Pacific Islander	*	n/a	*	*	
White	80%	58%	68%	63%	
Low Income	57%	29%	35%	38%	



English Learners	25%	17%	23%	32%	
Students with Disabilities	11%	0%	24%	25%	

Grade 7: Percentage of students meeting or exceeding standards on SBA English Language Arts

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 7	83%	71%	72%	71%	
Asian	86%	82%	76%	80%	
Black	73%	*	*	*	
Hispanic	71%	41%	56%	48%	
Multi-Ethnic	89%	74%	77%	76%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	*	n/a	*	
White	83%	71%	75%	74%	
Low Income	63%	38%	52%	45%	
English Learners	11%	19%	32%	41%	
Students with Disabilities	40%	17%	15%	40%	

Grade 8: Percentage of students meeting or exceeding standards on SBA English Language Arts

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 8	75%	75%	73%	67%	
Asian	80%	85%	84%	70%	
Black	57%	*	30%	25%	
Hispanic	56%	46%	44%	50%	
Multi-Ethnic	81%	68%	79%	72%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	*	*	n/a	
White	77%	77%	75%	74%	
Low Income	43%	42%	49%	44%	
English Learners	20%	35%	35%	16%	
Students with Disabilities	36%	16%	20%	27%	



Satellite Data: Math

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Grade 6: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 6	68%	54%	56%	61%	
Asian	77%	59%	77%	79%	
Black	25%	*	27%	23%	
Hispanic	36%	36%	23%	21%	
Multi-Ethnic	73%	60%	58%	65%	
Native American	n/a	*	*	n/a	
Pacific Islander	n/a	n/a	*	*	
White	68%	55%	52%	60%	
Low Income	41%	22%	29%	34%	
English Learners	46%	27%	25%	32%	
Students with Disabilities	17%	5%	10%	19%	

Grade 7: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 7	70%	61%	68%	60%	
Asian	80%	80%	82%	84%	
Black	18%	*	*	*	
Hispanic	38%	35%	38%	17%	
Multi-Ethnic	80%	58%	74%	66%	
Native American	n/a	n/a	n/a	*	
Pacific Islander	*	*	n/a	*	
White	71%	56%	67%	53%	
Low Income	31%	25%	45%	32%	
English Learners	58%	29%	56%	51%	
Students with Disabilities	33%	17%	15%	23%	

Grade 8: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 8	69%	65%	55%	57%	
Asian	82%	83%	77%	73%	
Black	29%	*	30%	14%	
Hispanic	47%	30%	32%	36%	
Multi-Ethnic	67%	61%	52%	64%	
Native American	n/a	n/a	n/a	*	



Pacific Islander	*	*	*	n/a	
White	68%	61%	44%	49%	
Low Income	37%	34%	37%	31%	
English Learners	51%	33%	42%	38%	
Students with Disabilities	7%	15%	12%	8%	



Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	80%	78%	
Asian	92%	92%	
Black	82%	60%	
Hispanic	67%	58%	
Multi-ethnic	80%	79%	
Native American	*	*	
Pacific Islander	*	*	
White	75%	72%	
Students with Disabilities	69%	50%	
English Learners	79%	78%	
Low Income	64%	62%	