

**Chinook Middle School**  
**School Improvement Plan**  
**Bellevue School District**  
**2008 - 2009**

**This school has a school improvement plan for this year that is based on the WASL student data and grade reports, specifically the data that suggests that:**

- Students who earn D and F grades in their core academic classes do not pass the WASL at as high a level as those who receive C or better grades in core academic classes.
- Early intervention in a systematic prescriptive manner on an individual basis, leads to improved student academic performance and WASL score improvement.

**Our specific goals and action plan for this year support:**

- The state's Essential Academic Learning Goals: to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, arts, health, fitness; think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities;
- Continuous improvement of student achievement consistent with the state's essential academic learning requirements; and
- Non-academic student learning related to leadership, public speaking, teamwork, and interpersonal relationship.

**Goal #1: Increase the percentage of students performing at standard or higher in reading, mathematics and writing (as measured by WASL scores).**

**Goal #2: Decrease the percentage of students earning one or more D's or F's on quarter and semester grades.**

**Actions:**

- Offer formal Math and LA/Reading support classes, both as extensions of the normal school day and during the student day as options, at 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade levels. We have devoted .4 FTE to Math Support classes, .4 FTE to Language Arts Support classes, and .2 FTE to Reading classes. We also offer after school support for IMT3 students in the form of a Seminar taught by an IMT3 teacher.
- Refine the referral process that is used to identify and place students in support classes. The process begins within the first three weeks of each quarter, with students assigned based primarily upon skill deficiencies identified by the classroom teacher. The school support staff review all referrals, contact parents, and assign students to a support class. Exit from support class may only occur at the end of a marking period upon demonstration of satisfactory academic performance.

- Meet weekly with students who need assistance in maintaining academic behaviors that are necessary for success in class; homework completion, attendance at tutorial, studying for tests, in class effort, and self-advocacy. Use Academic Agreements to formalize partnership between student, teachers, parents and administrators.
- Hold monthly meetings among grade-level teachers to focus on implementing support structures for struggling students. They will examine student work, assessment scores, and work behaviors to develop plans to support the students through instruction and support structures.
- Collaborate with middle level support teachers in language arts and mathematics across the District to develop an effective and specific skill remediation model for support classes. This includes identifying critical content and skills required for mastery at each subject and grade level and a selection of approved intervention curriculum materials designed to bring student performance up to grade level.
- Collaborate with high school English and math teachers to develop transition strategies to support eighth graders as they enter the ninth grade year. These strategies will include aligning teacher expectations to require appropriate cognitive demand from their students.

The plan addresses issues of educational equity for all students, including special education students, by recognizing they are falling behind their peers in test scores and earning the same percentage of passing grades as their peers. It outlines a clear plan to address these discrepancies.

We have evidence, based on staff surveys and our own monitoring, as well as on required school district practices, that our school operates on the following characteristics of high-performing schools:

- ✓ Clear and shared focus
- ✓ High standards and expectations
- ✓ Effective school leadership
- ✓ supportive learning environment
- ✓ high levels of community and parent involvement
- ✓ frequent monitoring of teaching and learning
- ✓ focused professional development

### **Technology and Learning:**

As a school district, we use computers as tools to support student learning, in the same way we use lab equipment, graphing calculators, or library resources. At the middle school computers are used for word processing, spreadsheet and database analysis and multimedia presentations in various subject areas. The ratio of computers to students is 1:4. A computer lab is available for use by a variety of classes.

In the Learning Resource Center, students access district, school and community resource site databases for books, periodicals and other resources for projects, reports, and for their personal reading needs.

Students may also turn in assignments via the Internet and students and parents may check individual progress in each of their classes

The library and computer lab computers are available to all students before school from 7:00-7:45, at lunch daily, and after school four days each week on Monday, Tuesday, Thursday, and Friday from 3:18-4:30.

### **Parent Involvement**

Examples of parent and community involvement that support student learning in our school include:

- Parents volunteering as speakers in the classroom
- Parents volunteering in our library, classrooms, office areas, clinic, and cafeteria
- VIBES mentors being matched to at-risk students
- PTSA-sponsored parent information nights frequently conducted
- PTSA/ ASB Student Leadership partner to provide opportunities for students after school.