



School Improvement Plan Medina Elementary 2022-23

Overview

Bellevue School District Vision



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

Medina Elementary is unique in many ways:

- Students, Staff, and Families experience belonging and community with each other in and outside of school.
- Academic success is strengthened through relevance to local, national, and global issues and emphasis on growth mindset.
- Teachers and Administration work together to establish collective vision and definition of student success.
- Our Medina Families are our active partners who share their expertise, engage in collaborative dialogue with staff and facilitate opportunities to enrich student learning.
- Our students are our future leaders who recognize the diversity in the world and understand their responsibility to help others.





The mission of the Bellevue Medina 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.

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 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	76% (306)	78% (301)	82% (291)	82% (239)			
Asian	75% (175)	75% (180)	81% (216)	82%			
Black	*	*	*	*			
Hispanic	*	88% (14)	86% (5)	*			
Multi-ethnic	65% (12)	72% (13)	84% (15)	74%			
White	82% (90)	80% (88)	82% (53)	85%			
Students with Disabilities	70% (12)	87% (20)	75% (11)	74%			
English Learners	67% (13)	*	79% (20)	90%			
Low Income	*	*	86% (9)	88%			

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

Data Reflection

Medina has growth in most subgroups in our schoolwide sense of belonging from 2017-2022. One subgroup that did not make expected growth was the Hispanic subgroup. Students in the White and Low income subgroups experienced minimal growth (<4%). Two subgroups who showed significant improvement in feeling a sense of belonging were English Learners and Multi-ethnic.

Key Strategies / Adjustments

While the strategies below do not explicitly target subgroups mentioned in the Data Reflection, we will be monitoring which students are participating or affirmed through the student clubs and positive recognitions. By enacting strategies that have a wider impact on the student body, students in the subgroups above will also be impacted positively since there are intersections of identities among our students.

- In the year 2022-2023 we are streamlining our building focus and priorities around Recognizing Multiple Perspectives. This will support individual classroom's work around helping students to identify and consider multiple perspectives, thereby enhancing our students' Sense of Connection with Peers, as well as their sense of belonging within their classroom cohort.
- We will continue the following strategies with a focus on consistency and monitoring of students who are represented.
 - **SOAR (Students Organized Against Racism)**: group of 4th and 5th Grade leaders, to promote student sense of belonging through a racial equity lens, will be led by school counselor and RE&I members. Students will identify ways to increase empathy and understanding of cultures throughout the school.
 - **Student-Led/Produced Morning News** – Medina Tiger News with 5th Grade Leadership in partnership with Tech Specialists and Assistant Principal will deliver content determined by surveys to students.
- New this year, creation of **Student Council** among intermediate students will encourage student voice and leadership with school-wide events such as spirit week and student recognition. Intentional invitation of students with different backgrounds and based on teacher feedback to ensure multiple perspectives.
- Students will select the PBIS Rewards, and there will be consistent recognition of students displaying Medina Agreements (Be Kind, Be Safe, Do your Best, Help the Rest) in classrooms, lunch, and recess through Tiger Tickets. We will monitor which students receive rewards to ensure equitable representation of students from all subgroups.

Student Well-Being Priority: Social-Emotional Learning

While school re-opened with traditional in-person learning and the effects of the pandemic may not be visible, we recognize the long-term impacts of the disrupted learning. Most evident is the need for embedded SEL in all classrooms, especially to help our students learn how to respond to each other and to cope with their emotions. 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 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=274)	Spring 2021 (n=260)	Fall 2021 (n=300)	Spring 2022 (n=243)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	80%	80%	82%	83%			
Social Awareness	72%	73%	74%	77%			
Self-Efficacy	68%	73%	70%	79%			
Emotional Regulation	50%	53%	55%	62%			

Data Reflection

From Fall 2020 to Spring 2022, Medina had minimal growth in self-management (<4%) and experienced more growth in social awareness, self-efficacy, emotional regulation competencies. Our 3-5th graders experienced most gains in self-efficacy (11%) and emotional regulation (12%)

Key Strategies / Adjustment

- Counselor and teacher co-teaching will model around SEL competencies in 5th and 2nd Grade to continue to highlight the importance of explicit instruction of SEL competencies with students and staff. This is a continued focus from last year to work toward teaching, communicating, and validating SEL strategies with fidelity.
- Medina Morning News will focus on students sharing examples and “tips” to demonstrate SEL competencies. This will support the continual improvement in social awareness, self-efficacy and emotional regulation.
- Mental Health Awareness events to include speakers on topics such as Social Media and Anxiety will be offered in partnership with PTA. This will provide opportunities for students to learn with families on importance of all the competencies. In addition, this greater awareness normalizes conversations about their emotions and why they may act or feel a certain way and how to navigate emotions/behaviors of peers.
- Rotating group of SEL Student Ambassadors in each lunch/recess period will recognize and celebrate students who are “being kind, being safe, doing their best, and helping the rest” which align with self-management and self-efficacy competencies.
- Trauma Informed Practices professional development will be led by the Elementary MHAT person to help staff understand and identify trauma that our students may be carrying so that classroom environments are safe and supportive of students’ emotional regulation and self-efficacy.
- We will display SEL Strategies on bulletin board by the cafeteria to remind students of strategies to practice during unstructured time. We will focus primarily on ways for students to monitor and manage their behavior and emotions (self-management).

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: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	93% (277)	94% (292)		79% (275)	76% (281)	
Asian	97% (181)	97% (220)		84% (179)	76% (210)	
Black	*	*		*	*	
Hispanic	85% (13)	*		62% (13)	*	
Multi-Ethnic	100% (15)	100% (15)		87% (15)	60% (15)	
White	83% (66)	80% (50)		67% (66)	80% (49)	
Low Income	*	*		*	*	
English Learner	60% (10)	71% (21)		*	85% (20)	
Students with Disabilities	69% (16)	58% (12)		50% (16)	58% (12)	
Female	91% (140)	94% (143)		79% (140)	81% (137)	
Male	95% (137)	94% (149)		80% (135)	72% (144)	
Advanced Learning	99% (195)	100% (211)		82% (193)	74% (205)	
Traditional	78% (82)	80% (81)		72% (82)	83% (76)	
Grade 3	94% (83)	96% (97)		80% (83)	79% (92)	
Grade 4	96% (105)	93% (96)		84% (104)	71% (94)	
Grade 5	89% (89)	94% (99)		74% (88)	78% (95)	

Data Reflection

From Spring 2021 to Spring 2022, Medina students experienced increase in percentage of Reading Proficiency for English Learners, Females, and Grade 5 students, while students in Advanced Learning and Traditional classes had minimal growth in proficiency. In contrast, our students in White, Students with Disabilities and Grade 4 subgroups saw a decline in Reading Proficiency. The percentage of all students demonstrating typical or high growth declined from 2021-2022, with the most significant decrease experienced by the Multi-ethnic, Male, Asian, Advanced Learners, and Grade 4 subgroups. Students in the White, Students with Disabilities, and Traditional subgroups had the most increase in Typical/High Growth.

Student groups that have a need for more targeted support in reading, to reach typical and/or high growth, include:

- Students with Disabilities
- Multi-Ethnic Sub-Group

We also notice a high discrepancy between typical or high growth of students in our Traditional classrooms vs. Advanced Learning, in both math and reading.

Student groups that have a need for more targeted support in reading, to reach standard, include:

- Students with Disabilities
- MLL students
- Traditional students
- White students

Key Strategies

- Aligned messaging and collaboration among ITCL, Teaching & Learning Department, Medina support staff and teachers to learn about and leverage additional assessments and student data. From this data, specific, targeted interventions for remediation will be executed in the classroom through small group or individualized instruction. This whole team approach will utilize the strengths of various experts (from curriculum, data, SEL) to consider culturally responsive interventions that support students' reading through different entry points.
- Professional development and modeling from MLL Facilitators will enhance teacher knowledge of WIDA data and incorporate language routines to deepen speaking, writing, and listening skills. This will build teacher capacity to provide multiple opportunities for students, particularly our MLL students, to practice language skills verbally with each other and on paper. Increased skill with explanation and reasoning will in turn support students' comprehension with reading and writing.
- Library Media Specialists in collaboration with colleagues across the district will run a reading club modeled after Global Reading Challenge to elevate and motivate reading among 5th graders. Students will be invited and selected among different subgroups of students, including those who need more targeted support in reading. This engagement will increase motivation among grade-level peers to practice reading and increase book talks, which in turn impact a positive mindset toward reading.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 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.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			Star Math % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020- Spring 2021	Fall 2021- Spring 2022	Fall 2022- Spring 2023

All	87% (266)	91% (290)		82% (241)	75% (279)	
Asian	95% (170)	97% (220)		89% (158)	74% (210)	
Black	*	*		*	*	
Hispanic	69% (13)	*		82% (11)	*	
Multi-Ethnic	100% (15)	100% (15)		86% (14)	73% (15)	
White	70% (66)	67% (49)		64% (56)	77% (48)	
Low Income	*	*		*	*	
English Learners	60% (10)	71% (21)		*	89% (19)	
Students with Disabilities	44% (16)	58% (12)		53% (15)	58% (12)	
Female	82% (135)	88% (143)		78% (125)	77% (137)	
Male	92% (131)	95% (147)		86% (116)	73% (142)	
Advanced Learning	98% (184)	100% (210)		88% (177)	75% (205)	
Traditional	62% (82)	70% (80)		66% (64)	74% (74)	
Grade 3	90% (83)	95% (97)		89% (65)	75% (92)	
Grade 4	91% (105)	90% (93)		83% (101)	79% (91)	
Grade 5	78% (78)	89% (100)		73% (75)	71% (96)	

Data Reflection

Medina students experienced increased percentage in Math proficiency from Spring 2021 to Spring 2022, but a decline in percentage with typical or high growth in Math.

Student groups that have a need for more targeted support in math, to reach typical and/or high growth, include:

- Students with Disabilities
- Multi-ethnic
- Male
- Grade 5

We also notice a high discrepancy between typical or high growth of students in our Traditional classrooms vs. Advanced Learning, in both math and reading.

Our Multi-lingual learners experienced high levels of meeting and/or exceeding standard as reported by STAR, in both math and reading in Spring 2022.

Student groups that have a need for more targeted support in math, to reach standard, include:

- Students with Disabilities
- White students
- MLL students
- Hispanic students
- Traditional students

Key Strategies

- District Directed and Educator Directed Professional Development will provide opportunities for teachers to analyze interim assessment data and plan next steps with instruction in grade level teams. This will bring to focus and wider discussion around groups of students who may have historically needed more support in

math. In addition, these opportunities to discuss with teacher teams helps colleagues to calibrate instruction and grading to notice trends and share strategies to ensure student access to grade level standards.
<ul style="list-style-type: none"> • MLL Facilitators will model Language Routines and work with teachers to interpret WIDA data and help MLL students engage with math instruction in class. This in turn helps all students, especially non-MLL students who may need additional scaffolding to express their thinking.
<ul style="list-style-type: none"> • General School Assistants will provide supplemental supports through small group differentiated instruction, specifically through fact fluency promotion.
<ul style="list-style-type: none"> • Use of Math app will provide additional practice and procedural fluency for students. This will provide more support for students who may not have reached standard due to procedural fluency limiting their understanding of math concepts.

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

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	48% (190)	64% (133)		44% (190)	63% (133)		42% (190)	56% (133)	
Asian	47% (113)	66% (89)		41% (113)	62% (89)		41% (113)	53% (89)	
Black	*	*		*	*		*	*	
Hispanic	*	83% (7)		*	86% (7)		*	100% (7)	
Multi-ethnic	29% (13)	61% (14)		24% (13)	56% (14)		22% (13)	42% (14)	
White	54% (57)	50% (22)		50% (57)	58% (22)		47% (57)	62% (22)	

Students with Disabilities	48% (13)	50% (8)		40% (13)	63% (8)		38% (13)	63% (8)	
English Learners	63% (17)	80% (20)		62% (17)	76% (20)		56% (17)	66% (20)	
Low Income	*	*		*	*		*	*	

Data Reflection

Our Family Engagement data indicates strong need to actively increase family engagement through informing, supporting, and empowering our Medina families, despite increase in Family Engagement from 2021 to 2022. Our greatest growth opportunity within family engagement is to help our White and families of Students with Disabilities feel informed, supported and/or empowered.

The greatest opportunity for growth among our families will be to promote Empowerment within our families collectively, and specifically with our Multi-ethnic Families.

Key Strategies / Adjustment

- We will conduct Listening Sessions to foster 2-way communication and seek family input toward collective school vision. Last year there was a listening session for Latinx Families but this year we are offering a series of listening sessions to invite more opportunities for families from different subgroups to engage in this important work.
- We will send out weekly Family Newsletters through Smores platform and Talking Points to provide timely and multi-language communication.
- Admin will provide opportunities through Listening sessions and Principal Coffees for families with similar interests and backgrounds to learn from and build community.
- We will partner with our PTA to provide joint community Parent Ed nights and after school activities and events that promote collective and united community.
- We will Invite PTA members to join our REI and Community Outreach teams.
- We will train staff on Talking Points and Language Line tools to provide multiple access points for families. While these tools are not new, explicit practice and modeling will encourage more staff to use these tools. Communicating with families in their native language promotes empowerment among our multi-ethnic families, some who may feel greater comfort and ease with languages other than English.

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

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment

- We launched Global Competency during August Professional Learning Days with staff
- We sought staff input on building focus for the year around Recognizing Perspectives and aligning Professional Development Plan around the common focus.
- In collaboration with MLL Facilitators and ITCL, we will provide different ways for staff to access Global Competency through Read- Alouds, Depth and complexity lessons for example.

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

At Medina Elementary, we serve students in Kindergarten through 5th grade, some of whom receive services in Special Education, Advanced Learning, and Multi-Lingual Programs. Students engage in collaboration and problem-solving to learn multiple perspectives and build on their strengths. We are committed to providing each and every child with high quality instruction in a welcoming and safe environment.

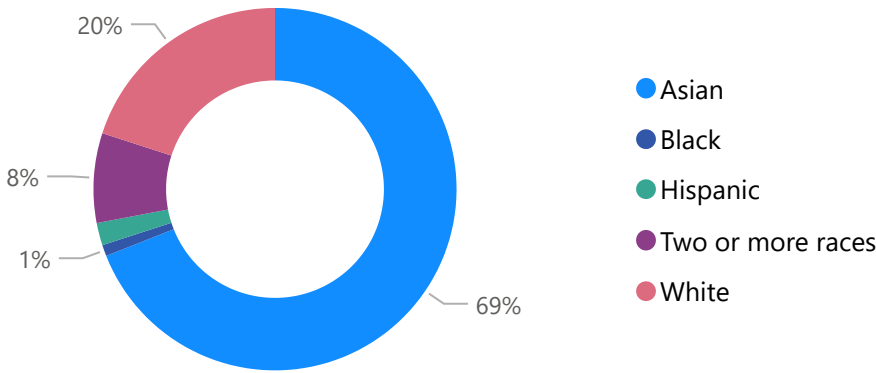
8001 NE 8th St
Medina, WA 98039

<http://www.bsd405.org/medina>
425-456-5400
Betty Nhan

Programs Offered

Advanced Learning

Racial Diversity



School & Student Characteristics ¹

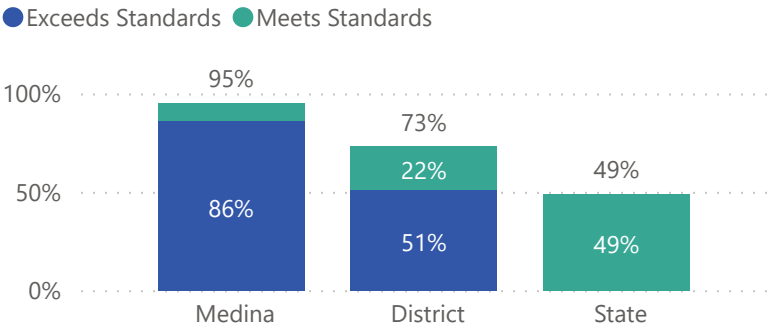
	Medina Elementary School	District Elementary Average
Enrollment (10/1/2021)	449	435
Average Attendance Rate	96%	93%
Eligible for Free/Reduced Price Meals	2%	17%
Receiving Special Education Services	4%	8%
English Language Learners	13%	25%
First Language Other Than English	49%	44%
Mobility Rate ³	8%	16%

Summary of Student Achievement

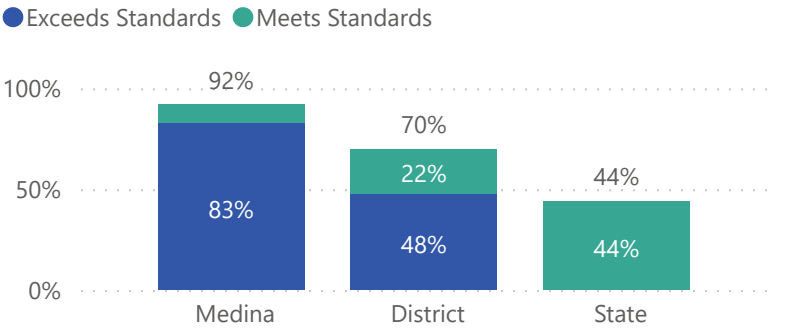
State Assessment Results for Grades 3-5 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

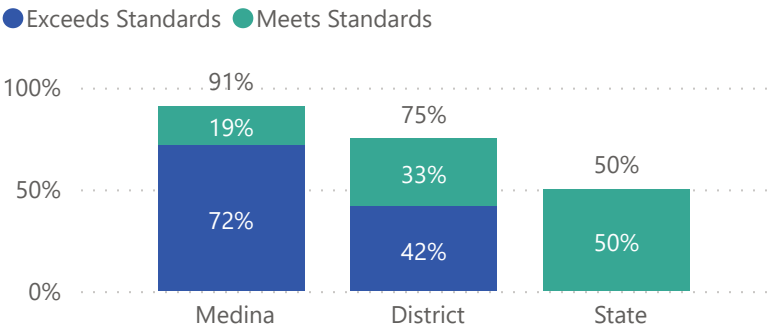
SBA: English Language Arts



SBA: Math



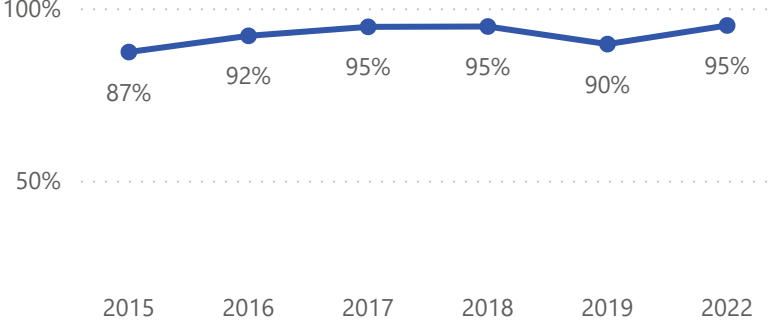
WCAS: Science



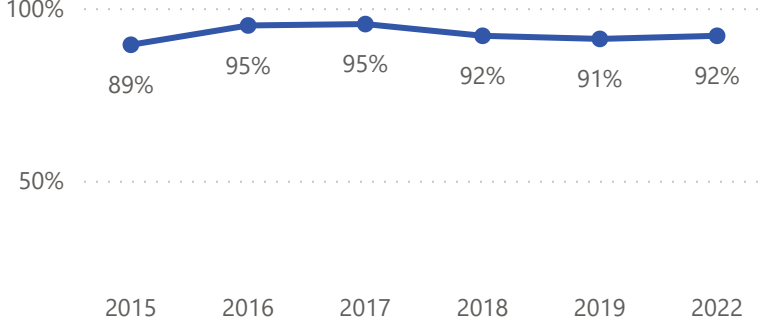
State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

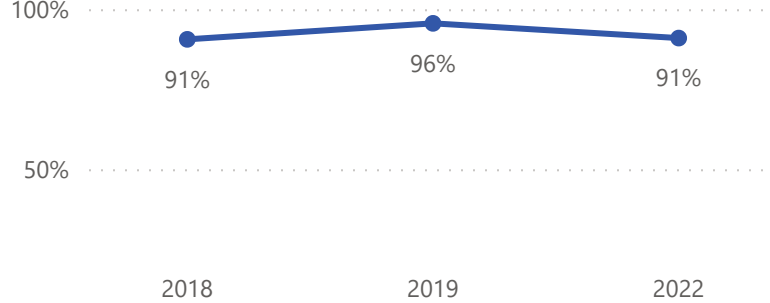
SBA: English Language Arts



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."