The mission of the Bellevue Jing Mei Elementary 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.
Jing Mei Elementary School

2018-2019 School Improvement Plan

At Jing Mei Elementary School we are committed to prepare each and every student to become biliterate, bilingual, and global citizens of the 21st century. Our school mission was created in partnership with parents, teachers and students.

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 around our current focus areas, as well as an outline of 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.

---

“Jing Mei prepares each and every student to become biliterate, bilingual, and global citizens of the 21st century.”
JING MEI ELEMENTARY BACKGROUND

Instructional Program Overview

Enrollment
The Bellevue School District Mandarin Dual Language program commenced in September 2011 with a single kindergarten classroom at Ardmore Elementary. In April 2013, a Mandarin Dual Language choice school was established and moved from Ardmore to the Bellewood campus in September 2013. In September 2015, the school moved to its permanent location at the former Newport Heights Elementary campus which has been renovated and refurbished for the growth of the school.

Jing Mei is the only Mandarin Dual Language School in the State of Washington which follows a two-way 90/10 dual language model. This model enables students from both native and non-native Mandarin speaking families to enroll. Thus, classes are balanced between native Mandarin speakers and students who speak other languages such as English, Spanish, Hindi, Korean, Thai, etc. English and Mandarin are used to teach the curriculum throughout the day. The goal is for students to become bilingual, bicultural and biliterate, meaning they will develop high levels of proficiency and literacy in both languages, demonstrate high levels of academic achievement, and develop an appreciation for and an understanding of diverse cultures.

Jing Mei is growing with increasing interest in our community for this program. In 2016-2017, our first cohort reached 5th grade and matriculated to Tillicum in September 2017. Due to the rigorous nature of the two-way 90/10 model, our enrollment is capped at 24 for K/1 and 26 for 2nd-5th grade. We will reach full capacity in the 2019-2020 school year (see below). In 2017-2018 our enrollment process added a proficiency test component for incoming kindergarten applicants. The purpose of this addition is to ensure that we have a balanced two-way class.

Instructional Model and Curriculum
Jing Mei is founded on applying best practices and using the Guiding Principles for Dual Language Education to develop and evaluate our program effectiveness. Interdisciplinary curriculum and standard-based thematic units are critical components in the school’s dual language curriculum development. The school and the district have been working to develop a rigorous curriculum for K-12 that is aligned with Common Core State Standards, ACTFL standards and district missions and initiatives to enable students to reach academic excellence, prepare students for college, career and life, and lead a positive and productive life in the 21st century. In 2018-2019 we will continue to examine our instructional practices through the lens of equity, inclusion and culturally responsive teaching and learning. We will also “bridge” Math instruction by offering complementary math activities in English to support the learning in Mandarin. In adopting the use of the BSD core literacy curriculum, Journeys, as well as the supplemental materials Jacob’s Ladder and Junior Great Books during our English time instruction, we will be strengthening our Chinese literacy program by offering best instructional practices through bridging.
The Jing Mei 90/10 DL Model with approximate instructional minutes:

*Specialists provided in English – PE, Art, Music (which brings the Mandarin/English percentage closer to 85/15 at K and 1). Starting in the 2018-2019 school year, Library instruction is offered in Mandarin.

** In 2nd grade, Science is taught in Mandarin during the first half of the school year. For the second half of the school year Science instruction switches to English. Daily Math block is approximately 90 min/day.

*** In 3rd-5th grade, minutes of instruction in each language will vary slightly throughout the year due to our Thematic Unit and Project-Based approach to instruction.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Model</th>
<th>Mandarin Minutes per week</th>
<th>English Language Development Minutes per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90/10</td>
<td>1220 Chinese Literacy, Math, Science, Social Studies, Social Emotional Learning</td>
<td>120 English Language Development, Social Emotional Learning</td>
</tr>
<tr>
<td>1st</td>
<td>90/10</td>
<td>1220 Chinese Literacy, Math, Science, Social Studies, Social Emotional Learning</td>
<td>120 English Language Development, Social Emotional Learning</td>
</tr>
<tr>
<td>3rd***</td>
<td>50/50</td>
<td>670 Chinese Literacy, Math, Social Studies, Social Emotional Learning</td>
<td>670 English Literacy, Science, Social Emotional Learning</td>
</tr>
<tr>
<td>4th</td>
<td>50/50</td>
<td>670 Chinese Literacy, Math, Social Studies, Social Emotional Learning</td>
<td>670 English Literacy, Science, Social Emotional Learning</td>
</tr>
<tr>
<td>5th</td>
<td>50/50</td>
<td>670 Chinese Literacy, Math, Social Studies, Social Emotional Learning</td>
<td>670 English Literacy, Science, Social Emotional Learning</td>
</tr>
</tbody>
</table>

Student Enrichment Opportunities: Math

Jing Mei Students have the opportunity to participate in Flex Math Groups as an extension of the core Math instructional block. During Flex Math, students have the opportunity to work on applied mathematics by solving real world math scenarios in PBL formats. Flex Math is offered at every grade level with differentiation at each grade level in accordance to the different needs at each developmental stage. Jing Mei students also have the opportunity to participate in the year-round Math Olympiad club that focuses on competitive math.

In alignment with BSD’s vision: Equity and Inclusion

Jing Mei is one of five elementary schools that piloted the PASS team formation in the 2017-2018 school year. As a result, we have maintained and expanded our parent involvement in the E&I work at our school. The PASS team has created the following mission statement draft: "To equip Jing Mei families with tools to recognize and challenge inequities and racism by embracing our cultural and racial assets. We will cultivate identity formation from a young age so that our children can lead with courage and humility."

In support of the PASS team is the school’s Equitable Instruction Team that meets twice monthly to plan PD for our staff. The goal of the E&I team is to provide PD that supports CRTL through the purposeful intersecting of our academic focus and equity learning.

Engaging our community: PTSA, Principal Tea, and Parent University

Jing Mei is strongly supported by the PTSA. The PTSA plans seven to eight evening family events each year that bring our community together for food and fun. Parents also have the opportunity to attend the monthly
Principal Tea where parents can engage in discussion and Q&A with admin. In the 2018-2019 school year we plan to launch our inaugural Parent University program that provides a learning platform for parents on various topics such as SEL, Race/Equity, Parenting, Twice Exceptionality, etc.

JING MEI ELEMENTARY BACKGROUND

Profile

Jing Mei Elementary School

School Overview
Founded in 2011, Jing Mei is a Mandarin Dual Language School that follows a 90/10 two-way model. Using the Guiding Principles for Dual Language Education, the school applies best practices and aligns with the District’s Common Curriculum and Standards. Our goal is to develop students’ bilingual and biliterate skills, adhering to our belief that multilingualism is a key characteristic of global competency.

Programs Offered
Chinese Dual Language Immersion

School & Student Characteristics

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>367</td>
</tr>
<tr>
<td>National Board Certified Teachers</td>
<td>12%</td>
</tr>
<tr>
<td>Eligible for Free/Reduced Price Meals</td>
<td>11%</td>
</tr>
<tr>
<td>Receiving Special Education Services</td>
<td>3%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>10%</td>
</tr>
<tr>
<td>First Language Other Than English</td>
<td>5%</td>
</tr>
<tr>
<td>Mobility Rate 2</td>
<td>4%</td>
</tr>
</tbody>
</table>

Racial Diversity

- Asian: 69%
- Black: 1%
- Hispanic: 2%
- Two or more races: 20%
- White: 11%
- Native American: 4%
- Pacific Islander: 5%

Attendance & Discipline

- Average Attendance Rate: 97%
- Students with < 10 Absences Per Year: 79%
- Students with 18+ Absences Per Year: 4%
- Suspension Rate: 0.0%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2018)
Percentage of Students Meeting/Exceeding Standards

- **ENGLISH LANGUAGE ARTS**
  - Smarter Balanced: 77%
- **MATH**
  - Smarter Balanced: 89%
- **SCIENCE**
  - Smarter Balanced: 100%
- **WCAS**
  - 100%

State Assessment Results for Grades 3-5 in the Last Four Years
Percentage of Students Meeting Standards

- **ENGLISH LANGUAGE ARTS**
  - 2015: 69%
  - 2018: 82%
- **MATH**
  - 2015: 77%
  - 2018: 84%
- **SCIENCE**
  - 2015: 74%
  - 2018: 100%
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 who benefit from support in organization, executive functioning, and social competency.
* 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, 2017 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. 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.
JING MEI ELEMENTARY 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 student 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.

Measures by Student Group

<table>
<thead>
<tr>
<th>Measures by Student Group</th>
<th>All Students</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Two or More</th>
<th>White</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Proficiency Rate</td>
<td>Base 81.3%</td>
<td>2018 Actual 80.7%</td>
<td>2019 Goal 80.7%</td>
<td>2018 Actual 80.7%</td>
<td>2019 Goal 80.7%</td>
<td>2018 Actual 80.7%</td>
<td>2019 Goal 80.7%</td>
<td>2018 Actual 80.7%</td>
<td>2019 Goal 80.7%</td>
</tr>
<tr>
<td>Math Proficiency Rate</td>
<td>Base 80.7%</td>
<td>2018 Actual 79.9%</td>
<td>2019 Goal 80.7%</td>
<td>2018 Actual 80.7%</td>
<td>2019 Goal 80.7%</td>
<td>2018 Actual 80.7%</td>
<td>2019 Goal 80.7%</td>
<td>2018 Actual 80.7%</td>
<td>2019 Goal 80.7%</td>
</tr>
<tr>
<td>ELA Median SGP</td>
<td>Base 74.0%</td>
<td>2018 Actual 73.0%</td>
<td>2019 Goal 74.0%</td>
<td>2018 Actual 73.0%</td>
<td>2019 Goal 74.0%</td>
<td>2018 Actual 73.0%</td>
<td>2019 Goal 74.0%</td>
<td>2018 Actual 73.0%</td>
<td>2019 Goal 74.0%</td>
</tr>
<tr>
<td>Math Median SGP</td>
<td>Base 47.0%</td>
<td>2018 Actual 42.0%</td>
<td>2019 Goal 47.0%</td>
<td>2018 Actual 42.0%</td>
<td>2019 Goal 47.0%</td>
<td>2018 Actual 42.0%</td>
<td>2019 Goal 47.0%</td>
<td>2018 Actual 42.0%</td>
<td>2019 Goal 47.0%</td>
</tr>
<tr>
<td>EL Progress Rate</td>
<td>Base 68.3%</td>
<td>2018 Actual 70.0%</td>
<td>2019 Goal 68.3%</td>
<td>2018 Actual 70.0%</td>
<td>2019 Goal 68.3%</td>
<td>2018 Actual 70.0%</td>
<td>2019 Goal 68.3%</td>
<td>2018 Actual 70.0%</td>
<td>2019 Goal 68.3%</td>
</tr>
<tr>
<td>Regular Attendance Rate</td>
<td>Base 97.4%</td>
<td>2018 Actual 98.5%</td>
<td>2019 Goal 97.4%</td>
<td>2018 Actual 98.5%</td>
<td>2019 Goal 97.4%</td>
<td>2018 Actual 98.5%</td>
<td>2019 Goal 97.4%</td>
<td>2018 Actual 98.5%</td>
<td>2019 Goal 97.4%</td>
</tr>
</tbody>
</table>

These measures include results on state standardized tests (proficiency), student growth over multiple test periods (median student growth percentiles), 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 space is white and blank, that means the student group was too small to report out publicly, to protect the student privacy.
WELL-ROUNDED EDUCATION

Jing Mei Elementary Goals & Key Strategies

Jing Mei Elementary provides opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Educators at Jing Mei Elementary provide the foundation for our academic program and conditions for student learning. With the use of instructional coaches, we support all teachers to provide high quality and culturally relevant instructional practices. Additional program support is provided to those students that need assistance. Student services are available for students experiencing homelessness or living in foster care. We offer additional academic assistance and staff professional development though our office of multilingual services, special education, and learning assistance program. Focusing on our key priority areas, we have set the following growth and improvement goals in partnership with our parents, students and staff.

High Quality Instruction

- **SMART GOAL:** In alignment with the BSD Literacy initiative, Jing Mei 3rd-5th graders will achieve the following proficiency percentages on the Smarter Balanced Assessments in English Language Arts.

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>% Proficient</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td></td>
<td>Base</td>
<td>Actual</td>
</tr>
<tr>
<td>All Students</td>
<td>81%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>Asian</td>
<td>89%</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>77%</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td>White</td>
<td>68%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Not Eligible for Free/Reduced Price Meals</td>
<td>82%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>No IEP</td>
<td>85%</td>
<td>78%</td>
<td>86%</td>
</tr>
<tr>
<td>Not English Language Learners</td>
<td>84%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>ELL - Emerging/Progressing</td>
<td>23%</td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>ELL - T-14 to T-18</td>
<td>82%</td>
<td></td>
<td>83%</td>
</tr>
</tbody>
</table>

- **Our Strengths in the goal area:** Last year our academic focus was reading. This year we are adding on writing to strengthen our knowledge of best literacy practices. Jing Mei teachers’ strength is in their ability to teach both literacy and language with equal effectiveness. In the 2017-2018 school year, our 5th grade cohort achieved 100% in ELA on the SBA; 4th graders achieved at 78%, and 3rd graders achieved at 69%.

- **Key Performance Indicators for the 2018-19 Jing Mei Elementary Year include:**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/13/2019 – 6/14/2019</td>
<td>English TRC EOT Summative</td>
</tr>
<tr>
<td>9/4/2018 – 10/5/2018</td>
<td>STAR Reading BOY Baseline</td>
</tr>
</tbody>
</table>
To support student growth and achievement for those performing below grade level, our Jing Mei Elementary community will meet student needs in the following ways:

1. Equity and Inclusion Team (EIT): The Jing Mei E&I team consists of teacher representatives from each grade level, instructional coaches and administrators. The EIT provides ongoing professional development programs for the teaching staff on topics chosen based on our district literacy initiative. In the 2017-2018 school year, the EIT focused on reading workshop, critical thinking, and literacy-based content instruction. In effort to deliver ongoing, relevant and consistent PD opportunities, EIT members routinely analyze student data, the Danielson Framework, and the Guiding Principles for Dual Language Education as baseline resources. The EIT meets bimonthly. In the 2018-2019 school year, the EIT is supporting staff learning on best practices in implementing the writers’ workshop. The EIT also provides learning opportunities for staff and student on racial equity, specifically on racial identity and the personal narrative.

2. Student Support: Specialist teachers including resource room teacher, ELL/ELD facilitator, psychologist, and school counselor, are fully supporting the teaching and learning in the classrooms. Support teachers provide in-class support in effort to work closely with teachers in co-planning and co-teaching. In recognition of the power of continuity and seamless transitions, support staff aim to work with students inside their classrooms whenever possible. Strategies for reading and math intervention, social emotional development, and second language acquisitions are shared with teachers across grade levels and academic disciplines. Specifically, support staff will work with teachers to find effective intervention systems to improve students’ skills in reading and math, in both English and Chinese.

3. Multi-tiered Systems of Support (MTSS): In the 2017-2018 school year our MTSS team met four times throughout the year to analyze data and evaluate our intervention programs. The MTSS team consists of the grade level teams, Counselor, ELL Facilitator, Administrators, ITCL, and Resource Room Teacher as a consultant. The aim of the MTSS team is to be proactive and offer more tier 1 and tier 2 solutions before exploring tier 3 interventions; furthermore, MTSS’s intention is to develop accommodations based on team members’ expertise and recommendations. In the 2018-2019 school year, MTSS continues to drive our Tier 2-3 intervention work as we focus on looking at student writing and math as major indicators of student performance.

4. Learning Assistance Program (LAP) Before School Reading Support: Starting in October 2017, 2nd-3rd grade students who are in need of additional reading support, according to BOY Reading Assessments, are invited to our before school reading club taught by two certificated staff and one GSA. In 2018-2019, our LAP program continues to support students below standard. The goals are twofold – (1) to provide additional reading exposures in English foundational skills, and (2) to strengthen reading comprehension and develop reading confidence in English. Students will learn through small ground settings using reading level books, online readers, and read aloud books. Progress monitoring will be conducted through STAR reading and TRC mClass assessment and if necessary, relevant reading assessment tools used in the district. Reading intervention kits will be used to deliver systematic and research-based instruction.

5. Reading Intervention: In the 2018-2019 school year we expanded the role of the Library Specialist to include support for our struggling readers in Chinese. Our bilingual Library Specialist teacher is also our Chinese Reading Interventionist. Additionally, we created a Reading Interventionist Team that consists of our Chinese Reading Interventionist, Resource Room Teacher, ELL Facilitator, ITCL,
Student Well-Being

Jing Mei’s Historical Context:
Social Emotional Learning (SEL) has been taught in both languages. SEL has historically been taught in the Chinese classroom. When we added in third and fourth grades, that is when we started to add in SEL to be taught in both languages. Now, our school is K-5, we are creating bridging and partnering with grade level instructors and their partner teachers. As a school, we are teaching monthly school-wide virtues lessons. Per the District’s past SEL initiatives, we have also introduced Kelso’s Choice and Choose to Diffuse as a way for students to problem solve and to resolve conflicts.

In addition:
Jing Mei is a Positive Behavior Intervention and Support (PBIS) School. We utilize a Restorative Approach to conflict management which includes the use of school-wide behavior management that recognizes the needs of individual students while fostering a participatory and cooperative community. The goal of these interactions is to restore the relationship and to help students exemplifying challenging behaviors to own and recognize the problem.

- PBIS is a proactive approach to school-wide behavior management. The focus is creating a positive social and learning environment through teams. The PBIS team analyzes behavior patterns and creates a restorative system to support safe and positive student behavior choices. This approach is in partnership with families and the community.

As a school, we emphasize the Tier I (school-wide) expectations based on Jing Mei’s ACHLeVe behavior expectations
1) Aesthetics (Appreciate the beauty of our environment, appreciate other’s work, put things where they belong, and keep things orderly)
2) Community (Share in team work, being kind to others, and respecting self and others)
3) Health (Keep body to oneself to stay safe, wash hands before eating, eat healthy foods, keep environment clean, and participate in individual and group exercise whenever possible)
4) Intelligence (Make our best effort, make good decisions, solve problems, share your ideas)
5) Virtues (Practice the monthly virtues and school-wide core values)

IMPLEMENTATION GOAL:
- All Jing Mei teachers will deliver evidence-based universal SEL instruction in classrooms to all students as evidenced by the SEL look-for document and create plans for implementation improvement based on strengths and areas for growth.
- 90% of instructors will be exposed to Tier II additional supports for providing SEL instruction.
- By the end of the 2018-2019 school year, 90% of instructors will be able to name what Tier I universal and Tier II additional supports they utilized to teach SEL instruction and/or referred to admin/counselor to provide for additional supports, per the SEL look-for document and instructor survey.

At Jing Mei Elementary, our goal for the 2018-2019 school year has been to support District-wide SEL initiatives in implementing with fidelity the universal/tier 1 SEL instruction.

This includes:
- Teaching Bullying Prevention Units (BPU) to K-5 classrooms in support of the District’s Prohibition of Harassment Intimidation and Bullying (HIB) and Prohibition of Sexual Harassment policies.
• Teaching the monthly virtues, book talks and visits by our counselor and administrator (AP) to discuss monthly virtues, along with meeting together with the School Culture (PBIS) team to plan and to create class PPTs to teach within the classrooms and during the monthly assemblies.
• Our counselor is also supporting the CPU (Child Protection Unit) for students in K-2. We are also systematically implementing Check in and Check Out. We also use Restorative Practices community circles.

Also, in preparation for the 2019-2020 school year, we have been preparing our School Culture team and instructors to be able to understand and access the WA State Social Emotional Learning (SEL) standards so that they are able to teach our students. We did so by translating these SEL standards into Chinese and creating a student facing chart so that students could learn to identify how to develop tools from which to self-manage, being self-aware, and being able to socially relate to others and to collaborate with others, etc. Our SEL leads represent Jing Mei to work with the BSD team to earn their micro-credential in Culturally Responsive SEL instruction using the State’s SEL Standards and Benchmarks and provides feedback to the School Culture team.

Our Strengths in the goal area:
At Jing Mei, we will plan to conduct SEL Learning Walks utilizing the strengths of our SEL leads, along with our counselor, admin, to utilize the SEL Learning Walk look-for template and determine areas of need based on the SEL Universal Tier I curriculum resources (Second Step and RULER) along with CASEL (Collaborative for Academic, Social, and Emotional Learning) resources for student self-management and developing self-awareness. Jing Mei has a high functioning School Culture team, including administrators, counselor, grade level representatives, and has consulting representation by our resource teacher. We also function in work teams and design assemblies and plan ways to teach SEL lessons to all grade levels.

Tier I Universal Resources:
Jing Mei Elementary students have been receiving SEL Instruction through Second Step for K-2 and through RULER for Grades 3-5. In addition, this year, all students K-5 have been taught the BPU units. All students K-5 are taught the monthly virtues via the Virtues Project and learning about the WA SEL and CASEL standards.

Based on the DESSA mini screener and the students who demonstrated “in the need” range, instructors were also given the DESSA full assessment.

Tier II Additional Resources:
Starting the 2018-2019 school year, Jing Mei students who have been identified and recommended for Tier II interventions receive Check In and Check Out services and are matched with a GSA/adult mentor, and/or participate in small group sessions with our counselor. Per evidence-based data, students who qualify will also receive Chinese Intervention and/or LAP tutoring services. Students who fall in the need of instruction range have also already been brought up through guidance and/or our Help Ticket system for 504/IEP Evaluation. Per DESSA Mini data, five percent (22 students) of Jing Mei students are currently being flagged in the need of instruction range and recommended for DESSA full.

Key Performance Indicators for the 2018-19 Jing Mei Elementary Year include:
DESSA-mini (SEL Universal Screener)
We value gathering multiple pieces of data. We utilize the DESSA-mini as our SEL universal screener. The DESSA provides teacher perception data. Teachers are encouraged to complete the DESSA (full) for students
falling in the need range. The DESSA (full) informs us about student strengths and areas for growth among eight SEL related competencies (self-awareness, self-management, social awareness, relationship skills, decision making, optimistic thinking, goal directed behavior and personal responsibility).

<table>
<thead>
<tr>
<th>School</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jing Mei (% In Strength Range)</td>
<td>91%</td>
<td>88%</td>
<td>93%</td>
<td>95%</td>
</tr>
</tbody>
</table>

How we will measure student outcomes:

- DESSA: We will know that students are growing in their knowledge of SEL tools based on DESSA-mini/DESSA full data. 80% of students who demonstrated in the “need” compartment and take the DESSA full will be able to demonstrate an improvement that they are able to name.

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

1. Tier II Additional Resources:
   Starting the 2018-2019 school year, Jing Mei students who have been identified and recommended for Tier II interventions receive Check In and Check Out services and are matched with a GSA/adult mentor, and/or participate in small group sessions with our counselor Andrea Hanson. The data is analyzed every six weeks during our MTSS meetings. Students who need additional academic or non-academic supports and have met their goals for six straight weeks graduate from CICO or receive new goals from which to work.

   Students who fall in the need of instruction range have also already been brought up through guidance and/or our Help Ticket system for 504/IEP Evaluation. Per DESSA Mini data, five percent (22 students) of Jing Mei students are currently being flagged in the need of instruction range and recommended for DESSA full.

   Per evidence-based data, students who qualify will also receive Chinese Intervention and/or LAP tutoring services. Students whose data demonstrate moderate to at risk data in District-wide STAR assessment in reading are referred to LAP tutoring. Students whose data demonstrate moderate to at risk in the Chinese language based on TRC (K-5) and/or STAMP assessment (for Grades 3-5) are also referred for Chinese intervention. Our Chinese interventionist is working with our Chinese-time GSA to collaborate with our dual language instructors this year to provide targeted, strategic intervention for students demonstrating evidence-based need.

2. Counseling at Jing Mei Elementary. We have a fulltime counselor who offers the following support:
   - Curriculum presentations in classrooms
   - Co-teaching monthly SEL lessons
   - Individual counseling that includes coordination with outside mental health services, conducting restorative practices conversations, and counseling on topics such as anxiety, depression, anger, and divorce or transition at home
   - Coordinate the Check In Check Out Program: Help coordinate case load of Tier 2 students with academic and/or social emotional goals
   - Coordinate and support Section 504 Accommodation Plans (students with accommodations in classroom; i.e. reminders, extra time with classwork, preferential seating, etc.)
   - Counseling Groups based on Needs Assessment data
Type of Small Group | Student Learning
---|---
Girls friendship group | Social and self-awareness skills, effective communication skills with peers, friendship qualities, small group teamwork skills, social-emotional learning, respect for others, conflict resolution
Boys small group | Social and self-awareness skills, effective communication skills with peers, small group teamwork skills, social-emotional learning, respect for others
Student support groups | Social and self-awareness skills, effective communication skills with peers, social-emotional learning, respect for others, patience, teamwork
Kindergarten group | Social and self-awareness skills, sharing with others, anger management, conflict resolution

**Climate & Culture**

**Historical Context:**
At Jing Mei, we take students’ sense of belonging seriously. Last year, all BSD schools were tasked to conduct focus groups to assess our students’ overall sense of belonging in our schools. Last year, Jing Mei conducted racialized focus groups based on the AAPI (Asian American Pacific Islander) experience. We interviewed students also who were multiethnic and gathered students feedback in small groups about how students who identify as members of the AAPI group experience school and gathered feedback on their sense of belonging, celebrations and struggles of being a member of the AAPI community.

**Current Context:**
During the 2018-2019 school year, we plan to continue to create focus groups within the context of overall Social Emotional Learning and our students’ overall sense of belonging for both our AAPI students and our non-heritage language students. We will begin by taking Social Emotional Learning walks to gather the culture and climate of each of our grade level classrooms. Our School Culture team/SEL leads will then be meeting with students in focus groups to gather our students’ overall sense of belonging and drill deeper in understanding their overall understanding and use of SEL tools for self-management, self-awareness, and to be able to understand and work with others. We will also continue to teach BPU (K-5) and Digital Citizenship/Cyber Bullying (G3-G5) lessons to ensure we support BSD’s overall Prohibition of HIB and Harassment policies at Jing Mei Elementary.

As a School Culture team, we are also working hard to ensure our teachers feel a sense of belonging and are recognized for all the innovative work they do every day in their classrooms, as well as all the ways they are committed to our students and get involved in school-based teams, participate in building professional development, and other district-wide professional development offerings. This year, we have started a “Wow” book to recognize instructors and thank them for all they are doing on behalf of our students. This book of gratitude circulates from one teacher/staff member to another until it has circulated throughout the Jing Mei building.

**IMPLEMENTATION GOAL:**
At Jing Mei, we will conduct two SEL Learning Walks
1. SEL K-5 Learning Walks to be conducted in early January and in April, with the data to be summarized and presented back to the School Culture Team.
2. The Learning Walk team will be comprised of Jing Mei’s SEL leads/School Culture Team leads, Admin, and Counselor.

3. In addition, a focus group of 3rd-5th grade students of mixed races and L1 will also be created to ensure we adequately have a good sample to gather “sense of belonging” anecdotal data. This qualitative data will be analyzed in conjunction with our spring panorama quantitative data. The focus group interviews will be conducted by the Admin Team and Counselor.

How we will measure student outcomes:

- **Panorama:** We will know that students are increasing in their sense of belonging when the spring Panorama data improves 10% points and can demonstrate that students are able to understand the questions in both languages and reflect real-time data for both their English and their Mandarin instructors.

- **Discipline Data:** Based on the teaching of the BPU units, 80% of students who report harassment, intimidation, or bullying (HIB) at Jing Mei will be able to name what bullying is and isn’t and be able to state the 3 Rs: Recognize, Report, and Refuse.

Our Strengths in the goal area:

At Jing Mei, we value our students’ overall well-being and our staff’s overall sense of belonging. We started this year conducting a building-based PD that asked our teachers to “Start with the Why.” This challenged each of our instructors to tell their racialized autobiography so that they are better able to model vulnerability and demonstrate recognition of our students’ diverse backgrounds and need for racial identity. This was taken a second step when building administrators also modeled small moments writing instruction during District Directed Professional Development (DDPD). We utilized mentor texts that dig deeper into the concepts of racial equity and cultural identity by asking them to write a small moments story about a symbol and/or object that provides a snapshot of their cultural identity and/or racial identity.

With our students this year, we have also modeled the importance of inclusion and belonging through the Virtues Project lessons based on the monthly virtues of confidence, respect, compassion, and perseverance. Our Counselor and assistant principal went into classrooms to read stories about students who identify with a disability during Disability Awareness Month and read stories about ways students have overcome their area of disability so that they could have compassion upon others during Unity week. As a school, Jing Mei’s culture is to recognize and to celebrate students who exemplify and model the ACHleVe school core values and behavior expectations. Administrators, instructors, coaches, and GSAs all hand out “Phoenix tickets” and recognize students who are exemplifying the Jing Mei way of “ACHleVe-ing greatness every day.” Our parents this year have launched the “Phoenix Challenge” and also recognize students who take the initiative to uphold the school’s core values and/or model the monthly virtues. The Phoenix Challenge recognizes students who receive the most “Phoenix High Five” postcards. These post cards serve as a way for all adults in the building to recognize students who have gone out of their way to help another student and show kindness and the virtues to others.

Key Performance Indicators for the 2018-19 School Year include:

**Panorama**

Another piece of data that we collect is student perception using the Panorama survey in grades 3-5. We value what our students tell us and want to include their voice related to sense of belonging at school. As defined by the Panorama survey, a sense of belonging is how much students feel that they are valued members of the school community.
Panorama – Sense of Belonging

<table>
<thead>
<tr>
<th>School</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jing Mei (% Students feeling “Belong Completely” and “Belong A Lot”)</td>
<td>62%</td>
<td>70%</td>
<td>75%</td>
<td>72%</td>
<td>66%</td>
</tr>
</tbody>
</table>

64% of Jing Mei 3rd-5th grade students responded favorably to the question “Does your teacher care about how you are feeling?” and 63% of our students responded favorably to “How well does your teacher know you?” 33% of Jing Mei 3rd-5th grade students feel that they are “somewhat connected” (62 students) to adults in our school, while 37% of our Jing Mei students feel “quite connected” (80 students).

--Our biggest opportunity lies in strengthening student teacher relationships. 63% of Jing Mei students feel their teachers know them well and 62% of Jing Mei students responded favorably to the question “If you walked into the class upset, how concerned would your teacher be?”

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:

Based on climate and culture data (Panorama), we will be conducting the SEL Learning Walks to gather background information to understand more about the SEL supports being implemented at each grade level. In addition, we will be conducting focus groups to ensure students who are in need of Additional (Tier II) supports receive the supports they need. We will continue to do this through DESSA-mini and DESSA-full implementation data, as well as through teacher surveys and Check In and Check Out (CICO). This Tier II intervention provides supports for students through the identification of specific goals and utilizes a rewards system to recognize and celebrate students daily and weekly for meeting those goals.

The GSAs meet weekly to debrief on CICO implementation and tweak areas that are in need of improvement. Families receive weekly reports about their students’ progress and are welcomed to communicate with our counselor and/or administrators about their students’ overall needs through our guidance meetings.

This is the first year Jing Mei has systematically utilized GSAs across all grade levels to support with CICO. Data is gathered daily and weekly by teachers and GSAs. The results are tabulated and reported to teachers and parents on a weekly basis. Our counselor serves as our CICO Coordinator and provides CICO data summaries every 6 weeks. The data is shared during weekly admin and counselor meetings and also during MTSS meetings. In addition, our counselor conducts small groups that focus on specific goal areas, including friendship and self-management, on a regular basis to help support in strengthening our students’ sense of belonging. Our principal also meets with students regularly and eats lunch with students who are in need of additional recognition and/or supports.
ELA Percent of students meeting or exceeding state standards on the third grade English Language Arts test. Third grade is a critical juncture in reading because after that, students need to read fluently in order to keep up with all their other subjects. Research has shown that students who are not reading at grade level by the end of third grade tend to struggle academically in later years.

Math Percent of students meeting or exceeding state standards on the fifth grade math test. Mastering fifth grade math provides students with a solid foundation for starting higher-level math in middle Jing Mei Elementary.

SGP Student Growth Percentiles are a metric that looks at the growth of individual students over time. SGPs compare growth of students across the state with similar test score histories and require two test scores to determine how many scale points a student grew compared to how their peers grew.

EL English Learner refers to the percent of students meeting or exceeding state standards with regards to the length of time they qualify for services from the District’s English Language/Multilingual Department.

WSIF Washington State Improvement Framework includes each student group individually, creating a holistic vision of a Jing Mei Elementary through two lenses: the performance of the All Students group and that of their student group populations.

‘SMART’ Goal SMART stands for Specific, Measurable, Assignable, Realistic and Time-Based. In other words, when you set a goal you ensure that it meets each one of these criteria.