



School Improvement Plan Medina Elementary 2020-21



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:



- Every student is valued for the gifts they bring to our diverse and collective community
- A sense of belonging, a sense of connectedness and school-wide respect are foundational core values
- Academic success is strengthened through our school-wide unity
- Teachers and Administration work as one to create a dynamic social-emotional and learning experience for all students
- Our Medina Families are our active partners on behalf of our collective wellness and successes
- Our students are our future leaders who will lead with unified hearts and minds for the good of all



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

Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Sense of Connection

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 3-5 Subgroups	Spring 2020	Spring 2021 Target
All Students	86%	89%
Black	*	*
Hispanic	*	*
Low Income	*	*
English Language Learners	*	*
Students with Disabilities	*	*

* Data not available for student subgroups < 10

Data Reflection

- Overall, our students showed a high level of feeling connected to one another during the Spring 2020.
- In reflecting on SIP Data for previous year's during the 2019-2020 school year we focused explicitly on Sense of Belonging and Sense of Connectedness. In the Fall, we delivered a series of lessons directly related to these two concepts, with the intention of increasing our students' understanding of these concepts, the language or phrasing used to reference these concepts, how these concepts show up in literature, and how these concepts can be identified and measured in their lives.
- Based on previous year's Panorama data there were two questions/categories we dropped in: 'How well do students with different skin colors treat each other at school?' Our scores dropped from 91% to 89%. 'Do students treat each other well on the playground?' we dropped 2 percentage points from 67% to 65%. For 2020-2021 this will remain as focus of our Culturally Responsive teaching and focus.

Key Strategies/Adjustments

- In the 2020-2021 school year our students' Sense of Connection with Peers will be of significant focus. Strategies, programs and events we will engage in to promote peer connections will be:
 - **Social Emotional Learning** – Keeping our district-wide SEL content alive through explicit content instruction of Second Steps and RULER, as well as embedded throughout content and the teaching and learning day
 - **Culturally Responsive Teaching Practices** – through the support and promotion of our Racial Equity and Inclusion Team

- **Daily or Bi-weekly Class Meetings** – to create and reinforce classroom and peer community around topics of importance
- **Unity Assembly**– to promote acceptance, inclusion and kindness and to promote the steps for the 3 -Rs to anti-bullying: Recognize, Report and Refuse
- **Monthly Virtues Assemblies** – Content based on the virtue of each month and supported by Weekly recognition of students who earned Virtue Vouchers for showing evidence of that monthly virtue in action
- **Student Voice** – to promote peer connections students have an opportunity to share ideas and voice, as they will be a key component of planning all of our monthly assemblies. Our assemblies will all be Virtues-based monthly assemblies
- **Professional Learning Communities** – coordinated time to discuss social/emotional trends and needs within their classrooms and to unify around approached to promote student wellness
- **Restorative Practices** – guided by administration, counselor and teachers to support conflict resolution and relational repair among students
- **Parent Ed Nights** – in partnership with our PTA FACE (Family and Community Engagement) to promote parental understanding of school programs as well as to promote their social emotional learning within their homes

Progress Monitoring

- **Data Analysis:** DESSA, Panorama, Disciplinary Data during our beginning of year (BOY), middle of year (MOY) and end of year (EOY)
- **Panorama:** We will use our 2019 (and historical) data for Sense of Belonging, grade 3-5.
- **District-Data:** District-based Peer Connection Survey
- **Quarterly Assessment:** Deliver this assessment quarterly or by trimester to be more responsive in the moment where deficits or slides indicate, and to celebrate and reinforce where our data shows gains.
- **DESSA:** Data analysis for strategies and effectiveness of implementation.
- **PBIS:** Our PBIS will pay attention to and provide collaborative support regarding the data of our students of color. This will be measured through Teams Insights data measuring ‘engagement’ during Teams lessons.

Inspired and Affirmed

Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 3-5	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

Key Strategies/Adjustments

- **Social Emotional Learning:** All teachers will deliver evidence-based universal SEL instruction in their 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. The Racial Equity and Inclusion team will determine methods to evaluate the success and outcome of the use of time.
- **Second Steps and RULER lessons 3-5:** Lessons taught explicitly as well as SEL concepts then embedded and reinforced through read alouds, and concept taught through Journeys weekly focus literature and themes.
- **Culturally Responsive Text:** All teacher will incorporate texts which are culturally responsive in their lessons. Pre-K through 5th grade students will be affirmed in their identities and learn about other through multiple perspectives. Standards from the Teaching Tolerance Anti-bias Framework will be made available to classroom teachers for use with texts: https://www.tolerance.org/sites/default/files/general/TT%20anti%20bias%20framework%20pamphlet_final.pdf

Progress Monitoring

- **Panorama:** Panorama Data used to monitor progress of students feeling affirmed and inspired, grades 3-5
- **Team Data:** The Racial Equity and Inclusion team and Building Leadership team will look at Panorama Data and behavior data to analyze and develop building-wide plan of success for students across all grade levels.
- **SEL Walks:** SEL walks will be conducted with students to gain a narrative perspective from students.
- **MTSS Data:** MTSS process to analyze grade level data to identify students of concern, establish interventions and measure results of interventions and adjustments needed

Learn and Thrive

Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

ELA Proficiency and Growth

Measures and Targets

- 96% of students in the Class of 2029 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2029 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 Star or SBA Grade 4
All Students	93%	96%
Black	NA	
Hispanic	NA	
Special Ed Services	NA	
English Learners	NA	
Low Income	NA	NA

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Literacy	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Of the 110 students who took the 2020 Fall STAR assessment, 93%, or 102 students are on track to meet standard.
- Of the 8 students who did not meet standard, 60%, or 3, or the students have IEPs.
- 68 of those students on track were students of Asian origin, totaling 98% of our Asian students.
- 22 of those students on track were white, totaling 81% of our white students.
- Of our students who are two or more races, all 10 students, 100%, met standard.
- 50%, or 1 of our Hispanic students met standard.
- One Black/African-American student, or 100%, met standard.
- One American Indian student, or 100%, did not meet standard.
- 100% of our Advanced Learning students met standard.

Key Strategies/Adjustments

- **Grade Level PLCs:** Grade level PLCs will meet using an identified Plan-Do-Study-Adjust (PDSA) cycle to guide their work. This cycle will target the instructional and learning needs of these students, and students in general. (4th grade will be our primary target, though all grade level PLCs will identify literacy PDSA and intervention groups as well.)
- **Classroom Classified Support Staff:** All classroom classified staff will partner with teachers in these targeted areas within our literacy units of study to ensure they are fully aligned with teacher knowledge and instructional practices within the PDSAs.
- **Certificated Support Staff:** Our ITCL, MLL Facilitator(s), and Special Education Teachers will partner with grade level PLCs and their PDSA cycle foci, as well as provide classroom instructional support through interventions, scaffolding, and extensions with teachers using the co-teaching models.
- **MTSS Cycles of Support and Intervention:** Our Building Leadership Team (BLT) will create an MTSS and PLC Interventions Cycle calendar. PLCs will analyze ongoing STAR, Lexia and TRC/DIBELS data, as well as teacher mathematical data to evaluate the effectiveness of their PLCs interventions and determine next iterations within their PDSAs.

Progress Monitoring

- 4th grade STAR, TRC/DIBELS and Lexia reading will be administered at the three designated BSD dates of beginning, middle and end of the school year. Progress monitoring will be conducted for all identified students of concern.
- Lexia data will be monitor regularly to determine students who show deficits in the 'need usage' data, to identify students in the 'struggling' category as well as students who need 'skill builder' supports – all reports that are foundational components of Lexia's program.
- For students who scored below standard in TRC or DIBELS their progress will be monitored through six to eight-week intervention cycles.

Math Proficiency and Growth

Measures and Targets

- 91% of students in the Class of 2029 cohort* will meet or exceed state standards in math by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in math as measured by adaptive software (i.e. Freckle), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2029 Cohort*	Math Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 SBA or Star Grade 4
All Students	88%	91%
Black	NA	
Hispanic	NA	
Special Ed Services	NA	
English Learners	NA	
Low Income	NA	

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Math	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Of the 106 students 88% met standard while 12% did not.
- Of those who did not meet standard 9/13 of the students are white.
- Of those 13 students who did not meet standard 4 of them were students of color.
- 100%, or 2 of our Hispanic students did not meet standard.
- Of our 4 special education students 50% of them did not meet standard.
- 100% of our advanced learning students met standard.

Key Strategies/Adjustments

- **Grade Level PLCs:** Grade level PLCs will meet regularly, through an identified PDSA cycle that targets the instructional and learning needs of these students and students in general. (4th grade will be our primary target, though all grade level PLCs will identify math PDSA and intervention groups as well.)
- **Classroom Classified Support Staff:** All classroom classified staff will partner with teachers in these targeted areas within our literacy units of study to ensure they are fully aligned with teacher knowledge and instructional practices within the PDSAs.
- **Certificated Support Staff:** Our ITCL, MLL Facilitator(s), and Special Education Teachers will partner with grade level PLCs and their PDSA cycle foci as well as provide classroom instructional support through interventions, scaffolding, and extensions with teachers using the co-teaching models.

- **MTSS Cycles of Support and Intervention:** Our Building Leadership Team (BLT) will create an MTSS and PLC Interventions Cycle calendar. PLCs will analyze ongoing STAR and Freckle data, as well as teacher mathematical data to evaluate the effectiveness of their PLCs interventions and determine next iterations within their PDSAs.

Progress Monitoring

- 4th grade STAR math will be administered at the three designated BSD dates. Progress monitoring will be conducted for all identified students of concern. Although the STAR assessment is not required this year most of our teachers still prefer this data and will administer the assessment during the beginning, middle and end of year assessment window.
- Freckle will also be administered during the beginning, middle and end of the year assessment windows. Freckle will also provide teachers with daily/weekly reports regarding a students' amount of usage time in Freckle, units being worked in, units completed, and will identify units of math each student may be struggling in. the analysis of this regular data will allow teachers to provide in the moment content and skill interventions in small and 1:1 groups.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Data Reflection

-

Key Strategies/Adjustments

- Collaboratively develop and/or model for teachers, language acquisition strategies to help students successfully meet academic standards based on proficiency levels
- Collaboratively deliver to teachers, appropriate curriculum using the English Language Proficiency Standards to scaffold instruction
- Work collaboratively with teacher teams to develop and create linguistically appropriate interventions
- Students need language supports and access to instruction throughout their entire school day. MLL facilitators will work in partnership with classroom teachers and students to build those strategies and supports within daily lessons.

Progress Monitoring

- The ALD tool will be completed a minimum of two times per school year to monitor progress

Creators of Their Future World

Goal

Students effectively problem solve and lead for positive local and global change by developing global awareness, cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

Global Awareness and Cultural Competence

Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2nd grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 2	NA	75%

Data Reflection

Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit “Families in Their Neighborhoods.”

Grade 2 Students will

- Share about their own cultural identity, learn about the cultural identity of classmates, and appreciate the many contributions of everyone in the classroom community (cultural competence)
- Solve problems to meet the needs of their neighborhood communities (global awareness)
- Engage in discussions, collective problem-solving, and collective and individual action to address community concerns (civic engagement & creators of their future world)

Professional development will be provided to 2nd grade teachers, ITCLs and administrators to ensure educators understand the shifts. . .

- Educator professional development – December-January
- Teaching and Learning professional development for ITCLs
- Administrator professional development – December-January
- Increased communication in Principal Digest (Leadership News) and in Teaching and Learning Newsletter.

Progress Monitoring

- Grade 2 students will complete surveys at the beginning and end of the unit. Survey data will provide information regarding their perceived ability to demonstrate civic action.
- Grade 2 students will be scored on a rubric for the multiple tasks within the unit.
- Attendance and reflections on learning at professional development (ex. Cert Admin for leaders, Teaching and Learning meetings for ITCLs and Educator Professional Development for 2nd grade teachers)

Key Strategies/Adjustments

Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit “ Families in Their Neighborhoods.”

Grade 2 Students will

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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.

Informed, Supported, and Empowered

Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. (See targets in tables below)

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	70%	73%
Black	*	
Hispanic	*	
Students with Disabilities	71%	74%
English Learners	85%	88%
Low Income	*	

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	70%	73%
Black	*	
Hispanic	*	
Students with Disabilities	71%	74%
English Learners	85%	88%
Low Income	*	

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	70%	73%
Black	*	
Hispanic	*	
Students with Disabilities	71%	74%
English Learners	77%	80%
Low Income	*	

* Data not available for student subgroups < 10

Data Reflection

- Ninety-eight family responses were submitted (or 19%, one response per family). There is a need to increase parent participation in the Parent Panorama Engagement survey
- When comparing our Family Engagement Data with our Student Sense of Belonging data, interesting correlations arise:
 - In comparing both data tables our Asian data is lowest.
 - In comparing both data tables our Multi-Lingual Learners' data is the lowest, at 80%.
 - In comparing both data tables our White student data is within three percentages points, 77% and 80%.

Key Strategies/Adjustments

- Increase parent participation in the Parent Panorama Engagement survey through: Web site, Principal Newsletter, teacher newsletters, PTA and through FACE (Family and Community Engagement) (attendees could take it while on campus) (19% participation Winter 2020. Increase to 30% Winter 2021.)
- Community Outreach and PBIS Parent Forums – to share structure, purpose and data with parents
- Build stronger and more explicit partnerships with staff, parents and community members (PTA, Medina Police, City of Medina, BSD representations – Safety & Security, Community Relations)
- Align with PTA and FACE program for greater articulation between purpose and efforts

Progress Monitoring

- Monitor and assess progress, successes and opportunities:
 - Trimester parent/family/community surveys
 - PTA and Medina forums to invite regular community partnerships
 - Monthly Principal Coffees through Microsoft Forms surveys sent prior to the Principal Coffee to inform our topics of conversation

Glossary



2019-2020 School Profile

Medina Elementary

<http://www.bsd405.org/medina/>

Laurie Harvey, Principal

8001 NE 8th St

Medina, WA 98039

425-456-5400

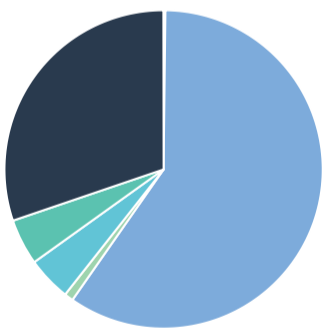
School Overview

Students at Medina Elementary receive a cohesive curriculum that is aligned to the Common Core State Standards in preschool through fifth grade. To support our 510 students in being successful we offer a variety of services such as Special Education, Advanced Learning, and English Language Acquisition. We are committed to providing each and every child the strategies and skills to be positive contributors in our community and beyond.

Programs Offered

Advanced Learning

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
59%	Asian
<1%	Black/African-American
4%	Hispanic
<1%	Pacific Islander
4%	Two or more races
30%	White

School & Student Characteristics¹

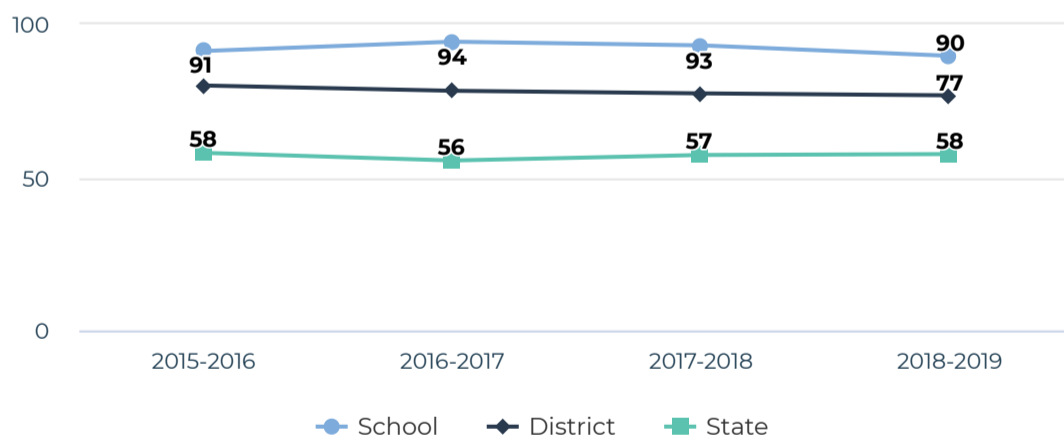
	SCHOOL	DISTRICT ²
Enrollment	521	526
National Board Certified Teachers	48%	23%
Eligible for Free/Reduced Price Meals	1%	16%
Receiving Special Education Services	5%	9%
English Language Learners	8%	21%
First Language Other Than English	43%	42%
Mobility Rate ³	8%	13%
Average Attendance Rate	96%	95%

Summary of Student Achievement

State Assessment Results for Grades 3-5 in the Last Four Years

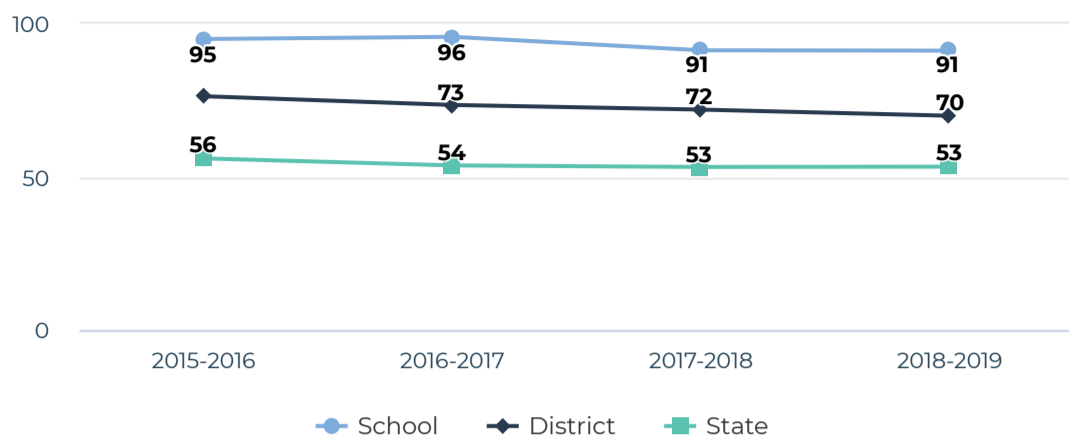
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



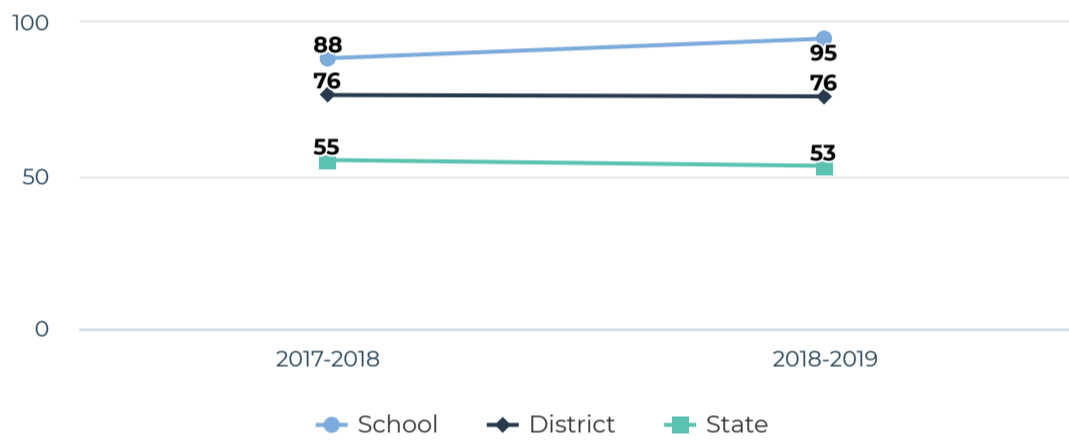
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS

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/assess-ment/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/assess-ment/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, 2019 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.