

Medina Elementary

SCHOOL IMPROVEMENT PLAN



Engage. Connect. Belong.

2019-2020

MEDINA PRINCIPAL:
Laurie Harvey



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.

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

2019-2020 Medina Improvement Plan

At Medina we are committed to affirm and inspire each and every student to learn and thrive as creators of their future world. Our Medina mission was created in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in our process 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 Medina improvement plan are details to share the current focus at Medina, as well as outline 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.

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The mission of the Bellevue School 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.

MEDINA BACKGROUND

Instructional Program Overview

Students at Medina Elementary receive a cohesive curriculum aligned to the Common Core State Standards in preschool through fifth grade. To support our approximately 500 students in being successful, and creators of their future world, we offer a variety of services such as Special Education, Advanced Learning Program, and English Language Acquisition for Multi-language learners. We are committed to providing every child with the strategies and skills to be positive contributors in our community, and beyond. To do this important work, our staff is comprised of dedicated teachers, 48% of whom are Nationally Board Certified. Medina is a school that represents a diverse, global community. Within our school we have students that speak over 27 different languages other than English. This is one of the many facets that makes Medina a strong learning community that celebrates and promotes diversity, equity and inclusion as a core value within our community.

In addition to the 22 homeroom classes, students attend a specialist period four times per week for art, music, library, and physical education. Medina is in its sixth year of Science Technology Engineering and Math (STEM) implementation. This opportunity is provided for students through an additional 40-minute specialist period each week, generously funded by our Medina PTA. Students love working in teams to problem solve as they take part in engineering design projects. Students also use a variety of technology to support and enhance their learning in all subject areas. Some examples include creating videos and movies using our green room, computer coding, and robotics.

A committed and generous parent community supports Medina. PTSA fundraising supports the school by providing additional instructional assistants to support teaching and technology, partnering with the staff to establish enriched learning opportunities, and facilitating events to build community engagement. These efforts enhance our work to engage each, and every child in learning that encompasses all facets of their life, as well as promotes our vision for all students to learn and thrive as creators of their future world.

Multi-Tiered System of Support – Inventory of Initiatives

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



<p>90-120 minutes Literacy time in every classroom:</p> <p>Balanced Literacy:</p> <ul style="list-style-type: none"> • Small group instruction • Word study • MTSS readiness and foundation 	<p>Focus on Tier 1/Universal SEL Instruction including:</p> <ul style="list-style-type: none"> • Implement Second Step and the RULER Approach • Deliver Anti-Bullying Prevention Units to all K-5 students • School-wide introduction of Paws for Problem Solving wheels (Medina’s version of Kelso’s Choice) 	<p>Equity & Inclusion Team:</p> <ul style="list-style-type: none"> • Meet 2x’s a month • Review school-wide student outcome data in literacy • Monitor fidelity of implementation • Develop Tiered Intervention Matrices for Literacy with Grade Level Teams • Complete Resource Inventory and Inventory of Initiatives to align resources to student need 	<p>Professional Development on:</p> <ul style="list-style-type: none"> • PBIS • Strategic plan • Balanced literacy components • CCSS for reading and intervention planning • Complex texts • Conferring with writers • Leadership Options and Roles • GLAD/Universal Access Strategies • Standards Based Interventions 	<p>Community Engagement Opportunities:</p> <ul style="list-style-type: none"> • Curriculum Night • WA Kids Conferences • Multicultural Night • Taking Care of Business Day • PTA membership • Parent Education Nights – SEL focused: Anxiety Education, SEL Curriculum, Literacy Strategy Night, Screenagers, Virtues • Classroom volunteer • Principal Coffee and chat • STEM & Science Fair • Hour of Code 	<p>District and School Articulation:</p> <ul style="list-style-type: none"> • Strategic Plan • Annual Plan • School Improvement Plan • Continuous Cycles of Improvement
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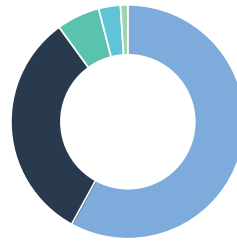
School Overview

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



- 58% Asian
- 1% Black
- 3% Hispanic
- 6% Two or more races
- 32% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

	SCHOOL	DISTRICT ²
Enrollment	510	496
National Board Certified Teachers	50%	28%
Eligible for Free/Reduced Price Meals	1%	18%
Receiving Special Education Services	4%	6%
English Language Learners	10%	24%
First Language Other Than English	39%	42%
Mobility Rate ³	7%	14%

Attendance & Discipline

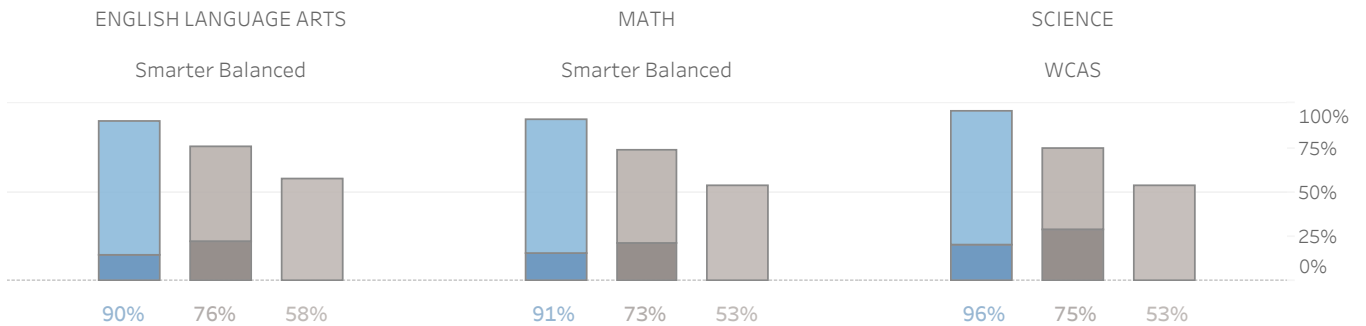
	SCHOOL	DISTRICT
Average Attendance Rate	96%	95%
Students with < 10 Absences Per Year	79%	72%
Students with 18+ Absences Per Year	5%	7%
Suspension Rate ⁴	0.2%	0.6%

Summary of Student Achievement

- Exceeds Standards
- Meets Standards
- SCHOOL
- DISTRICT
- STATE ⁵

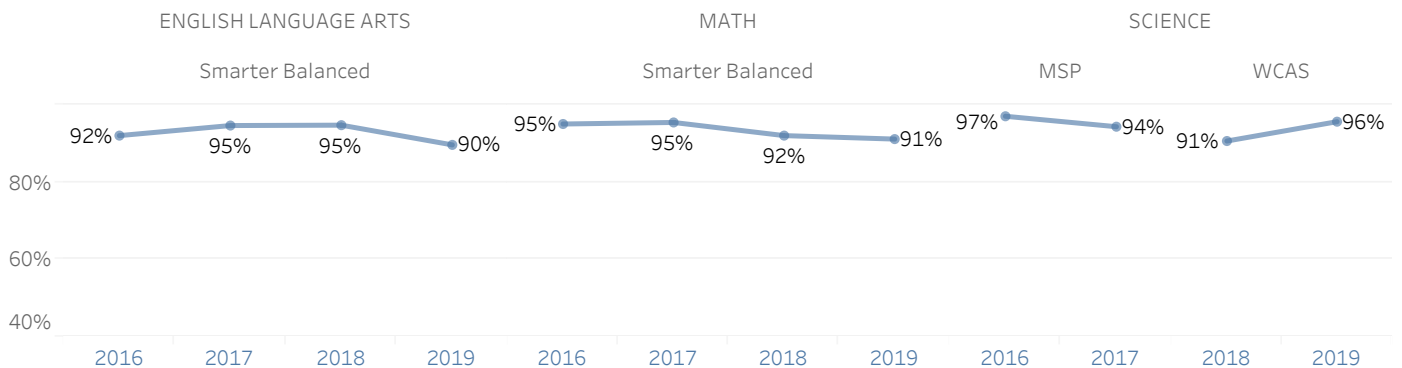
State Assessment Results for Grades 3-5 (Spring 2019)

Percentage of Students Meeting/Exceeding Standards



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

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/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 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, 2018 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.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

High Quality Instruction

English Language Arts (ELA) SMART Goal

By the end of the 2019-2020 school year at least 78% of Class of 2029 (current 3rd graders) will meet state standards in ELA, while meeting WSIF goals for all subgroups.

We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.

Goal: Decrease the gap from 16% in 2019 to 14% in 2020.

Medina Smarter Balanced Spring 2019 ELA by WSIF Subgroup

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	95%	96%	90%	91%
Asian	97%	98%	95%	96%
Black	*	*	*	*
Hispanic	78%	79%	*	*
Two or More Races	92%	93%	79%	80%
White	93%	94%	84%	85%
Eligible for Free/Reduced Price Meals	83%	84%	44%	50%
Students with Disabilities	79%	80%	38%	45%
English Language Learners	55%	59%	58%	62%

English Language Arts: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	93%	94%	76%	78%
Asian	98%	99%	86%	87%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	88%	89%	68%	71%
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	*	*	*	*

Our Strengths in the goal area:

- Gap Closing: Our Multilingual students are predominately in the 'Progressing' stage within the ELPA continuum
- Tier I Instruction: All teachers use differentiated literacy instruction to promote individual learning and growth needs
- Classified Staffing Support: General School Assistants are trained to support the differentiated needs of classrooms

Key Performance Indicators for the 2019-20 Medina Year include:

- DIBELS and TRC Assessments in grades K-2: These assessments are administered three times per year as both a universal screener and progress monitoring tool.

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.
- Smarter Balanced Interim Assessments (SBA Interims): Interim assessments support teachers by helping them check where students are in their learning and determine where they need additional instruction or if they can move onto more challenging work.
- English Language Proficiency Assessments (ELPA): The ELPA assessment is designed to assess the English language proficiency of students receiving English Language Development services in schools in Washington State. To monitor the growth of our Multi-language learners our ELL facilitator will work with teachers to monitor ELPA data.

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

- Professional Learning Communities (PLCs): Professional Learning Communities (grade level teams) will use continuous cycles of improvement to analyze student performance growth to target instructional shifts and strategies for improving student achievement outcomes – We will use the Plan, Do, Study, Adjust protocol to provide structure to this process.
- Formative Assessment: Teachers will use Smarter Balanced Interim Assessment tools on line to help support and promote individual, small group and whole group learning
- Master Schedule: 100% of classrooms K-5 will provide 90 minutes of literacy instruction, including embedded small group reading instruction (per designated/set schedule)
- Embedded Professional Learning: Our Multi-lingual Language (MLL) facilitators will provide instructional models within the classroom that build teacher capacity and student success with academic and behavior instruction
- Differentiated Instruction: Provide additional targeted and personalized support for students who are not yet reaching grade level standard.

Math SMART Goal

By the end of the 2019-2020 school year at least 84% of Class of 2029 (current 3rd graders) will meet state standards in MATH, while meeting WSIF goals for all subgroups.

We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.

Goal: Decrease the gap from 23% in 2019 to 20% in 2020.

Medina Smarter Balanced Spring 2019 Math by WSIF Subgroup

Math: SBA Proficiency Rates and Goals: Grades 3-5				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	92%	93%	91%	92%
Asian	96%	97%	97%	98%
Black	*	*	*	*
Hispanic	56%	60%	*	*
Two or More Races	92%	93%	74%	76%
White	89%	90%	84%	85%
Eligible for Free/Reduced Price Meals	50%	54%	*	*
Students with Disabilities	50%	54%	38%	45%
English Language Learners	73%	75%	75%	77%

Math: SBA Proficiency Rates and Goals: Grade 3*				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	92%	93%	83%	84%
Asian	95%	96%	92%	93%
Black	*	*	*	*
Hispanic	*	*	*	*
Two or More Races	*	*	*	*
White	91%	92%	73%	75%
Eligible for Free/Reduced Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
English Language Learners	*	*	*	*

Our Strengths in the goal area:

- Professional Learning: Teachers will engage in math professional development through building based professional development and district-based professional development. Professional development will focus on understanding and implementing grade level Common Core State Standards and differentiating instruction to meet student needs.
- Tier I Instruction: Teachers are implementing differentiated math groups within classes K-5
- Differentiated Instruction: Newly implemented 'walk to math' program in 2nd grade is working to close gaps more effectively
- Classified Staff Support: General School Assistants are trained to support the differentiated needs of classrooms

Key Performance Indicators for the 2019-20 Medina Year include:

- STAR Reading and Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in reading and math that are administered to all students each fall and spring. The

assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.

- Smarter Balanced Assessments (SBA): Starting in 2014-15, Washington State adopted the Smarter Balanced Assessments 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.
- Smarter Balanced Interim Assessments (SBA Interims): Interim assessments support teachers by helping them check where students are in their learning and determine where they need additional instruction or if they can move onto more challenging work.
- Dreambox and Mathwhizz: Dreambox and Mathwhizz are computer-based adaptive supplemental math resources that provide targeted skill specific additional practice for students.

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

- Guaranteed Instructional Time: 100% of classrooms K-5 will provide 60 minutes of math instruction daily.
- Differentiated Instruction: Teachers will implement targeted small group math instruction based on student need.
- Professional Learning: Portions of our District Directed Professional Development will focus on math – focus will include strengthening teacher knowledge and implementation of Common Core State Standards.
- Professional Learning: Portions of our Building Based Professional Development will focus on additional components of Culturally Responsive instructional pedagogy and knowledge building.
- Embedded Professional Learning: Our Multi-lingual Language and Special Education facilitators will provide demonstration lessons and support instructional models within the classroom that build teacher capacity and student success with academic and behavior instruction.
- Professional Learning Communities (PLC): Professional Learning Communities (grade level teams) will use continuous cycles of improvement to analyze student performance growth to target instructional shifts and strategies for improving student achievement outcomes – We will use the Plan, Do, Study, Adjust protocol to provide structure to this process.
- Formative Assessment: Teachers will use Smarter Balanced Interim Assessment tools on line to help support and promote individual, small group and whole group learning.

Student Well-Being

Social Emotional SMART Goal

By the end of the 2019-20 school year we will increase student sense of belonging on the Panorama Survey from 70% in fall 2018 to 74% in fall 2019.

Our Strengths in the goal area:

- School Leadership Teams: Highly committed PBIS team committed to building sustainability and extensions of school-wide systems to promote student sense of belonging
- Positive Behavior Intervention Supports (PBIS): Students knowledge of school-wide Four Agreements:
 - Be Kind
 - Be Safe
 - Do Your Best
 - Help the Rest
- Restorative Practices: Growing knowledge of and use of Restorative Practices to resolve conflicts and promote student self-advocacy

Key Performance Indicators for the 2019-20 Medina Year include:

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual

teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.

- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.
- Classroom Observation Data: Classroom observations conducted by the school administrative team will focus in part on observing Social Emotional Learning (SEL) lessons to ensure fidelity of SEL curriculum implementation.

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

- Social Emotional Learning (SEL): All K-5 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.
- Targeted Support: Create ZooU accounts (SEL software) for students identified as needing additional SEL skills and growth. This tool provides additional targeted SEL lessons for students based on identified need.
- Positive Behavior Intervention Supports (PBIS): All staff will use 'Paws for Problem Solving' wheel (Medina's version of *Kelso's Choice* to all students to aid in effective, independent problem-solving skill development.) Additionally, administrators will introduce a student-administrator created school-wide positive recognition program to students, teachers, and staff for exhibiting virtues (adapted from 'The Virtues Project' by Linda Kavelin Popov). We will also continue school-wide teaching and recognition of District Virtues in morning announcements, Daily News (videos) and assemblies.
- Bullying Prevention: All students will receive instruction via the Bullying Prevention curriculum K-5.
- Professional Learning: District Directed Professional Development will focus on Social Emotional Learning.
- Classroom Observations: First round of observations will be focused on SEL instruction at all grade levels.
- Tier I Instruction: Administrators will engage students in classroom read aloud of 'The Day You Begin' to support and promote learning regarding connections and a sense of belonging.
- School Leadership Teams: Culture and Climate Committee will organize a series of Parent Education workshops around SEL and Positive Behavioral Intervention and Supports (PBIS).

Family and Community Engagement

Family Engagement SMART Goals

At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020

Our Strengths in the goal area:

- Family Engagement: Medina is a community with high family involvement and strong student achievement.
- PTSA Partnership: We have an active PTSA committed to curriculum enhancement, supporting teacher's instruction and community building.
- Staff Readiness: High level of staff readiness to engage our families and their perspectives through their partnerships on our leadership teams

Key Performance Indicators for the 2019-20 Medina Year include:

- Community Survey
- Parent Education Night Surveys
- Ongoing PTA partnership and feedback
- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

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

- Parent Engagement Opportunities: Expand opportunities for parents, local organizations, and members of the community to learn and support our work together (PBIS and Sense of Belonging representation).
 - Relationship Building: Strengthen relationships with parents and families through deeper understanding of their perspectives and needs.
 - Communication: Improve two-way communication with families and community partners by implementing focus groups each semester to share information and solicit feedback.
 - Community Partnership: Implement a better system to match resources and services in the community with identified student needs.
 - Equity & Inclusion: Implementing equitable and culturally responsive family engagement practices aligned with academic goals.
-