



# School Improvement Plan Medina Elementary 2021-22

## Overview

*Bellevue School District Vision*



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

### **Medina Elementary is unique in many ways:**

- **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

## Student Well-Being

**Strategic Plan Student Well-Being Goal:** Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

### Student Well-Being Priority: Sense of Belonging

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that “a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.”<sup>1</sup>

Sense of Belonging Measures and Targets			
Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.			
Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable			
Student Groups	Grades 3-5		
	Baseline 2017	Fall 2019	Fall 2021
All Students	76% (306)	78% (301)	
Asian	75% (175)	75% (180)	
Black	*	*	
Hispanic	*	88% (14)	
Multi-ethnic	65% (12)	72% (13)	
White	82% (90)	80% (88)	
Students with Disabilities	70% (12)	87% (20)	
English Learners	67% (13)	*	
Low Income	*	*	

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

### Data Reflection

Medina has growth in most subgroups in our schoolwide sense of belonging from 2017-2019. Two subgroups that did not make expected growth were the White and Asian subgroups. Two subgroups who showed significant improvement in feeling a sense of belonging are Multi-ethnic and Students with Disabilities.

### Key Strategies / Adjustments

<sup>1</sup> *Why Student Belonging Matters: October 2020*. NASSP. (2020, October 1). <https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/>.

- In the year 2021-2022 our students' Sense of Connection with Peers, as well as their sense of belonging within their classroom cohort, will be of significant focus.
- **SOAR (Students Organized Against Racism)**: group of 4<sup>th</sup> and 5<sup>th</sup> Grade leaders, to promote student sense of belonging through a racial equity lens will be led by school counselor and RE&I team
- **Peace Paws Positive Recognition System** to promote class-wide positive choices and connections
- **Blending of AL and Gen Ed wings** to promote pairing of classes for activities
- **Restorative Practices Training for GSAs and Paras**– guided by administration, Randi Peterson and counselor to support conflict resolution and relational repair among students
- **Student-Led/Produced Morning News** – Medina Tiger News with 5<sup>th</sup> Grade Leadership in partnership with Tech Specialists and Assistant Principal. Content determined by surveys to students.
- **School-wide rotation of gallery walls** showcasing student work, so students see themselves reflected

## Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. These competencies are not discrete and are integrated into curriculum and instructional practices.

### Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2021 to Spring 2022.

Grades 3-5: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=274)	Spring 2021 (n=260)	Fall 2021	Spring 2022
Self-Management	80%	80%		
Social Awareness	72%	73%		
Self-Efficacy	68%	73%		
Emotional Regulation	50%	53%		

### Data Reflection

Medina maintained (self-management) or increased (social awareness, self-efficacy, emotional regulation) growth in SEL competencies. In reflecting on our disaggregated data, self-management is our strongest competency, and emotional regulation is the lowest.

### Key Strategies / Adjustment

- Counselor and teacher co-teaching model around SEL competencies in 5<sup>th</sup> and 2<sup>nd</sup> Grade
- Medina Morning News focused on students sharing examples and “tips” to model SEL competencies
- Mental Health Awareness events regularly hosted in partnership with PTA
- Restorative Practices training for GSA and Para staff to support SEL competencies in conflict resolution

## Learn and Thrive

### Academic Success

**Strategic Plan Academic Success Goal:** Students achieve high levels of academic success and outcomes are not predicted by race or income.

#### Academic Success Priority: English Language Arts and Math Proficiency and Growth

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students' beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a particular focus area. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

#### English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy and making typical or high growth in literacy from Fall 2021 to Spring 2022.

<b>Grades 3-5: Star Reading Proficiency and Growth</b>				
Subgroup	Star Reading % Proficient		Star Reading % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020- Spring 2021	Fall 2021- Spring 2022
<b>All</b>	<b>93% (277)</b>		79% (275)	
Asian	97% (181)		84% (179)	
Black	*		*	
Hispanic	85% (13)		62% (13)	
Multi-Ethnic	100% (15)		87% (15)	
White	83% (66)		67% (66)	
Low Income	*		*	
English Learner	60% (10)		*	
Students with Disabilities	69% (16)		50% (16)	
Female	91% (140)		79% (140)	
Male	95% (137)		80% (135)	
Advanced Learning	99% (195)		82% (193)	
Traditional	78% (82)		72% (82)	
Grade 3	94% (83)		80% (83)	
Grade 4	96% (105)		84% (104)	
Grade 5	89% (89)		74% (88)	

#### Data Reflection

Medina students experienced high levels of proficiency and growth as reported by STAR in reading in Spring 2021, particularly our Asian and Multi-ethnic students.

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

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

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

Medina students experienced high levels of meeting and/or exceeding standard as reported by STAR, in both math and reading in Spring 2021, particularly our Asian and Multi-ethnic students. Our Grade 4 students and males also showed high levels of meeting or exceeding standard in reading.

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

- Students with Disabilities
- MLL students
- Traditional students

We also notice a high discrepancy between high levels of students meeting and/or exceeding standards in our Traditional classrooms vs. Advanced Learning, in both math and reading.

### Key Strategies

- 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, to evaluate the effectiveness of their PLCs interventions and determine next iterations within their PDSAs.
- Enhanced partnership between ITCL, Medina support staff, district resources, and teachers to utilize additional research-based assessments. Additional assessments determine root cause in student learning opportunities/gaps. From this data, specific, targeted interventions for remediation are executed in the classroom through small group or individualized instruction.
- Increased use of Lexia in 3<sup>rd</sup>-5<sup>th</sup> Grades, to provide enhanced opportunity to explicitly reinforce and solidify speaking and listening standards, articulated through ELA, as well as across all content areas.

## Math Proficiency and Growth

### Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math and making typical or high growth in math from Fall 2021 to Spring 2022.

Grades 3-5: Star Math Proficiency and Growth				
Subgroup	Star Math % Proficient		Star Math % Typical/High Growth	
	Spring 2021	Spring 2022	Fall 2020- Spring 2021	Fall 2021- Spring 2022
All	87% (266)		82% (241)	
Asian	95% (170)		89% (158)	
Black	*		*	

Hispanic	69% (13)		82% (11)	
Multi-Ethnic	100% (15)		86% (14)	
White	70% (66)		64% (56)	
Low Income	*		*	
English Learners	60% (10)		*	
Students with Disabilities	44% (16)		53% (15)	
Female	82% (135)		78% (125)	
Male	92% (131)		86% (116)	
Advanced Learning	98% (184)		88% (177)	
Traditional	62% (82)		66% (64)	
Grade 3	90% (83)		89% (65)	
Grade 4	91% (105)		83% (101)	
Grade 5	78% (78)		73% (75)	

### Data Reflection

Medina students experienced high levels of proficiency and growth as reported by STAR, in both math and reading in Spring 2021, particularly our Asian and Multi-ethnic students. Our Grade 3 students and males also showed growth in math.

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

- Students with Disabilities
- White students
- Females
- Traditional students

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

Medina students experienced high levels of meeting and/or exceeding standard as reported by STAR, in both math and reading in Spring 2021, particularly our Asian and Multi-ethnic students.

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

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

We also notice a high discrepancy between high levels of students meeting and/or exceeding standards in our Traditional classrooms vs. Advanced Learning, in both math and reading.

### Key Strategies

- Through construction of Math Centers, utilize physical and digital math manipulatives for key math concepts to allow for entry points for all students, including students with disabilities and English learners.
- Implement WIDA Math Language Routines, 1. Stronger and Clearer Each Time, and, 2. Collect and Display, to promote MLL and all student voice and mathematical sense making.



- General School Assistant supplemental supports through small group differentiated instruction, specifically through fact fluency promotion.

## Family Engagement

**Strategic Plan Family Engagement Goal:** Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

### Family Engagement Priority: Inform, Support, and Empower

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student’s academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children’s success.

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student’s unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community’s collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

### Priority Family Engagement Measures and Targets

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

Percentage of Favorable Responses on Family Engagement Survey						
Family Subgroups	Informed		Supported		Empowered	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All Students	48% (190)		44% (190)		42% (190)	
Asian	47% (113)		41% (113)		41% (113)	
Black	*		*		*	
Hispanic	*		*		*	
Multi-ethnic	29% (13)		24% (13)		22% (13)	
White	54% (57)		50% (57)		47% (57)	
Students with Disabilities	48% (13)		40% (13)		38% (13)	
English Learners	63% (17)		62% (17)		56% (17)	
Low Income	*		*		*	

### Data Reflection

Our Family Engagement data indicates strong evidence of a need to actively increase family engagement to promote agency of our effectiveness through informing, supporting, and empowering our Medina families.

Our greatest growth opportunity within family engagement is to help our multi-ethnic families feel informed, supported and/or empowered.

The greatest opportunity for growth among our families will be to promote Empowerment within our families collectively.

### Key Strategies / Adjustment

- Conduct Listening Sessions to learn where our families would benefit most from opportunities within and among our school community to aid families in feeling empowered to support and serve their students.
- Survey families to provide a safe opportunity to hear and honor voice and perspective from our multi-ethnic families regarding how they would like to be best informed, supported and empowered.
- Partnership with our PTA to provide joint community Parent Ed nights and after school activities and events that would promote collective and united community.
- Invite PTA members to join our REI and Community Outreach teams.

## 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.

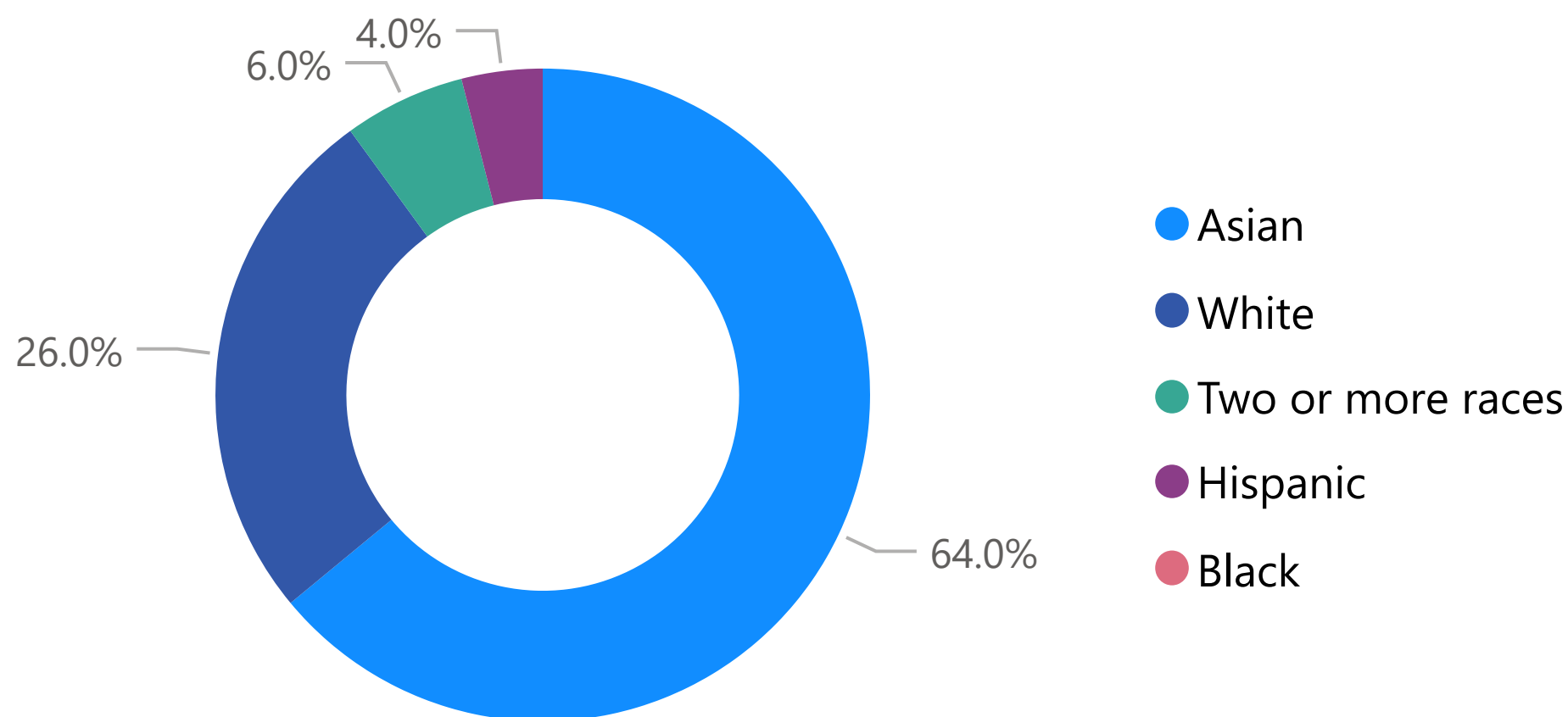
8001 NE 8th St  
Medina, WA 98039

<http://www.bsd405.org/medina>  
425-456-5400  
Laurie Harvey, Principal

## Programs Offered

Advanced Learning

## Racial Diversity



## School & Student Characteristics <sup>1</sup>

	Medina Elementary School	District Elementary Average <sup>2</sup>
Enrollment (10/1/2020)	454	464
Average Attendance Rate	98 %	97 %
Eligible for Free/Reduced Price Meals	1 %	17 %
Receiving Special Education Services	6 %	7 %
English Language Learners	9 %	26 %
First Language Other Than English	46 %	44 %
Mobility Rate <sup>3</sup>	8 %	13 %

# Summary of Student Achievement

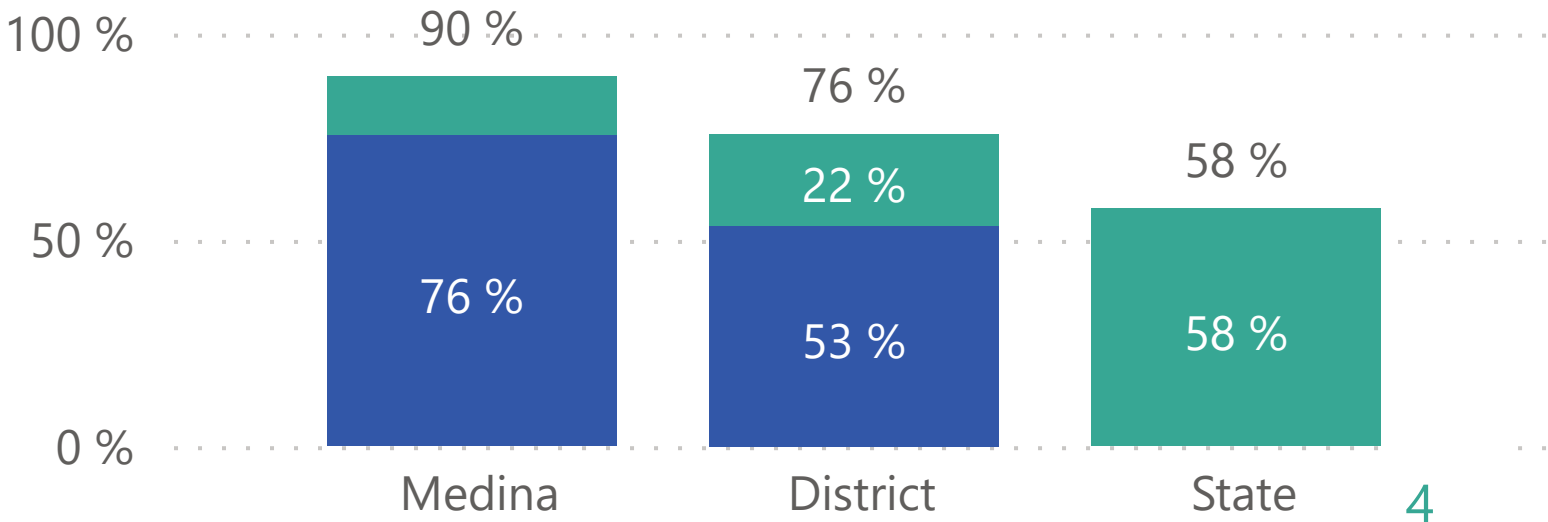
Data from Fall 2021 testing will be added when it is available.

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

Percentage of Students Meeting / Exceeding Standards

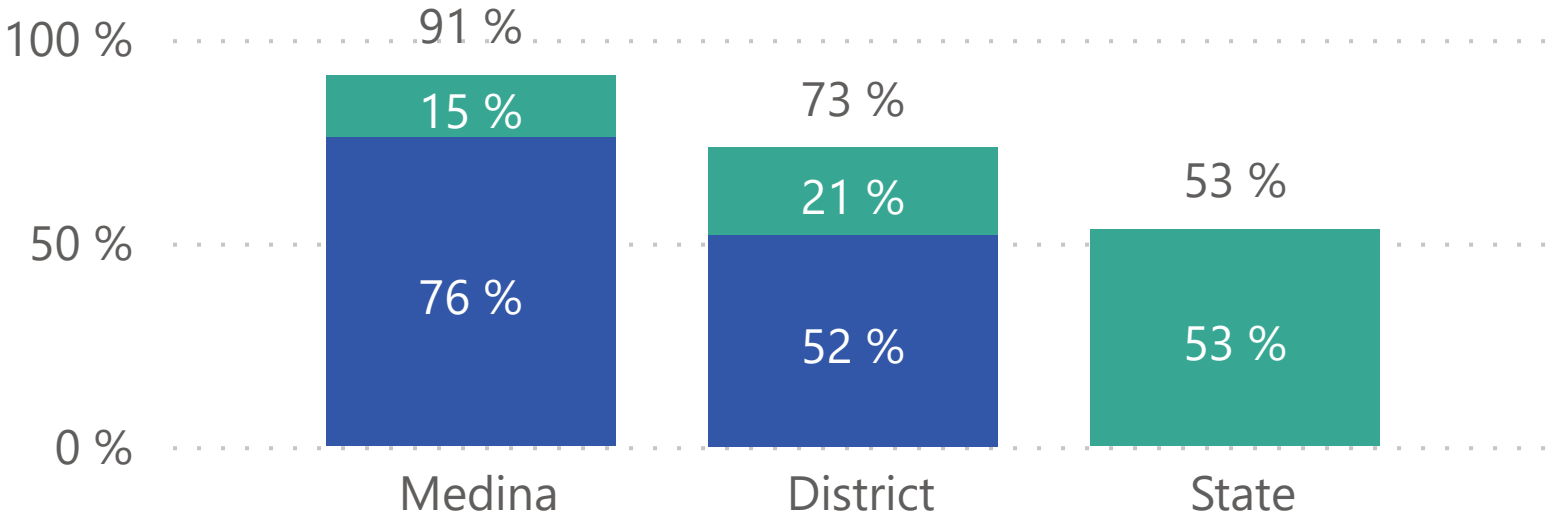
### SBA: English Language Arts

● Exceeds Standards ● Meets Standards



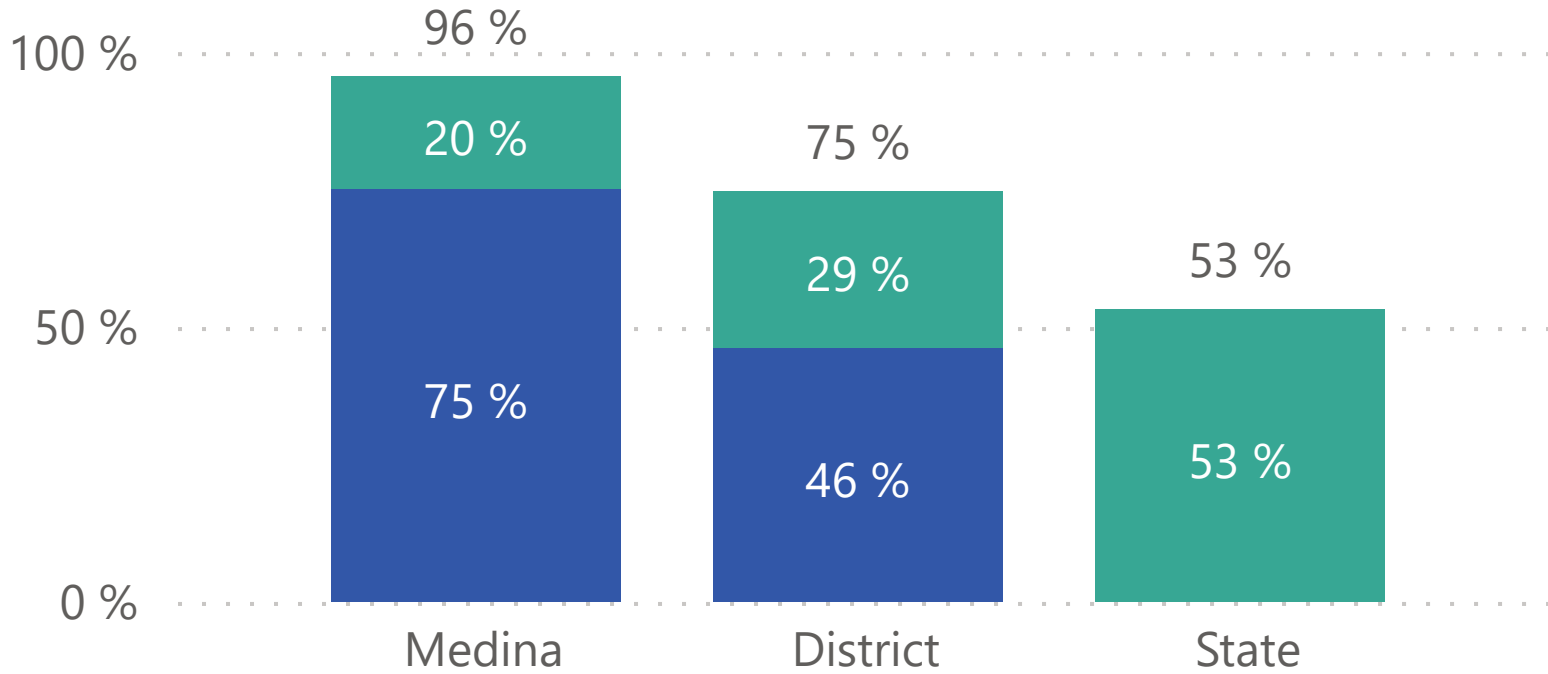
### SBA: Math

● Exceeds Standards ● Meets Standards



### WCAS: Science

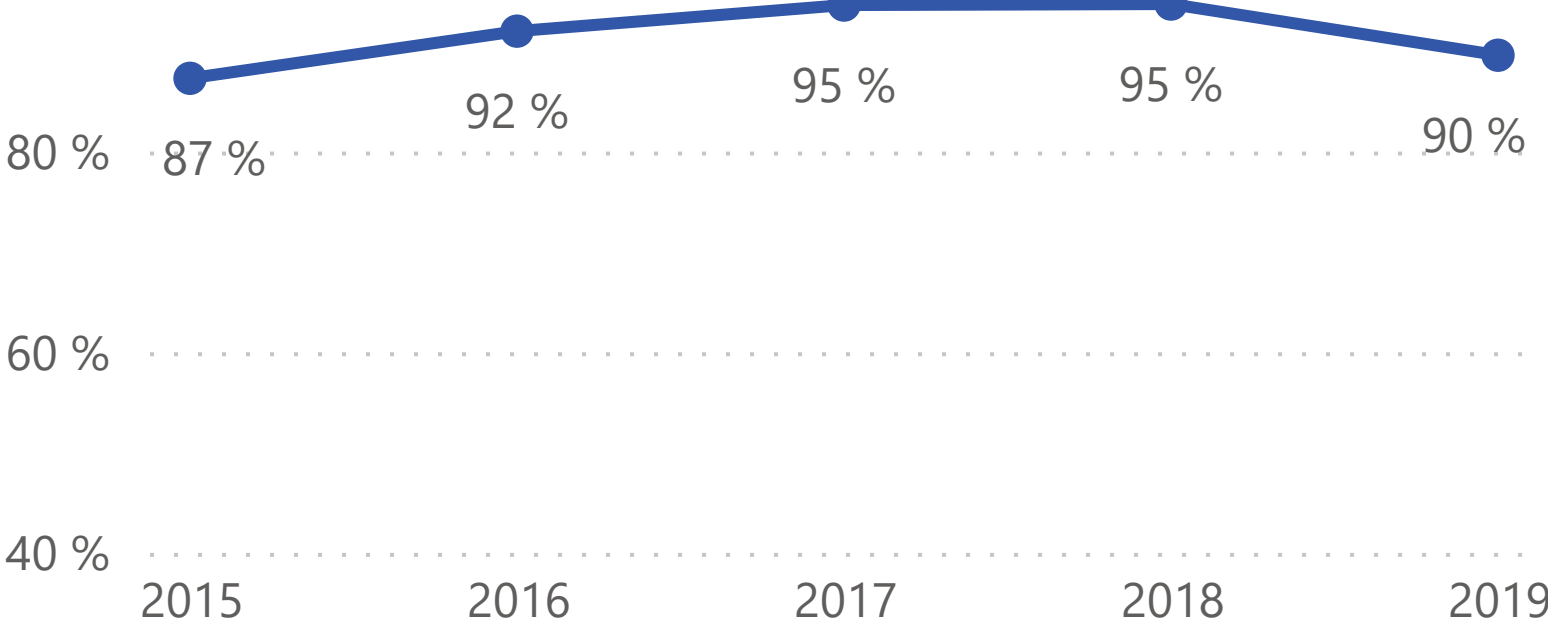
● Exceeds Standards ● Meets Standards



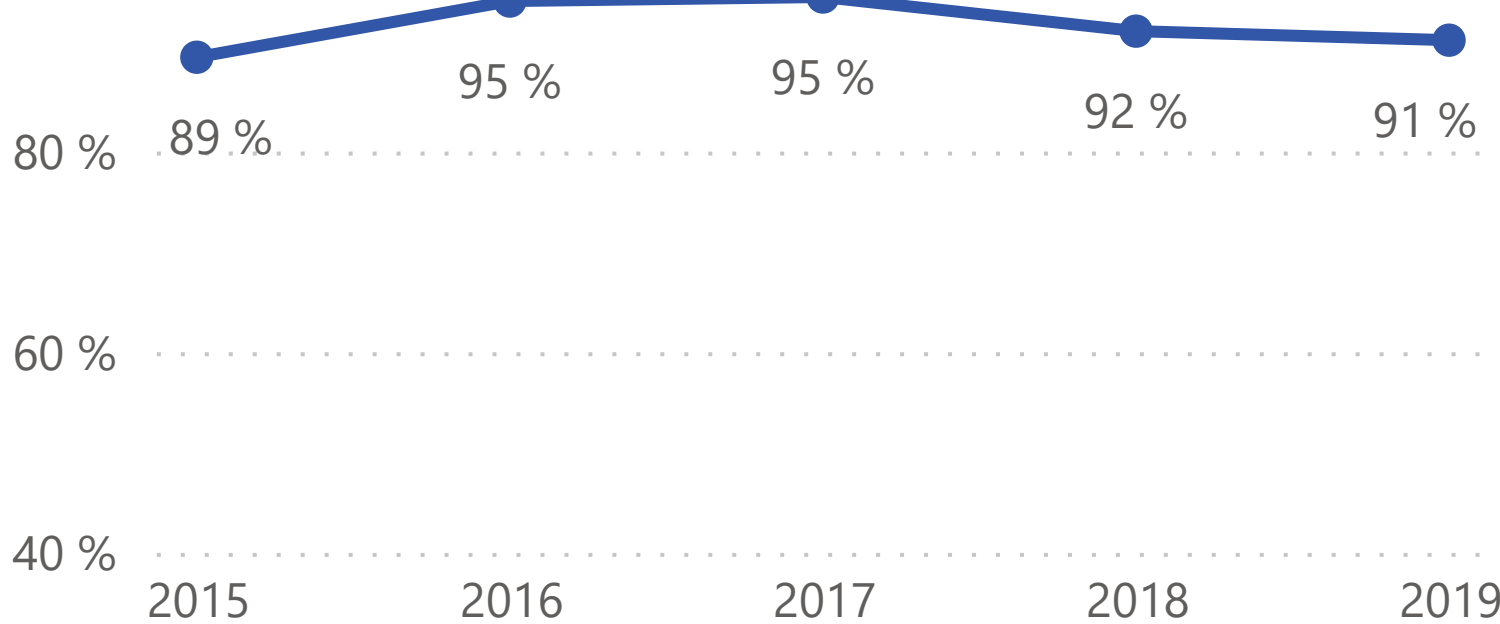
## State Assessment Results for Grades 3-5

Percentage of Students Meeting Standards

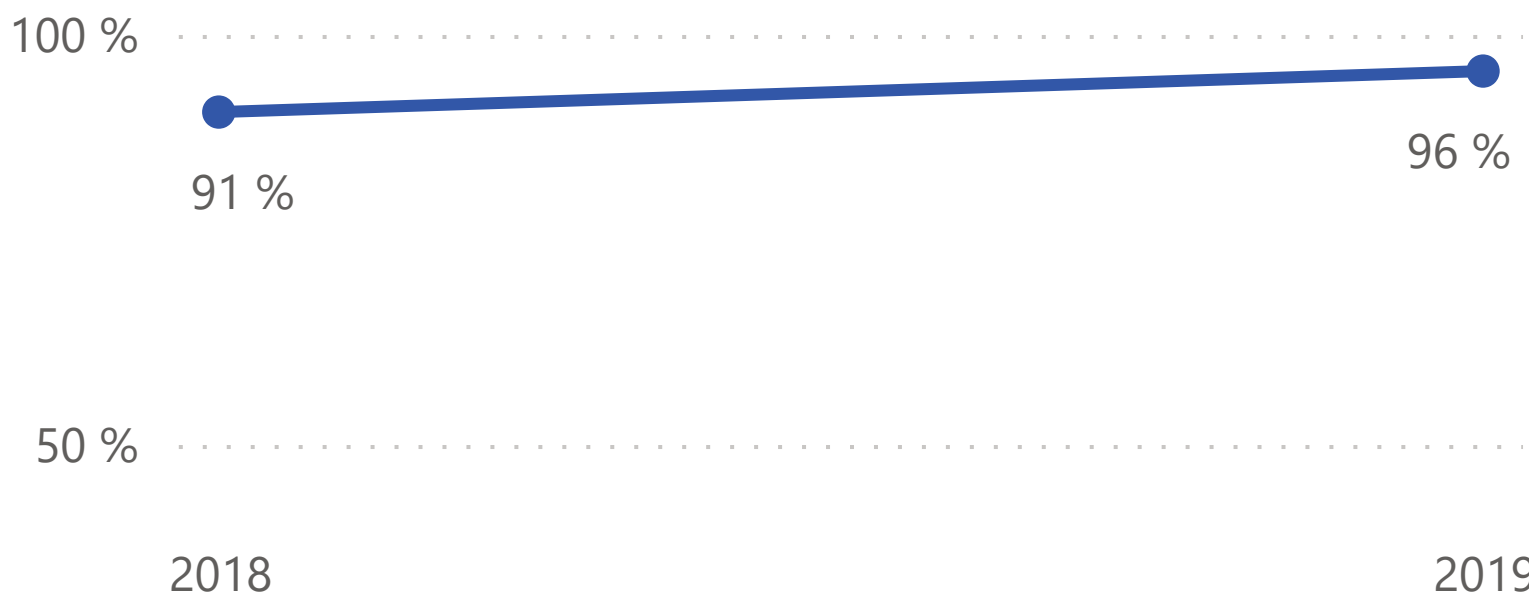
### SBA: English Language Arts



### SBA: Math



### WCAS: Science



## Glossary

### Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see [www.k12.wa.us/assessment/StateTesting/default.aspx](http://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](http://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.

### STAR

Students in grades 2-8 take Renaissance Learning's STAR reading and math assessments in the fall and spring of each year. The purpose of these short, computer-based tests is to measure student growth over the course of the year, to identify students who might need additional support or acceleration, and to provide information teachers can use to inform instruction. STAR provides us with a consistent measure of student performance over time, which is helpful as state tests continue to change.

## End Notes

### 1 School and Student Characteristics

Data are from October 1, 2020 unless otherwise specified.

### 2 District Average

The district averages displayed here are the averages for district elementary schools.

### 3 Mobility Rate

The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

### 4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."