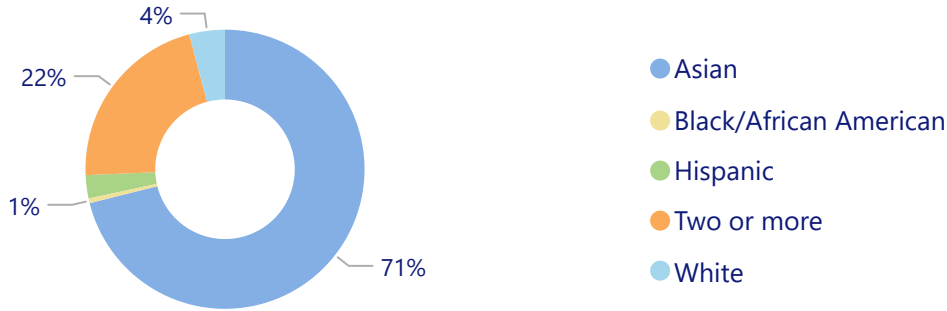


# Jing Mei Elementary School

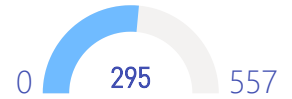
## Racial Diversity



### Enrollment: P-5

557

### First Language Other Than English

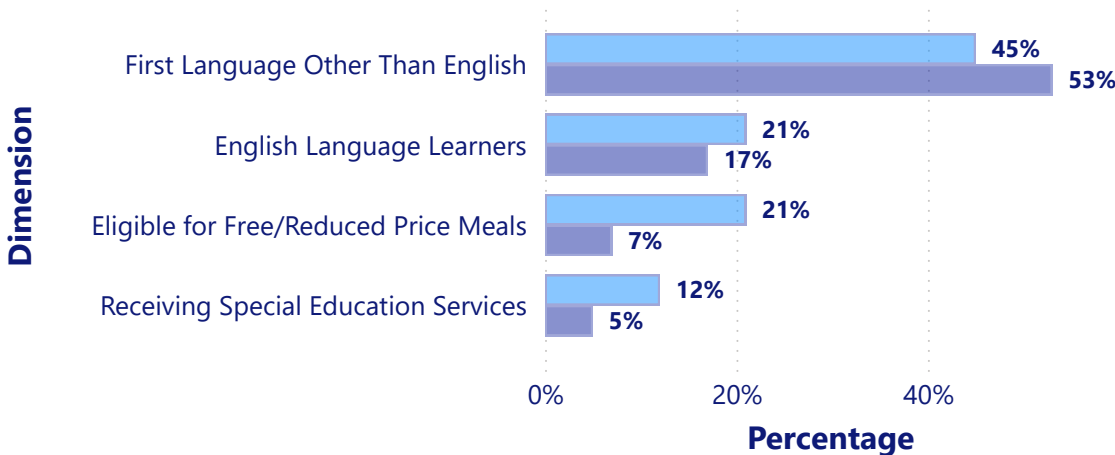


### Eligible for Free/Reduced Price Meals



## School vs. District Student Metrics

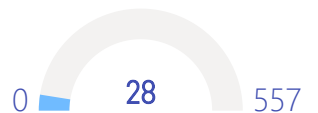
● District Elementary Average ● Jing Mei Elementary School



### English Language Learners



### Receiving Special Education Services



# 景美 Jing Mei Elementary

## School Improvement Plan 2024-2025

**Belong** · **Learn** · **Lead**



Jing Mei Elementary is a schoolwide Mandarin/English Dual Language school located centrally in Bellevue, WA as a choice school where students apply from across the district. The goal of our program is bilingualism and biliteracy in Mandarin and English and for students to be culturally competent and global citizenship.



# School Improvement Plan Priorities

## Belong · Learn · Lead

### School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

#### Bellevue School District **Strategic Plan** Priorities:

##### **Cultivating Student Engagement and Learning**

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

##### **Building Human-Centered Systems and Relationships**

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

##### **Strengthening Collective Leadership for People and Planet**

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.





# Student Engagement and Learning

**Belong · Learn · Lead**



*Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.*

**Priority:** Provide engaging, relevant learning experiences that center on student voice and agency

## CURRENT LANDSCAPE

### Satellite Data summary:

#### Student Well-Being

The data indicates a 2% decrease in the sense of belonging and engagement among all student groups from Spring 2024 to Spring 2025. Particular decrease were observed in two subgroups: English Learners (from 70% to 65%) and Students with Disabilities (from 78%-68%).

#### Literacy (English Language Arts- SBA)

- If we are just comparing the data we see from the table, grade 3 to 5<sup>th</sup> grade’s ELA scores slightly fluctuating around 70+% to 80+% overall.
- In the data table below, we compared the data by cohort of students.
- For example, the green highlighted group is one cohort of students' overall score is 76% (yr 2022), 84% (yr 2023), and 86% (yr 2024).
- (Green highlighted group) The trend is showing that the current 6<sup>th</sup> grade cohort of students is making progress on ELA SBA. The sub group that is showing the lowest proficiency rate is the English learners going from 40% to 55%.
- (yellow highlighted group) The current 5<sup>th</sup> grade cohort’s overall score has shown a drop from 82% to 79% but English learner’s score has an increase from 64% to 73%.

#### Math (SBA)

- Comparing from spring to spring Math score, we saw a positive trend with improvements across most grades:
- **3<sup>rd</sup> Grade** increased proficiency from 94% in Spring 2023 to 91% in Spring 2024.
- **4<sup>th</sup> Grade** had a significant increase from 87% in Spring 2023 to 91% in Spring 2024.
- **5<sup>th</sup> Grade** experienced a slight dip from 80% in Spring 2023 to 78% in Spring 2024, which could indicate challenges that need addressing.



- Comparing cohort scores: yellow cohort(current 5<sup>th</sup> grade) has a slight decrease from 94% to 91% but the lowest performance group is also our English learner group showing from 93% to 80% for students who meet or exceed grade level standards.

**Attendance**

Attendance rates remained consistently high with 97% of all students attending regularly in both the 2023-24 and the 2024-25 school years. This suggests successful strategies in maintaining regular attendance but highlights the ongoing need to monitor and support sub groups (Hispanic and students with disabilities).

*MAP Data*

In the beginning of the year for STAR, DIBELS, and TRC, we see that the Multilingual learners is the sub group that showed lower/lowest score by meeting or exceeding grade level standards.

STAR Reading: MLL: 71%; not MLL: 78%.

STAR Math: MLL: 82%; not MLL: 76%.

DIBELS: MLL: 75%; not MLL: 85%

TRC: MLL 53%; not MLL: 90%

This is BOY fall 2024 Star Data



Grade	L1 below grade level L2 Approaching grade level L3 on grade level L4 Above grade level	Reading STAR	Math STAR
2	L3-L4	N/A	91%
	L1-L2		9%
3	L3-L4	78%	95%
	L1-L2	22%	5%
4	L3-L4	86%	91%
	L1-L2	14%	9%
5	L3-L4	86%	83%
	L1-L2	14%	17%

*STREET data*



Empathy interview with families:

- Parents asked for homework support and tutorial
- During a conversation with a MLL student’ dad, he said he is not sure if the student needs to transfer to learn more English at a neighborhood school because he doesn’t think his son is making progress.

Empathy Interview with students:

- Student shared,

- "I want to do more reading but I don't know how to sound out some words."
- "I would love to read more with my friends."
- "I work better with my teacher's help"

Conversations/interviews with Staff:

- "students are doing better with spelling because of the UFLI/hergerty program we used last year"
- "I would like to continue to plan more and do a better job by doing more bridging and projects"
- "I would like to do more interdisciplinary teaching by adding social emotional learning into my literacy lessons"

## Student Engagement and Learning Equity Imperative

The Student Engagement and Learning Equity Imperative at Jing Mei Elementary aims to foster an inclusive, engaging learning environment that centers on student voice and agency. **This initiative is designed to ensure all students, especially English Learners and those from diverse backgrounds, have equitable opportunities to succeed.** As a two-way dual language school, we have multilingual learners are speaking different language at home. For example, for students who identified their first language as Chinese, we found that students speak many different dialects at home, such as Cantonese, Taishanese, Hakka, Fuzhounese, etc. Through integrated professional learning methods like GLAD and UDL, alongside robust PLCs with MTSS supports, Jing Mei is committed to enhancing teaching strategies and improving academic and socio-emotional outcomes. This holistic approach is aligned with the Bellevue School District's strategic goals, emphasizing human-centered systems and collective leadership to create a vibrant, culturally competent, and academically thriving school community.

## Key Improvement Strategies

Key strategy 1: **Differentiation block and updated MTSS data PLC system:**

- **MTSS Data Cycles:** Conduct focused Multi-Tiered System of Supports (MTSS) data cycles across all grade levels, with the implementation of Tier 2 interventions and ongoing progress monitoring.
- **Positive Recognition Programs:** Enhance school-wide recognition and leadership initiatives to foster a greater sense of belonging among students.
- **Grade level PLC** will choose their MTSS data cycle's focus and cover the following goals with small group. Support staff will check in weekly or at least 6th week to check on goal. The assigned support staff will also check in with PLC for student support to pass to MTSS team.
- Select **Differentiation time** by grade level

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Focus 1 Rond 1 F1R1	F1R1	F1R1	F1R1	F1R1	F1R1	Data review and AdjustF1R1 then start F1R2	F1R2	F1R2	F1R2	F1R2	F1R2	F1R2	Data review and AdjustF1R1 then start F1R2	
			F2R1	F2R1	F2R1	F2R1	F2R1	F2R1	Data review and adjust	F2R2	F2R2	F2R2	F2R2	F2R2
						F3R1	F3R1	F3R1	F3R1	F3R1	F3R1	Data review and adjust	F3R2	F3R2

Each grade level has on-going PLC time by language/partner teacher and whole grade level:

Grade	Meeting Day	Meeting Time	Point Person for the year	Admin
K	Thursday	3:40-4:20	Staff A	Dongni
1st	Wednesdays	9:10-9-9:50	Staff B	Dongmei
2nd	Fridays	10:55-11:30	Staff B	Dongmei
3rd	3 of 4 Tuesdays Mariola Tuesdays at 9:05	9:50 9:05	Staff C	Dongni
4th	Wednesdays	1:20	Staff C	Dongni
5th	Wednesdays 10:45 Hsiung/Jan Fridays: 1:40-2:05 Okahata/Jan Monday/Thursday: 11:15-11:55 Hsiung/Ling		Staff A	Dongmei

Key strategy 2:

- **Professional Learning and Collaboration:** Implement integrated professional learning on GLAD (Guided Language Acquisition Design) and UDL (Universal Design for Learning), alongside collaborative Professional Learning Communities (PLCs) for all Prek-5<sup>th</sup> Grade teaching staff and classified staff.
- **Learning Labs:** Establish learning labs where teachers can share effective strategies and engage in co-planning and reflective conversation with doing peer observation, specifically focusing on GLAD and UDL practices.




PD Plan to support language access to increase reading proficiency rate and eventually support Math score for all students especially MLL students. Building-Based PD Plan for the year:

	Focus	Content	Format
September		Required Training and PLC	Whole Group and PLC
October	UDL kickoff 90 mins	Why + Principles of UDL + Engagement  Next step: Focal student portrait Learning Lab Intro  Check list for learning lab	Whole group
November 13	UDL learning 90mins	Representation + Action/Expression + UDL Lesson planning  Danielson Framework Game as a check in activity	Whole group
10/30- 12/11	PLC	Grade Level Learning Lab planning/implementation  LINK For <a href="#">Check list</a>	Grade level PLC
December 11	Grade level structured PLC	30 min review new learning + UDL learning lab reflection 30 min data review 30 min focal student/lesson planning	Grade level PLC
January 15	Grade level structured PLC	30 min review new learning + UDL learning lab reflection 30 min data review 30 min focal student/lesson planning	Grade level PLC



February	GLAD Learning	GLAD Focused (Input) 90 min	Whole group
March	Structured PLC	30 min review new learning + UDL learning lab reflection 30 min data review 30 min focal student/lesson planning	Grade level PLC
April	GLAD Learning	GLAD Focused (Output) 90 min	Whole group PLC
May	Symposium of Learning	90 min	PLC
June	Celebration	90 min	

### Monitoring and Measuring Success

MONITORING SUCCESS	
	<p><i>SATELLITE data</i></p> <p>We will gather SBA spring data for literacy and math and disaggregate this data by MLL and racial demographic groups.</p>
	<p><i>MAP data</i></p> <p>In alignment with the district assessment calendar we will gather STAR benchmark data three times per year (STAR Reading and Math) for all grade levels 3-5th grade and will analyze growth for all students and specifically for MLL students</p> <p>Text Reading Comprehension scores (TRC) data will be gather and analyzed for all students and specifically for MLL students three times per year.</p> <p>Panorama Survey for sense of belonging will be administered twice per year in alignment with the district assessment calendar. Results will be analyzed for all students and specifically for MLL students.</p>
	<p><i>STREET data</i></p> <p>We will conduct student focus groups and empathy interviews. We will seek feedback from a wide range of students and specifically from student receiving MLL services.</p> <p>We will gather teacher feedback for Building PD series on Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL.)</p> <p>We will conduct empathy interviews with families whose students are receiving multilingual learners (MLL) services and reflect on our learnings.</p>



# Sustainability

**Belong · Learn · Lead**

**Priority:** Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

**Goal:** Educate and work with students to reduce our trash and reuse and recycle

## Actions:

- **Assembly/workshop:** we partner with high school students and our teacher leadership team to teach students about recycle, reuse, reduce
- **Walk and Roll to School event/School Pool,** partnered with City of Bellevue to encourage families to carpool, use public transportation, walk, bike to school.
- **Food Share program** (The Food Share program at Jing Mei Elementary is a student-led initiative aimed at reducing food waste and promoting sustainability. This program involves students placing unused, unopened food items into a designated "food share basket." These collected items are then made available to donate to local food bank for others who might need or want additional servings. This initiative not only helps in minimizing food wastage but also fosters a sense of community and responsibility among students towards sustainable practices. The program is monitored by the lunch team, who also adjusts educational strategies to encourage more students to participate and understand the importance of reducing, reusing, and recycling.)
- **Student leadership Program:** We have a group of 5th grade students who is supporting prek students for reduce food waste, know how to recycle and put food waste into compost and put unused food into food share basket



## Monitoring and Measuring Success:

- Lunch team will monitor students recycle behavior and adjust our re-teach expectations
- 5<sup>th</sup> grade leadership clubs to review supports for Prek students
- Food share amount check in, we will check in with the food share team to monitor students' donation and see how we can support students.



# A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

## Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

## Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

## Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.



# Satellite Data: Student Well-Being

**Belong · Learn · Lead**

## Student Well-Being

Student Groups	Sense of Belonging (Grades 3-5)		Student Engagement (Grades 3-5)	
	Spring 2024	Spring 2025	Spring 2024	Spring 2024
All Students	76%		74%	
Asian	74%		73%	
Black/African American	*		59%	
Hispanic	*		55%	
Multi-ethnic	83%		80%	
Native American	*		*	
Pacific Islander	*		*	
White	71%		74%	
Students with Disabilities	78%		68%	
English Learners	70%		65%	
Low Income	80%		73%	



# Satellite Data: Literacy

**Belong · Learn · Lead**

The Smarter Balanced Assessment (SBA) is a state-required test used as one measure of students' proficiency in English Language Arts (ELA) and mathematics. The Smarter Balanced Assessment is aligned with the Common Core State Standards, utilizing computer-based tests and performance tasks.

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
<b>All Grade 3</b>	<b>74%</b>	<b>76%</b>	<b>82%</b>	<b>78%</b>	
Asian	78%	75%	79%	74%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	54%	79%	100%	84%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	n/a	n/a	
White	*	*	*	*	
Low Income	n/a	*	*	*	
English Learners	50%	40%	64%	50%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
<b>All Grade 4</b>	<b>85%</b>	<b>79%</b>	<b>84%</b>	<b>79%</b>	
Asian	85%	79%	88%	74%	
Black	n/a	*	*	*	
Hispanic	*	n/a	*	*	
Multi-Ethnic	73%	*	83%	93%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	93%	*	*	*	
Low Income	n/a	*	67%	*	
English Learners	*	*	55%	73%	
Students with Disabilities	*	*	*	*	

Grade 5: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
<b>All Grade 5</b>	<b>83%</b>	<b>79%</b>	<b>83%</b>	<b>86%</b>	
Asian	80%	86%	83%	87%	
Black	n/a	*	*	*	
Hispanic	*	*	n/a	*	

Multi-Ethnic	*	73%	*	91%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	*	*	*	*	
Low Income	*	*	*	62%	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	*	



## Satellite Data: Math

Belong · Learn · Lead

Grade 3: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
<b>All Grade 3</b>	<b>90%</b>	<b>85%</b>	<b>94%</b>	<b>91%</b>	
Asian	96%	87%	92%	98%	
Black	*	*	*	*	
Hispanic	*	*	*	*	
Multi-Ethnic	67%	93%	100%	79%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	*	n/a	n/a	
White	*	*	*	*	
Low Income	n/a	*	*	*	
English Learners	90%	70%	93%	83%	
Students with Disabilities	*	*	*	*	

Grade 4: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
<b>All Grade 4</b>	<b>76%</b>	<b>85%</b>	<b>87%</b>	<b>91%</b>	
Asian	80%	86%	90%	87%	
Black	n/a	*	*	*	
Hispanic	*	n/a	*	*	
Multi-Ethnic	63%	*	92%	100%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	79%	*	*	*	
Low Income	n/a	*	80%	*	
English Learners	*	*	73%	80%	

Students with Disabilities	*	*	*	*	
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Grade 5: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
<b>All Grade 5</b>	<b>85%</b>	<b>76%</b>	<b>80%</b>	<b>78%</b>	
Asian	80%	77%	81%	79%	
Black	n/a	*	*	*	
Hispanic	*	*	n/a	*	
Multi-Ethnic	*	91%	*	82%	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	*	*	*	*	
Low Income	*	*	*	69%	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	*	



# Satellite Data: Attendance

**Belong · Learn · Lead**

Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

## Attendance- % of Students Attending School Regularly (at school 90% of the time )

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	<b>97%</b>	<b>97%</b>	
Asian	96%	98%	
Black	*	*	
Hispanic	100%	87%	
Multi-ethnic	99%	97%	
Native American	n/a	n/a	
Pacific Islander	*	n/a	
White	98%	100%	
Students with Disabilities	94%	92%	