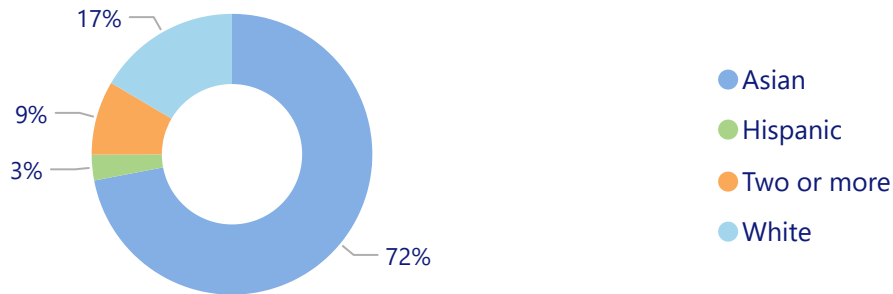


# Medina Elementary School

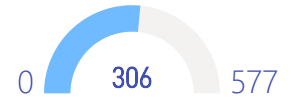
## Racial Diversity



### Enrollment: P-5

577

### First Language Other Than English



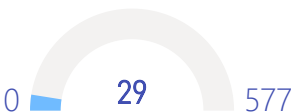
### Eligible for Free/Reduced Price Meals



### English Language Learners

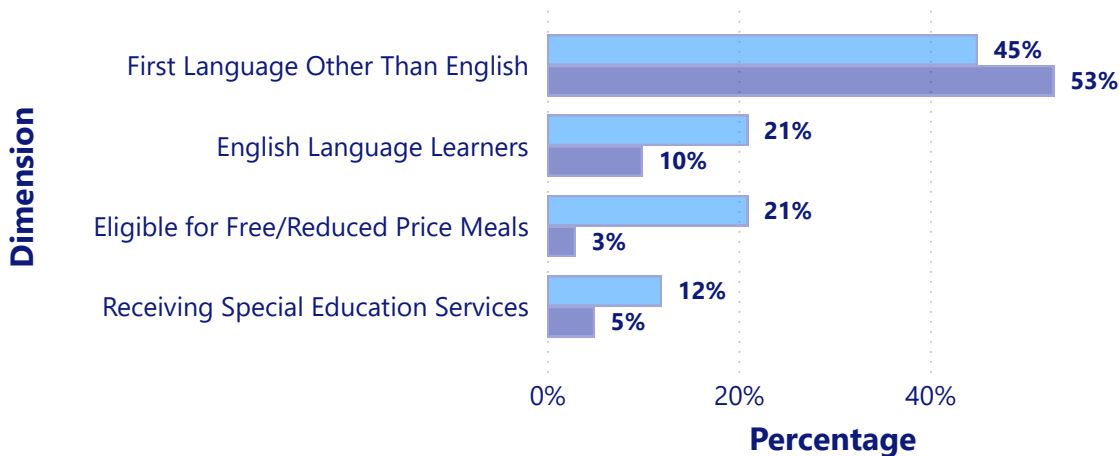


### Receiving Special Education Services



## School vs. District Student Metrics

● District Elementary Average ● Medina Elementary School



# Medina Elementary School School Improvement Plan 2024-25

**Belong** · **Learn** · **Lead**



At Medina, we believe that each one of our students has unique gifts to share with the community. We celebrate the creativity, curiosity, and brilliance that shines within every child. Medina strives to be a joyful, inclusive learning environment where students feel heard, engaged, and empowered to grow.

Our school is proud to have a richly diverse population, with students representing a variety of home languages, including Chinese, Russian, Korean, Spanish, German, Japanese, Farsi, Hindi, and many others. Medina is also home to our renowned Advanced Learning program, which serves 46% of our school community.

We are committed to fostering a vibrant, inspirational learning experience for all students. Through personalized instruction, collaborative projects, and opportunities for self-expression, we nurture the natural talents and passions of each Medina learner. Our classrooms buzz with the energy of engaged, curious minds exploring new frontiers of knowledge and creativity.

At the heart of the Medina experience is a deep respect for the individuality of our students. We believe that every child has something invaluable to contribute, and we work tirelessly to provide the support, resources, and encouragement needed for each learner to thrive. Together, we are building a community of lifelong learners, problem-solvers, and changemakers who will shape a brighter future for all.



# 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 have 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 experience a genuine sense of belonging. Our beloved community thrives 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 are 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

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*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	
	<p>In literacy, Medina has shown prominent levels of proficiency overall on the Smarter Balanced Assessment. Specifically, our MLL students have shown a decrease in proficiency in the spring of 2024. There is also an opportunity for growth in this area with the current fifth grade cohort, as there was a decrease in literacy proficiency from 95% in the spring of 2023 to 88% in the spring of 2024.</p> <p>Math at Medina is a strong content area with grades 3, 4, and 5 all showing proficiency at prominent levels. Grade 3 was at 96%, grade 4 was at 91% and grade 5 was at 96%. Math is also an opportunity area for our MLL students with MLL students showing lower levels of proficiency than the overall population.</p>
	<p>Currently, based on the Standardized Test for the Assessment of Reading (STAR) assessment, 73% of our MLL students are on track to meet proficiency by the end of the academic school year, while 95% of our total population are on track to meet proficiency. Based on the STAR Math Assessment, we see the same trend with 82% of MLL students on track and 94% of our total population on track.</p> <p>From the Panorama data, student belonging is at 78% favorable as of Spring 2024, with our MLL students showing a favorable percentage at 73%. Although each of our sub-groups of students shared that they had an increase in their sense of belonging, our MLL population showed the lowest growth, and they were the group with the lowest percentage overall.</p>
	<p>Based on empathy interviews conducted during the 2023-24 school year, students vocalized a want and need for more social connection at school. With this data, Medina implemented a Check and Connect program, a school-wide community day, and an increase in the number of assemblies.</p>



This year, our goal is to complete more empathy interviews, and avenues for students to share their experience with us. In addition, we will focus on collecting data from our MLL students through student focus groups, which empowers these students in having more agency to share their thoughts, opinions, and ideas on how we can increase their sense of belonging. For the 2024-2025 school year Medina has already created more student leadership opportunities, (a Jr. GSA program, SOAR-Students Against Racism, Library Leaders, Student Changemakers Committee, Cultural Ambassadors, Student Council, Green Team), and more opportunities for staff to connect with students through Family Fun nights and school-wide assemblies, which are led by staff and students and will now be held one time each month.

## Student Engagement and Learning Equity Imperative

### **Student Engagement:**

After analyzing our student panorama, STAR and SBA data as a staff, we recognized that our students who are least engaged in the classroom and school are our students who have disabilities or who are multi-lingual learners (MLL.) We have over 104 students who are MLL and 33 students who have a disability. We know that when students have agency, ownership, and voice in the classroom, they have a greater sense of belonging, their ideas are valued, and they have a positive accountability for their learning and contributions. When students have access and empowerment in the classroom, they learn more. The heart of our equity imperative is to focus on our MLL students, who are growing in number, and who need strategic and intentional support to read with proficiency as assessed by the STAR assessment.

### **Equity Imperative:**

We commit to researching, studying, and implementing methods for engaging our MLL students, who are consistently not meeting proficiency standards in reading, and who are routinely not engaging in academic discourse with peers to contribute to the learning of the classroom and to deepen their own understanding. Teachers' lessons will embed specific methods for students to access the learning through classroom dialogue and conversations by tapping into students' knowledge, cultural background, and meaning making.

## Key Improvement Strategies

### **Strategy #1: Instructional Focus: Engagement strategies for access to high-quality learning**



- Identify students who need specific support with engagement in discussions using research and evidence related to student engagement from IFL (Institute for Learning, University of Pittsburgh) and Schlechty's research about levels of student engagement
  - Through student empathy interviews
  - Teacher, admin, MLL, ITCL observations of students in class
  - Utilizing a student engagement rubric
  - Parent input and information about student engagement at home versus at school
- Study examples from video of classroom instruction to build a repertoire of strategies, protocols, and thinking routines which foster student discourse for our MLL students
- Identify teachers who model effective strategies for engaging our MLL students

- Study and share effective vocabulary development strategies which will provide greater access for our MLL students to join conversations (e.g., comprehensible input)
- Utilize Professional Learning Community (PLC) time for MLL Facilitator, Instructional Technology Coach (ITCL), Administrators, and classroom teachers to co-plan and co-teach lessons
- Create ‘Accountable Talk’ structures and strategies through grade level PLCs which can be implemented to provide specific ways for students to engage in discourse and classroom conversations.

**Strategy #2: Student agency and empowering voice for our MLL students**

- Create student leadership opportunities and recognition of MLL:
  - Invitation for students to join student leadership groups:
    - Student Council (representation of students, focus groups to provide feedback to school)
    - Student Changemakers Committee
    - Cultural Ambassadors
    - Students Against Racism (SOAR)
    - Jr. GSAs
    - Library Leaders
  - Postcards home to each student at school – focus on our MLL students
  - Leverage and highlight students’ culture and background to foster greater learning through assemblies, Tiger News (online weekly student-created video), Family Fun Nights, and other family and school community activities.
- Create and conduct student empathy interviews (learning from students’ voice) within focus groups
- Build our student profiles (narrative profiles about each of our MLL students so our school learns about the background and strengths of each child)
- Highlight students’ cultures through artwork and presentations posted in the school
- Invite and engage MLL families with outreach opportunities through both Medina Elementary (Family Fun Nights) and through the district Welcome Center

Monitoring and Measuring Success

MONITORING SUCCESS	
	<p>Improve proficiency on Smarter Balanced Assessment (SBA) math and literacy for MLL students by at least 5% from Spring 2024 to Spring 2025.</p> <p>The Building Leadership (BL) Team will monitor progress and improvement on these scores by informal means of collecting assessment data through classroom teachers. The standardized SBA is completed one time a year each Spring.</p>
	<p>Increase overall sense of belonging from 78% in the Spring of 2024 to at least 83% in the Spring of 2025 and increase MLL sense of belonging from 73% in the Spring of 2024 to at least 78% by Spring of 2025 based on the Panorama Assessment.</p> <p>The Race, Equity, Inclusion (REI) Team will oversee the data collecting to help monitor success. The team will analyze the Panorama Assessment data and will also create other Medina-specific qualitative assessments to gather data such as conducting empathy interviews, utilizing student focus groups, and</p>

brainstorming with the Student Leadership Council. In addition, a Medina-specific survey will be created by the REI Team for grades K-5 to gain additional insight into students' sense of belonging.

Increase overall amount and type of qualitative data which is collected to inform our growth as a school in creating a bigger sense of belonging for our MLL students. A focus for collecting qualitative data will be through conversations with our MLL students, specifically focusing on their sense of belonging and engagement in classroom learning. We will work in partnership with the MLL facilitator to create small groups which can provide us with information about their experience in school and what ideas they have for improving their sense of belonging. More specifically, we will ask questions such as:



- Do MLL students feel they have access to the academic discourse (talk) of the classroom?
- Do MLL students share their ideas and thoughts in the classroom through protocols and thinking routines which engage them in the thinking work?
- Do MLL students feel safe and encouraged to take risks in their learning through their participation and leadership at Medina?



# Sustainability

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

**Goal:** Medina is aligning its sustainability efforts with the United Nations Sustainable Development Goal 12: Responsible Consumption and Production. The goal is to improve Medina's current levels of consumption through promoting responsible and sustainable practices.



## Actions:

To achieve this, Medina will:

1. **Continue the School Food Share Program:** This program redistributes excess or unwanted food to provide people access to nutritious food.
2. **Increase Awareness and Education:** Medina will enhance awareness and education around sustainable consumption practices by working with the student 'Green Team' and by providing avenues for students to educate others during classroom presentations and assemblies.
3. **Creation of the Student Cafeteria 'Green Team'.** Students who show interest as well as those who could benefit from additional leadership and agency (MLL students) will be invited to be a part.

## Monitoring and Measuring Success:

- Medina's student 'Green Team' will collect unused food and will help students to recycle food waste as part of the cafeteria lunchtime routine. They will work with the PTA representative who helps oversee taking unused food to Hopelink. Administration and classroom teachers will provide opportunities for students to share this environmental learning through classroom discussions and assemblies.
- Students will weigh and measure food in the compost bin in the cafeteria for comparison of wasted food over time from winter 2024 to spring 2025. As a school, we will discuss with students the impact on the environment during our Earth Day presentations, which will be led by students on the 'Green Team' and connected to the United Nations Sustainable Development Goals.



# A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have collaborated 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	78%		83%	
Asian	79%		84%	
Black/African American	*		*	
Hispanic	*		*	
Multi-ethnic	77%		81%	
Native American	*		*	
Pacific Islander	*		*	
White	74%		81%	
Students with Disabilities	74%		69%	
English Learners	73%		76%	
Low Income	84%		91%	



# 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>76%</b>	<b>98%</b>	<b>96%</b>	<b>93%</b>	
Asian	86%	100%	98%	96%	
Black	*	n/a	n/a	*	
Hispanic	*	n/a	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	71%	87%	94%	93%	
Low Income	*	n/a	*	*	
English Learners	*	85%	88%	78%	
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>95%</b>	<b>92%</b>	<b>95%</b>	<b>88%</b>	
Asian	99%	96%	99%	87%	
Black	*	n/a	n/a	n/a	
Hispanic	*	*	n/a	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	94%	69%	72%	91%	
Low Income	n/a	*	*	*	
English Learners	*	*	70%	59%	
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>96%</b>	<b>94%</b>	<b>92%</b>	<b>98%</b>	
Asian	97%	99%	95%	99%	
Black	*	*	n/a	n/a	
Hispanic	*	*	*	n/a	
Multi-Ethnic	*	*	*	*	

Native American	n/a	*	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	97%	80%	74%	94%	
Low Income	*	*	*	*	
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>83%</b>	<b>97%</b>	<b>95%</b>	<b>96%</b>	
Asian	92%	99%	96%	99%	
Black	*	n/a	n/a	*	
Hispanic	*	n/a	*	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	76%	87%	94%	100%	
Low Income	*	n/a	*	*	
English Learners	*	85%	88%	89%	
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>94%</b>	<b>92%</b>	<b>96%</b>	<b>91%</b>	
Asian	99%	95%	98%	92%	
Black	*	n/a	n/a	n/a	
Hispanic	*	*	n/a	*	
Multi-Ethnic	*	*	*	*	
Native American	n/a	n/a	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	90%	81%	83%	90%	
Low Income	n/a	*	*	*	
English Learners	*	*	70%	69%	
Students with Disabilities	*	*	*	*	

## Grade 5: Percentage of students meeting or exceeding standard on SBA Math

Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
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<b>All Grade 5</b>	<b>96%</b>	<b>88%</b>	<b>92%</b>	<b>96%</b>	
Asian	100%	94%	96%	98%	
Black	*	*	n/a	n/a	
Hispanic	*	*	*	n/a	
Multi-Ethnic	*	*	*	*	
Native American	n/a	*	n/a	n/a	
Pacific Islander	n/a	n/a	n/a	n/a	
White	94%	65%	74%	81%	
Low Income	*	*	*	*	
English Learners	*	*	*	*	
Students with Disabilities	*	*	*	*	



# Satellite Data: Attendance

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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>95%</b>	<b>91%</b>	
Asian	98%	93%	
Black	*	*	
Hispanic	90%	86%	
Multi-ethnic	94%	91%	
Native American	*	n/a	
Pacific Islander	n/a	n/a	
White	90%	85%	
Students with Disabilities	97%	92%	
English Learners	84%	91%	
Low Income	*	75%	