*Bellevue School District Vision*

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

What is unique about Jing Mei Elementary School?

- Jing Mei Elementary School's mission and vision is to prepare each and every student to become biliterate, bilingual, and global citizens of the 21st century.
- Jing Mei is a Mandarin Dual Language School in the State of Washington that follows a two-way 90/10 dual language model, with a 70/30 distribution of Mandarin and English in second grade, and a 50/50 distribution of Mandarin and English in third through fifth grades.
- Jing Mei incorporates interdisciplinary curriculum and standard-based thematic units as critical components of the school's dual language curriculum development. The school and the district collaborated to develop a rigorous curriculum from K-12 that is aligned with Common Core State Standards (CCSS), American Council on the Teaching of Foreign Languages (ACTFL) standards, and district missions and initiatives to enable students to thrive academically, socially and emotionally in the 21st century.
- We are one of two Choice Schools in the Bellevue School District serving students from every attendance zone.
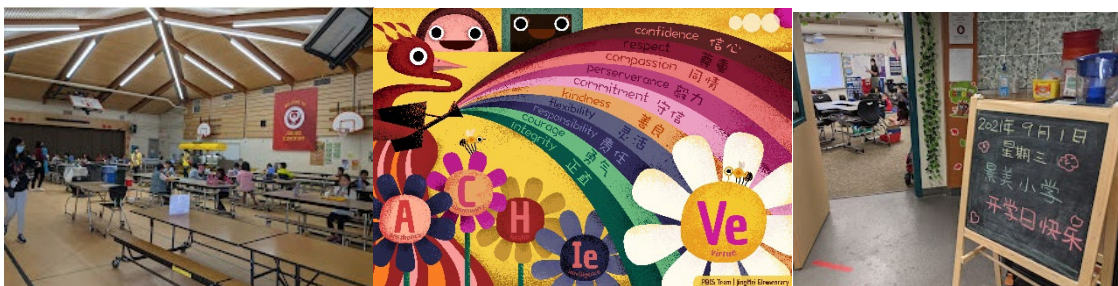
See Appendix for School Profile

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

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	75% (144)	73% (199)	80% (196)	80% (200)			
Asian	75% (81)	73% (127)	79% (143)	78%			
Black	*	*	*	*			
Hispanic	*	*	*	*			
Multi-ethnic	75% (25)	72% (35)	81% (30)	86%			
White	*	77% (28)	81% (15)	81%			
Students with Disabilities	*	*	55% (10)	76%			
English Learners	68% (18)	67% (19)	64% (21)	63%			
Low Income	*	*	84% (20)	86%			

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

Data Reflection

- Our English Learners showed a lower sense of belonging in this data set. We have an opportunity to improve our communication and formative assessment grounded in SEL instruction. Our English Learners who do not have the same access to language and understanding will need to be provided with better interpretation tools and 1-on-1 time/small group time with teachers.
- We have a bigger opportunity(see key strategies below) to help students to increase their sense of belonging this year because we are now in-person with pandemic ended. In our second year back to 100% in person learning, we will continue to be able to help students increase their sense of belonging.
- Celebration: There are a lot of celebrations in our overall data. We have 80% of students who have high sense of belongings at Jing Mei. For multi-ethnic and low income group of students, they have the highest percentage.

Key Strategies / Adjustments

Strategy/purpose	Grade Level	When?	Who/where will practice this strategy?
Model SEL strategies in PD so staff can bring the experience back to their classroom, such as COOL Jar with talking points, inclusive welcoming, engaging activities, optimistic closure.	PreK-5	EDPD, DDPD, BPD,	PD facilitators And Classroom teachers
Continue: Plan activities to invite students to bring in family photos to share and learn from each other to build an inclusive environment. These activities are planned during the day so that families are part of the instructional day all the time.	PreK-5	Beginning of the year	Classroom teachers
Continued partnership with New events: We also have a strong partnership with our PTSA who organizes regular community events that bring families together around cultural celebrations	Prek-5	yearlong	PTSA/School partnership
New: Partner with focused grade level teachers to plan interventions to support students in terms of SEL and behavior.	K-5	Date review/cycle is Every 6-8 weeks. Intervention is weekly.	Data will be analyzed by the Student Support Team and Grade Level Data PLC who will also plan next steps.
Continue Class read-aloud and class visit	PreK-5	Yearlong	principal, assistant principal, counselor
Continue student birthday recognitions	Prek-5	daily morning announcements	Student/admin
Friendship group for students who need the support	K-5	As needed	Counselor, admin, Support staff
Updated Check-In and Check-Out(CICO) program	K-5	As needed, tier 2 support	GSA, support staff, admin
Updated SWPBIS incentive program to promote students' positive behavior with Phoenix Ticket reward and recognition with prizes and certificates.	Prek-5	Friday morning announcement	Classroom teachers, specialist, GSA/Para team, support team
Continue: Students can schedule lunch time with principal Principal will send invitation to students too	K-5	As schedule	Principal/students
New: Principal sends "You are amazing" postcard home to update parents. I use an excel to keep track of whom I had sent.	Prek-5	if I catch an action showing JM ACHIeVe behavior expectation	Principal
New: Working with counselor to do 1 on 1 check in with new students	1st to 5th gr.	As needed	Principal, Assistant Principal, Counselor, ITCL and ELL
Updated: Students do morning announcements bilingually(added 4th grade)	4-5th Grade	4th and 5th grade students	principal

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. 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.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=209)	Spring 2021 (n=211)	Fall 2021 (n=200)	Spring 2022 (n=201)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	69%	70%	75%	78%			
Social Awareness	65%	69%	74%	74%			
Self-Efficacy	53%	56%	61%	68%			
Emotional Regulation	47%	48%	54%	58%			

Data Reflection

- According to students' self-rated survey in Spring, students felt more competent in all four areas of Social Emotional Competency.
- In fall 2020, all students were online; then in Spring 2021, 1/3 of the students were online but 2/3 came back in hybrid learning already. Online learning is more limited than the whole day in person learning at school. We can see the trend that our data is going up in all Social Emotional Competency categories.
- Self-management is our highest area and emotional regulation is our lowest area. This trend is always the case even before the pandemic. We as a team reflected on how culture and language can be a factor in this data at our school.

Key Strategies / Adjustment

Strategy/purpose	Grade Level	When?	Who/where will practice this strategy?
Student Leaders at lunch, recess, assembly, etc (**Social Awareness and self-efficacy**)	PreK-5	Lunch, recess, assembly	Admin, School Culture Team
Student leaders join School Culture Team(**Social Awareness and self-efficacy**)	Prek-5	Twice a month	SCT team and students
Kindness Passport during kindness week (**Self-management, emotional regulation, Social Awareness, and self-efficacy**)	Prek-5	February	Classroom teachers
Incredible Talking Body read-aloud in classrooms (**Emotional regulation**)	Prek-5	Sep 2022	Admin and counselor
Monthly assembly (**Self-management**)	Prek-5		
Principal tea time share SEL resources with families	Prek-5		Admin/counselor

Weekly student support meeting to discuss about the MTSS watch list, design and discuss about intervention progress **(All four areas)**	PreK-5	Weekly	Psychologist, counselor, ITCL, MLL facilitator, principal, AP, special edu teacher, SLP, etc.
Peace Rose class visit and re-aloud **(Emotional regulation and problem solving)** We set up a peace rose and sentence stems for students to solve problems in class	Pre K-5	October 2022	Admin/counselor
Set up calm corner to help students with emotion regulation in class **(Emotion regulation)**	K-5	Beginning of the year Use yearlong	Classroom teachers
School Culture team meeting to review SIP and design activities to support SIP for Affirm and Inspire Goals	K-5	Bi-weekly meeting	Grade grade level representative, admin, counselor
Unity week/Day activities	Prek-5	October 2022	Classroom teachers

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: Literacy

Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

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 2022 to Spring, with a focus on equitable outcomes for subgroups.						

Subgroup	**Grades 3-5: Star Reading Proficiency and Growth**					
	Star Reading % Proficient			**Star Reading** % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**83% (210)**	**82% (205)**		**78% (210)**	**73% (201)**	
Asian	82% (152)	82% (149)		78% (152)	74% (145)	
Black	*	*		*	*	
Hispanic	*	*		*	*	
Multi-Ethnic	89% (28)	85% (33)		82% (28)	73% (33)	
White	90% (20)	87% (15)		85% (20)	60% (15)	
Low Income	58% (12)	70% (20)		67% (12)	65% (20)	
English Learner	45% (31)	35% (23)		71% (31)	55% (22)	

Students with Disabilities	45% (11)	30% (10)		91% (11)	80% (10)	
Female	84% (101)	84% (101)		72% (101)	78% (101)	
Male	82% (109)	80% (104)		83% (109)	68% (100)	
Advanced Learning	98% (56)	100% (46)		75% (56)	78% (45)	
Traditional	77% (154)	77% (159)		79% (154)	72% (156)	
Grade 3	73% (73)	80% (71)		62% (73)	80% (69)	
Grade 4	85% (67)	80% (71)		88% (67)	75% (71)	
Grade 5	91% (70)	86% (63)		86% (70)	64% (61)	

Data Reflection

The subgroups with the lowest percentage meeting proficiency in both ELA and Math are the low-income students, MLLs, and students receiving Special Education services. These are the traditionally marginalized groups and we should examine whether or not the most appropriate supports are offered.

1) Math progress is behind ELA progress based on this data.
2) White students made high growth in both ELA and Math.
3) Grade 5 made high progress in both areas.
4) Students with disabilities show higher reading scores in reading compared to before, which is a celebration.
5) Grade 3 has the highest growth in reading.

Key Strategies

Strategy/purpose	Grade Level	When?	Who/where will practice this strategy?
Lexia as tier 1 tool/screener	K-5	Weekly	Students, teacher monitor data
Consistent use of Lexia as a Tier 2 support	K-5	targeted lessons	Students, teacher monitor data
Raz Kids	k-5	Homework/ station work	Students, teacher monitor data
Small group instruction with focus on same ability levels to provide more targeted instruction in both ELA and Math (The big focus on this year compared to last year is the shift to increasing student talk opportunity.)		Schedule various depends on grade levels	Students, teacher monitor data
Science of reading Resource	K-5	Yearlong	Staff receive more science of reading training to apply at PLC discussion and ELA instruction
Build foundational skills for younger learners (ex. Set target for phonetic awareness skills)	K-5	ELD time	Students, teacher monitor data
Bridging between Mandarin and English literacy continues to be our key initiative so that students can deepen their learning on the reading and writing standards in both languages	k-5	Yearlong	Data PLC
Apply for district fund to support Tutorial program to support intervention afterschool/before school	K-5	Schedule various	Students, teacher monitor data, Student support team,

		K-5	depends on grade levels	
Intervention block		K-5	Depends on grade levels, for ex. 3rd Grade intervention 9-9:15 daily.	Teachers and support staff

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

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 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Math Proficiency and Growth					
	Star Math % Proficient			**Star Math** % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**73% (210)**	**85% (209)**		**69% (209)**	**82% (206)**	
Asian	75% (153)	85% (152)		68% (152)	81% (149)	
Black	*	*		*	*	
Hispanic	*	*		*	*	
Multi-Ethnic	64% (28)	91% (33)		64% (28)	85% (33)	
White	89% (19)	75% (16)		100% (19)	81% (16)	
Low Income	42% (12)	70% (20)		50% (12)	84% (19)	
English Learners	52% (31)	54% (24)		70% (30)	83% (24)	
Students with Disabilities	18% (11)	30% (10)		45% (11)	60% (10)	
Female	69% (101)	84% (104)		70% (100)	83% (103)	
Male	76% (109)	86% (105)		69% (109)	81% (103)	
Advanced Learning	100% (56)	98% (47)		80% (56)	83% (46)	
Traditional	63% (154)	81% (162)		65% (153)	81% (160)	
Grade 3	68% (73)	89% (74)		56% (72)	83% (71)	
Grade 4	79% (66)	83% (72)		73% (66)	82% (72)	
Grade 5	72% (71)	81% (63)		80% (71)	79% (63)	

Data Reflection

In 2020-2021's data, it was done in the hybrid and virtual learning options, we had students finish the STAR math tests both from online and at school with their own laptop. Exam environment is an important factor.

In 2021-2022's data, we see that the overall data is 82% which is a big jump by 13%. With the new math curriculum in place during this school year, conceptual understanding from 3rd to 4th grade has a big jump: learning from whole number to fraction can be challenging for some students. The 3rd and 4th grade students showed progress but 5th grade remained in similar growth comparing to the year before.

Our math proficiency was lower than our Reading proficiency across all subgroups. This is likely because mathematical thinking and understanding is best done with peer modelling and teacher support in the classroom. There is importance placed on math talk in the classroom to foster true understanding, which was missing during remote learning. And 2022-23 will be a great opportunity to support students with the second year math curriculum implementation for students to make progress in math.

Key Strategies

Strategy/purpose	Grade Level	When?	Who/where will practice this strategy?
One day one language DL schedule provides more time to practice math after a concept is introduced. More project time. (shift from mid-day switch to whole day instruction to maximize students' learning time, whole day for teachers to finish project with students, English teachers also include math time in their schedule to make sure students have math time daily, more teacher collaboration plan/common planning time in master schedule, increase sense of belonging for students to stay in the class for whole day.)	K-5	Chinese time	3-5th grade teachers
English teacher is working on a bridging initiative to connect what students learn from both Chinese math class and English time.	K-5	English time	3-5th grade English teachers and partner Chinese teachers
We want to bring global competency into our bridging work such as how to focus on a problem and use applied math to solve a problem	K-5	English time	3-5th grade English teachers and partner Chinese teachers
DDPD/Data PLC to review all math assessments data	K-5	DDPD 4 times a year, Data PLC is 6-8weeks	K-5 teachers with support team
Second year of implementing new Math curriculum, we aim to increase math talk and thinking out loud in the classroom to help deepen understanding	K-5	Math class	Classroom teachers
Progress monitoring using formative assessments that focus on math fluency because of the feedback from teacher reflection and trend/patterns our students' data showed.	K-5	Data PLC (Data PLC is 6-8weeks)	K-5 teachers with support team
High school student tutorial program: Provide academic support from our Mandarin Dual-language high schoolers to students	K-5	Twice a week on Wed. and Thur. starting in November to June	Jing Mei staff and NHS students

Anet Collaboration: establish a system to analyze math data and implement plans to support math interventions	K-5	Once a week	admin, ITCL, MLL facilitator and anet coach
Apply for district fund to support Tutorial program to support intervention afterschool/before school	K-5	Schedule various depends on grade levels	Classroom teachers/grade level team decision
Intervention block	K-5	Depends on grade levels	Teachers and support staff

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

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 percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	54% (206)	65% (140)		56% (206)	73% (140)		59% (206)	71% (140)	
Asian	53% (122)	68% (94)		58% (122)	75% (94)		61% (122)	72% (94)	
Black	*	*		*	*		*	*	
Hispanic	*	*		*	*		*	*	
Multi-ethnic	56% (50)	63% (31)		55% (50)	71% (31)		54% (50)	75% (31)	
White	45% (25)	35% (11)		38% (25)	46% (11)		48% (25)	49% (11)	
Students with Disabilities	62% (10)	67% (7)		72% (10)	95% (7)		71% (10)	81% (7)	

English Learners	57% (47)	69% (24)		65% (47)	81% (24)		57% (47)	78% (24)	
Low Income	60% (10)	71% (8)		70% (10)	83% (8)		66% (10)	75% (8)	

Data Reflection

Reflection on open-ended survey responses from Spring 2022

The overall trend for all three categories informed, supported, and empowered are all increased. That is a celebration. However, the total survey results are less than 2021's data. Out of all the family subgroups, white families are the sub group that feels not informed, supported, or empowered. The highest subgroup data is from families of students with disabilities and English learners.

Here are powerful comments that can translate to action:

Try to engage parents in understanding what their true needs are and then working to address those needs. This is not being done now.

These days, we're all inundated with too many emails so it's easy to miss some important one's. I'd like personally like to see more focused texts being sent to parents where the information being sent is not casting such a wide net. If I receive a text from the school, I know it pertains to my kid. I think every parent would appreciate that!

It's really hard, but would try to have more varied times that STAFF, DISTRICT, &PTSA hold information events. We are slowly leaving the times of 9-5 jobs. We that are in charge mostly grew up in times of mom & or dad working 9-5. Times are a changing!

Reflection: We continued to work with REI team members to provide monthly café events for our parents to interact with admin and teachers. We also used Talking Points and Email to keep families informed with timely announcements.

-Community Café events have been consistent and drawn parents who normally do not attend community events.

-Zoom platform allows parents to join without barriers. This platform is inclusive of those who want to speak up and those who just want to listen.

-Weekly newsletters from teachers to parents

-Office, classrooms, and admin have been responsive to parent inquiries on all matters

-Once we return to normal school days, we should offer more opportunities for the community to reconnect through social events and information sessions. Initially we should offer more opportunities then taper off once we have reached enough families. Data gathering/measure idea: Mark off each family's participation in all events offered by the school. Over time we can detect trends and interests based on race, age, and language of each student/family.

Reflection: To provide more support for the parents, we can host more sessions that address their needs. See Key Strategies Section below.

Key Strategies / Adjustment
- PTSA Collaboration (Principal report time during monthly board meeting)
- Meeting with PTSA admin monthly to update and plan family engagement plan

- More social gatherings. Parents would like to have opportunities to meet up with each other and for students to have interactions outside of the school day, such as Welcome back coffee, playdate groups, etc
- Monthly primary and upper grade level specific Principal Tea Time to discuss and connect specifically, such as Pre K to 1 and 2nd to 5th Grade, etc
- Include Pre K in all PTSA events and parent square, such as yearbook, in-house PTSA assembly
- Information Session regarding Two-Way DL development and progression and Chinese curriculum update
- Partner with Chinese curriculum developer to provide family workshop or Q and A session
- ITCL Office Hours once a month to provide tech and general curriculum support for parents.
- Volunteer opportunity for families to get involved at school. Volunteer orientation are provided in person and online training options to include all families with different needs.
- Add an additional parent-teacher conference at BOY, midyear, later in the year if needed; and/or routine individualized emails to parents about their own child with the purpose of letting parents know that we *see* the kids on many levels.
- Principal sends "You are amazing" postcard home to update parents if I catch an action showing JM ACHIeVe behavior expectation.
- Family Listening Sessions twice a year with subgroups, Subgroups could be: *Non-Native Chinese Speaking families with students who are still below learning goals*, Special Needs, Students who are on F/RL, Single Parents, *Non-Chinese/Non-White racial groups*.
- Each month parents will receive a Principal Newsletter in both English and Chinese on important updates and resources from Jing Mei and BSD. Weekly, we will share updates with parents via Classroom Newsletters. Our goal is to help our parents stay informed and connected to school. Then families can also reach to school about their questions and feedback.
- Families will be invited to Community Café Connection Time and be able to connect with each other during and learn from Racial Equity and Inclusion (REI) members on topics ranging from race, identity, and helping our students lead a positive and productive life. Community Café is also our listening session to create space for families to speak and share.
- Parents, especially of our minority subgroups, will have the opportunity to be heard through surveys, affinity groups, community café, and school leadership teams such as our Racial Equity and Inclusion (REI) Team. We will set up listening sessions with our racial affinity groups.

Creators of Their Future World

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

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force[1], is *the capacity and disposition to understand and act on issues of global significance.* These four domains further define global competency:

Global Competencies
1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. 2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully. 3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences. 4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively. *Mansilla 2012*

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment
• We shared it on August PLD days and revisiting it on October pd day
• Always ask students to apply their learning into real-life issues
• Provide opportunities for Jing Mei staff to be introduced to Global Competencies through the Design Process experience
• Fund teachers (DLILT or building fund) to participate in professional learning opportunities and curriculum planning time for Global Competency projects
• Whole school assembly that incorporates Global Competency topics
• Direct connections made between Global Competency and Field Trips, i.e. visit Microsoft campus and exploring how Microsoft influences the community in a positive way
• Introduce Global Competencies during PTSA Board meetings and provide opportunities for parents to make connections to current classroom experiences their students are having
• Make connections to the work that Jing Mei is already doing in classrooms that incorporate Global Competencies
• Curriculum Night: Ignite / Inform families about district and JM initiative with the GC vision and four domains.
• We shared our GC vision with PTSA during board meeting.
• JM rebuild and design process can be a year-long project that our students and staff lead with the 4 domains of GC skills.
• Book studies and build PD focus for GC this year based on our staff PD interest survey
• Phoenix Challenge Program (working with PTSA) to have this year round program to support students to reach goals and finish tasks in different categories including providing community service to make a positive impact in our community.

---

[1] Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

Jing Mei Elementary School

School Overview

12635 SE 56th St
Bellevue, WA 98006

http://www.bsd405.org/jingmei
425-456-6900
Dongmei Tan

Founded in 2011, Jing Mei is a Mandarin Dual Language School that follows a 90/10 two-way model. Using the Guiding Principles for Dual Language Education, the school applies best practices in dual immersion education and aligns with the District's Common Curriculum and standards. Our goal is to promote bilingual and biliterate skills, adhering to our belief that multilingualism is a key characteristic of global competency.
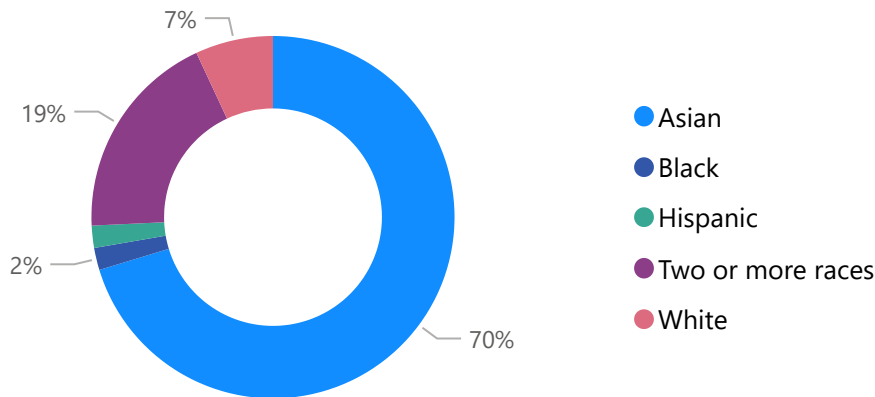
Programs Offered

Chinese Dual Language Immersion

Racial Diversity

- Asian — 70%
- Black — 2%
- Hispanic
- Two or more races — 19%
- White — 7%

School & Student Characteristics [1]

|	Jing Mei Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	411	435
Average Attendance Rate	96%	93%
Eligible for Free/Reduced Price Meals	5%	17%
Receiving Special Education Services	4%	8%
English Language Learners	22%	25%
First Language Other Than English	53%	44%
Mobility Rate [3]	3%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
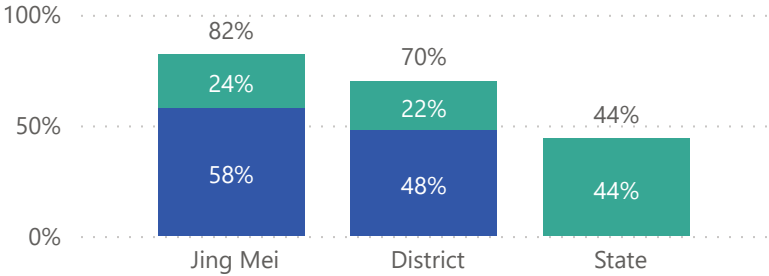Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
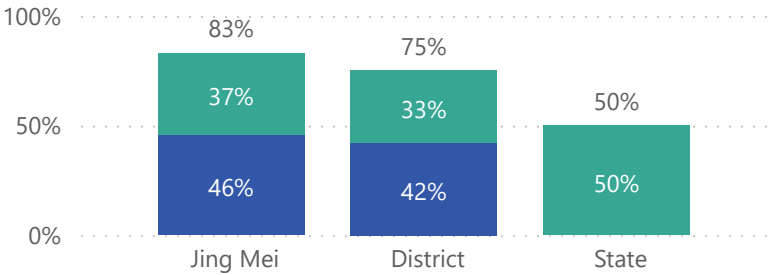● Exceeds Standards   ● Meets Standards

	Jing Mei	District	State
Total	78%	73%	49%
Meets Standards	19%	22%	49%
Exceeds Standards	59%	51%	
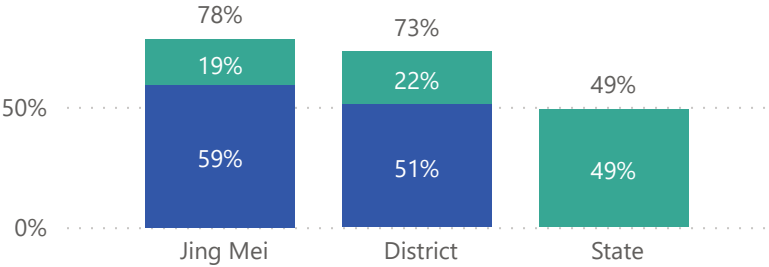
SBA: Math
● Exceeds Standards   ● Meets Standards

	Jing Mei	District	State
Total	82%	70%	44%
Meets Standards	24%	22%	44%
Exceeds Standards	58%	48%	

WCAS: Science
● Exceeds Standards   ● Meets Standards

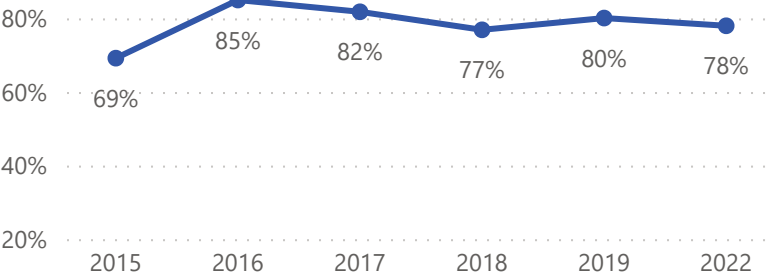|	Jing Mei	District	State
Total	83%	75%	50%
Meets Standards	37%	33%	50%
Exceeds Standards	46%	42%	

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
69%	85%	82%	77%	80%	78%

SBA: Math

2015	2016	2017	2018	2019	2022
81%	74%	84%	79%	84%	82%

WCAS: Science

2018	2019	2022
100%	80%	83%
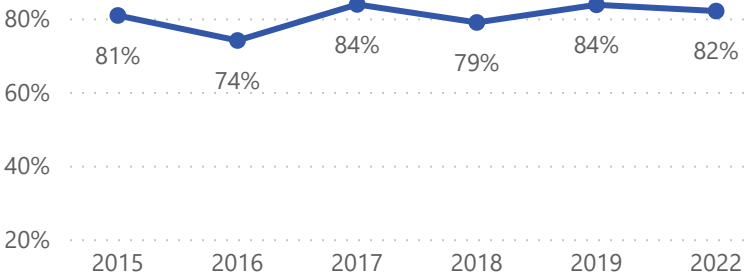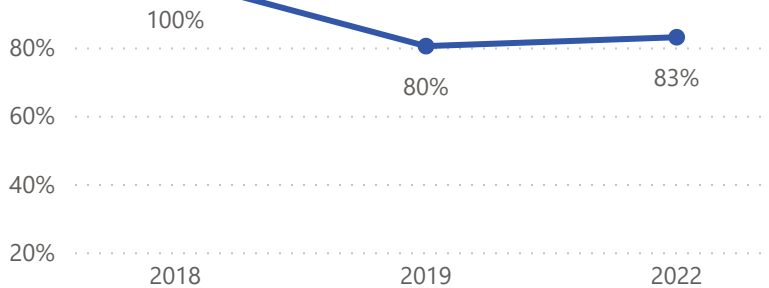
Glossary

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.

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, 2021 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."