School Improvement Plan
Bellevue Big Picture School
2022-23

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 Bellevue Big Picture School?

- Partnership with Big Picture Learning international network of schools
- High School Internships with community mentors
- Advisory program
- Project-based learning
- Small choice school with emphasis on strong relationships with families
- Student-led conferences
- Standards-based assessment

Inside:
- School Profile
- Affirm and Inspire
- Learn and Thrive
- Family Engagement

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 6-8)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	73% (223)	70% (219)	77% (199)	69% (189)			
Asian	77% (46)	73% (74)	78% (69)	72%			
Black	*	*	84% (9)	*			
Hispanic	75% (18)	60% (13)	85% (14)	82%			
Multi-ethnic	70% (26)	65% (27)	71% (15)	56%			
White	73% (104)	72% (98)	75% (91)	67%			
Students with Disabilities	69% (34)	64% (37)	74% (30)	66%			
English Learners	*	60% (15)	72% (11)	65%			
Low Income	65% (35)	66% (33)	72% (35)	66%			

Panorama Survey School Climate Domain – Sense of Belonging Percentage Favorable (Grades 9-12)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	72% (132)	73% (107)	80% (129)	79% (115)			
Asian	68% (13)	79% (16)	79% (27)	88%			
Black	*	*	*	*			
Hispanic	*	*	74% (8)	67%			
Multi-ethnic	*	*	75% (18)	71%			
White	74% (64)	72% (67)	82% (71)	79%			
Students with Disabilities	72% (35)	76% (30)	77% (38)	71%			
English Learners	*	*	65% (6)	82%			
Low Income	67% (14)	84% (11)	81% (22)	84%			

*Data suppressed due to small group size, in order to protect student privacy.
Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection

MIDDLE SCHOOL

- In grades 6-8, 70% of all students reported a favorable sense of belonging in Fall 2019 which increased to 77% of all students in Fall 2021. This fell to 69% of all students in Spring 2022. We hypothesize that the Fall boost in scores was due to the excitement of our students coming back to campus full-time, with opportunities to rebuild connections with their peers and teachers in-person. We did a lot of upfront work in Sept 2021 for welcoming students back with our Camp BP approach and other community building activities in advisory. We put the health and safety needs of students and staff first and focused on SEL. We hypothesize as the year wore on, that the academic workload became the priority and the 'fun and excitement' of the start of the year had worn off.
- Hispanic students showed the greatest increase in sense of belonging moving from 60% favorable in Fall 2019 to 85% favorable in Fall 2021. They also showed the least decline across the 2021-2022 school year with just a 3% drop in Spring 2022 (82%). Multiethnic students showed the greatest decline in sense of belonging moving from 71% in Fall 2021 to 56% in Spring 2022. It is challenging to ascertain why there is a variation in the data with select student groups, as the student size in several of the groups is quite small, increasing variability in percentile movement.

HIGH SCHOOL

- In grades 9-12, Fall 2021 data surpassed Fall 2019 data in most subgroups. There was less decline in high school across the 2021-22 school year than middle school, with some subgroups increasing from Fall to Spring.
- In the "All students" category, there was a 1% drop across the year, 7% drop for Hispanic students, 4% drop for Multiethnic students, and 6% drop for students with disabilities. Asian students showed improvement across the year from 79% to 88% and English learners improved from 65% to 82% and Low income students improved from 81% to 84%. Overall, there is a more positive and sustained trend than middle school. The differences between high school and middle school may be due to the closer advisory relationships that exist in high school since the students loop with their advisories for 4 years with the same advisor. In middle school, students change advisors from 6th to 7th grade and then stay together for only two years in 7th and 8th grade. In addition, the high school advisory program provides more individualized support for each student with the internship program and individualized learning plans.

Key Strategies / Adjustments

School-Wide Systems of Support
- The PBIS team will focus on PROWL (Positive Relationships, OWnership of learning, Leadership) and other student recognition opportunities. In addition, the PBIS team will lead re-teaching of systems and routines, including specific teaching of collaboration for PBL group work. Through the review of the Tiered Fidelity Inventory (TFI), the PBIS team will determine other areas to focus on for quality tier 1 PBIS.
- Social-emotional learning focused on helping students to better understand the commitment of adults to solve problems alongside students will be launched by the Admin Team, and advisory classes will provide space for students to share how the school can better respond to problem behaviors.
- Building on the discussion from Advisory classes, students will have facilitated, mediated conversations when there are peer-to-peer challenges with support from the district's Director of Student Life.

School Community Building Events/Activities
- Pick Me Ups (PMUs) will happen weekly in the café for middle school and high school and will be led each week by different advisories. These will focus on community building and inclusion activities where students can celebrate and share their cultural backgrounds and identities.

- High school advisories will deepen their implementation of student affinity groups which was launched in the Spring of 2022. These groups such as Students Organized Against Racism (SOAR), Gay Straight Alliance (GSA), and Climate Action provide opportunities for students to connect with their peers and advisors around common interests and to explore important student-generated topics in various ways.

Data, Engagement and Planning with Students: Understand needs of students' well-being to determine focus areas and progress
- This year, we will review our advisory curriculum 6th-12th grade, gathering feedback from students, staff and families on various aspects of the course in order to determine what revisions will better support students as well as strengthen our alignment to Big Picture Learning distinguishers.

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 6-12: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=333)	Spring 2021 (n=293)	Fall 2021 (n=311)	Spring 2022 (n=304)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	79%	76%	75%	75%			
Social Awareness	73%	73%	70%	71%			
Self-Efficacy	53%	57%	51%	53%			

Data Reflection

- Data remained relatively flat from Fall 2020 to Spring 2022.
- Self-management and social awareness are relative strengths compared to self-efficacy which may indicate students have not received intentional instruction in self-efficacy.

Key Strategies / Adjustment

- Deliver at least four school-wide SEL lessons, tailored to the needs of the current student body. Data from the Fall 2022 Panorama SEL survey and focus groups will be used to determine the content of these lessons. Counselors will work in collaboration with teachers to develop and deliver these lessons.
- To strengthen students' self-efficacy, all high school students will complete and refine individual learning plans sharing their personal vision, goals, and action steps for the year. The learning plan has been revamped this year and is more comprehensive in nature, including components of the High School and Beyond Plan. In addition, learning plans will be implemented with all middle school students as well this year and will be the basis for their student-led conferences.
- High school students will explore their interests and strengths and lead the process for obtaining a meaningful internship.

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: Middle Years Literacy

Middle grades literacy is an important priority, as reading and writing become critical to success in high school courses.

Literacy Proficiency and Growth Targets							

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Reading Proficiency and Growth							
Subgroup	Star Reading % Proficient				Star Reading % Typical/High Growth			
	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Fall 2018-Spring 2109	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**82% (212)**	**77% (213)**	**77% (203)**		67% (211)	67% (210)	71% (202)	
Asian	82% (57)	79% (72)	82% (71)		70% (56)	72% (71)	70% (70)	
Black	*	*	*		*	*	*	
Hispanic	76% (21)	56% (16)	64% (14)		62% (21)	56% (16)	79% (14)	
Multi-Ethnic	72% (29)	83% (24)	100% (13)		66% (29)	74% (23)	100% (13)	
White	87% (100)	78% (92)	77% (95)		68% (100)	65% (91)	67% (95)	
Low Income	67% (36)	46% (26)	44% (34)		64% (36)	54% (24)	68% (34)	
English Learner	33% (12)	0% (12)	8% (12)		83% (12)	64% (11)	67% (12)	
Students with Disabilities	60% (40)	50% (34)	67% (33)		63% (40)	70% (33)	76% (33)	
Female	87% (99)	78% (104)	77% (99)		66% (98)	70% (103)	71% (99)	
Male	77% (113)	75% (109)	78% (104)		68% (113)	64% (107)	72% (103)	
Advanced Learning	*	*	*		*	*	*	
Traditional	81% (208)	76% (208)	76% (194)		68% (207)	67% (205)	72% (193)	
Grade 6	77% (73)	73% (73)	72% (69)		67% (73)	67% (73)	63% (68)	
Grade 7	80% (74)	75% (68)	84% (70)		68% (73)	62% (68)	76% (70)	
Grade 8	89% (65)	82% (72)	75% (64)		66% (65)	72% (69)	75% (64)	

* Data suppressed due to small group size, in order to protect privacy.

- *Overall, we moved from 67% to 71% of middle school students showing typical to high growth as measured by STAR reading from 2020-21 to 2021-22. Our overall STAR Reading proficiency rate stayed flat at 77% for 2021 and 2022.*
  - *The two subgroups who showed the greatest positive change in number of students who had typical to high growth were Hispanic students (from 56% to 79%) and multi-ethnic students (from 74% to 100%) in 2021 to 2022. In regards to reading proficiency, Hispanic students improved from 56% to 64% and multiethnic students improved from 83% to 100% from 2021 to 2022. Students were back full-time in school last year, receiving instruction in their classes as well as interventions in our workshop model. Many of these students struggled significantly with engaging during remote learning the year prior so a return to full-time in-person instruction provided more access to literacy support for growth.*
  - *The number of Low-income students with typical to high growth in reading improved from 54% to 68% though their reading proficiency stayed relatively flat at 44%. Students were back full-time to school last year, receiving instruction in their classes as well as interventions in our workshop model. Many of these students struggled significantly with engaging during remote learning the year prior so a return to full-time in-person instruction provided more access to literacy support for growth. The number of English Learners with typical to high growth in reading improved from 64% to 67%. Their reading proficiency as measured by STAR moved from 0% to 8% and with a group of 12 this is just 1 student making growth to being proficient. Last year was the first year we had a MLL facilitator to support our English learners and staff.*
  - *The number of students with disabilities with typical to high growth in reading improved from 70% to 76%. Their overall reading proficiency improved from 50% to 67%. Some of these students were provided additional instruction in a targeted language arts class by a special education teacher and others received literacy instruction aligned to IEP goals within a co-taught language arts class.*

Key Strategies

Use of Assessment to Inform Instruction

- All students complete Star reading assessment in fall and spring to screen for proficiency and to monitor students' reading growth and progress toward becoming independent readers. Additional progress monitoring will include classroom-based assessments and ELA interim assessments. These data will be used by teachers/administrators/ITCL to modify placements and supports in our literacy workshops.

Tier 2 Literacy Supports

- Middle school advisory literacy workshops will utilize (Lexia, Newsela, Membean, indpt reading) to support students' reading growth. All 6th grade students will utilize Lexia in their advisory workshop. All 7th and 8th grade students who are not proficient will be grouped together in 2 workshops, one for each grade level, and their Language arts teacher will be their workshop teacher. This teacher will determine what strategies and tools to use for individual students, choosing from Lexia, Newsela, and Membean. All other 7th and 8th grade students will engage with the other literacy resources to support their continued growth as readers.
- This year, we have been allocated a 0.2 FTE MLL Facilitator who is also a Spanish teacher within our building. This person will support English learners, provide frequent consultation to teachers, monitor progress data, and build connections to families. Administration, ITCL, and MLL facilitator will meet monthly to review data and continue to develop our program of supports.

Training and Teacher Support

- Instructional leaders and administrators will engage in regular "Walkthroughs" focused on High-Quality Complex Texts, Text and Task Entry Points, Grade Level Questions and Tasks, Student Ownership, Student Collaboration. Emphasis during the first semester will be on expanding student discourse and ratio of teacher-to-student talk in class, increasing the cognitive demand for students as they make their thinking visible, reason with evidence, consider multiple perspectives, and ask questions.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a priority at all levels, based on student outcome data.

Math Proficiency and Growth Measures

Increase percentage of students in grades 6-8 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.

Grades 6-8: Star Math Proficiency and Growth					
	Math % Proficient			**Star Math** % Typical/High Growth		
Subgroup	Spring 2019 (Star)	Spring 2022 (SBA)**	Spring 2023 (Star)	Fall 2017-Spring 2018	Fall 2018-Spring 2019	Fall 2022-Spring 2023
All	**68% (192)**	**60% (207)**		**62% (195)**	**59% (190)**	
Asian	76% (45)	79% (76)		60% (43)	60% (45)	
Black	*	*		*	*	
Hispanic	48% (21)	21% (14)		61% (18)	48% (21)	
Multi-Ethnic	73% (26)	85% (13)		50% (14)	62% (26)	
White	69% (96)	50% (94)		65% (112)	62% (94)	
Low Income	53% (34)	40% (35)		69% (29)	44% (34)	
English Learners	10% (10)	23% (13)		*	40% (10)	
Students with Disabilities	29% (42)	21% (34)		58% (36)	52% (42)	
Female	74% (87)	57% (100)		61% (93)	58% (86)	
Male	63% (105)	63% (107)		63% (102)	60% (104)	
Advanced Learning	*	*		*	*	
Traditional	67% (188)	59% (199)		62% (194)	59% (186)	
Grade 6	71% (70)	57% (68)		64% (77)	52% (69)	
Grade 7	63% (67)	56% (70)		75% (67)	52% (66)	
Grade 8	69% (55)	67% (69)		43% (51)	76% (55)	

*Data suppressed due to small group size, in order to protect privacy.

** Star Math data are not available for spring 2020, 2021, or 2022.

Data Reflection

While student proficiency declined from 68% in 2019 to 60% in 2022, the percentage of students making typical or high growth remained virtually unchanged. This suggests that students' baseline level of proficiency was lower upon entering Big Picture as compared to previous year. The discrepancy between proficiency and growth may also be explained by the fact that we did not have a consistent proficiency metric from 2019 to 2022 while we did have a consistent growth metric.

Key Strategies

- This year, we have been allocated a 0.2 FTE MLL Facilitator who is also a Spanish teacher within our building. This person will support English learners, provide frequent consultation to teachers, monitor progress data, and build connections to families. Administration, ITCL, and MLL facilitator will meet monthly to review data and continue to develop our program of supports.

- All students complete STAR assessment in fall and spring to screen for proficiency and to monitor students' growth and progress toward mastering math standards. Additional progress monitoring will include classroom-based assessments and math interim assessments. These data will be used by teachers/administrators/ITCL to modify placements and supports in our math workshops.
- Leveraging Universal Design components to ensure mathematical access for all students. This includes the instructional opportunities available during middle school Tier 2 math workshops.
- For our middle school math classes, we will be leveraging and exploring Cognitively Guided Instruction techniques. CGI asks instruction to be built on students' natural number sense and problem solving. In that, students can solve mathematical problems by modeling,
- Utilize select High-Leverage Practices (Source: Teaching Works, University of Michigan) (leading group discussion, eliciting and interpreting individual student thinking, etc.) across subject areas, grade levels, and contexts with an emphasis in math on student discourse, including explaining one's reasoning to others, using mathematical representations to support explanations, and listening to determine if you are convinced by the reasoning of others.

Academic Success Priority: College and Career Ready

Graduation Success Measure

Increase the percentage of students in each grade level who earn sufficient credits by the end of the year to be on track to graduate (given their expected timeline since some students have a 5+ year plan).

Percentage of Students Earning Sufficient Credits to be On-Track to Graduate (Active students, 2021-22 as of July 2022)				
Group	Grade 9 (7 or more credits)	Grade 10 (12 or more credits)	Grade 11 (18 or more credits)	Grade 12 (24 or more to graduate)
All Students	90%	94%	100%	
Asian	100%	100%	--	
Black				
Hispanic				
Multi-ethnic				
White	88%	92%	--	
Students with Disabilities	82%	83%		
English Learners				
Low Income				

Data Reflection

- 100% of Class of 2023 is on track to graduate in terms of credits. With our standards-based assessment system, advisory program, student-led conferences, counselor meetings, and learning plans, students were

provided support, guidance, and intervention in a timely manner. Families were also included in the learning partnerships from the get-go.

Key Strategies
• Monitor Class of 2023 throughout the year through the school's MTSS team for required classes needed to graduate and provide timely supports, as needed, such as check-ins with graduation success coach, tutorial meetings with teachers, family conferences, etc.
• Support Class of 2023 students who need to fulfill graduation pathways for math. Options include, SAT, ASVAB, SBAC, CTE pathway.
• Monitor and support Class of 2024 and 2025s through the school's MTSS team to ensure all are on track to graduate with credits and graduation pathways.

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.

Grades 6-8: Percentage of Favorable Responses on Family Engagement Survey									
	Informed			**Supported**			**Empowered**		
Family Subgroups	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	58% (103)	67% (65)		64% (103)	68% (65)		60% (103)	60% (65)	
Asian	57% (29)	68% (20)		56% (29)	73% (20)		60% (29)	63% (19)	
Black	*	*		*	*		*	*	
Hispanic	*	*		*	*		*	*	
Multi-ethnic	59% (14)	76% (5)		70% (14)	88% (5)		66% (14)	61% (5)	
White	59% (51)	64% (35)		68% (50)	61% (35)		59% (51)	54% (35)	
Students with Disabilities	82% (13)	67% (8)		71% (13)	50% (8)		88% (13)	73% (8)	
English Learners	*	*		*	*		*	*	
Low Income	*	70% (11)		*	76% (11)		*	61% (11)	

*Data suppressed due to small group size, in order to protect student privacy.

Grades 9-12: Percentage of Favorable Responses on Family Engagement Survey									
	Informed			**Supported**			**Empowered**		
Family Subgroups	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	66% (79)	71% (63)		62% (79)	69% (63)		62% (79)	63% (63)	

Asian	62% (11)	71% (13)		66% (11)	76% (13)		70% (11)	66% (13)	
Black	*	*		*	*		*	*	
Hispanic	*	*		*	*		*	*	
Multi-ethnic	54% (11)	70% (8)		63% (11)	56% (8)		44% (11)	61% (8)	
White	66% (47)	70% (35)		59% (46)	71% (35)		65% (47)	58% (35)	
Students with Disabilities	69% (20)	64% (16)		70% (19)	58% (16)		76% (20)	60% (16)	
English Learners	*	*		*	*		*	*	
Low Income	*	73% (5)		*	60% (5)		*	53% (5)	

Data suppressed due to small group size, to protect student privacy.

Data Reflection

MIDDLE SCHOOL DATA:

- *Our n size continues to be small for our Black*, Hispanic*, Multi ethnic, Low income and Students with Disabilities families (less than 15 responses, or data suppressed due to small group size). The overall data for all students' families shows either a slight increase or similar data from Spring '21 to Spring '22.*
- *Families of Asian students responded with greater than a 10 percentage point increase for feeling Informed and supported, and had a 3 percentage point increase for feeling empowered.*
- *Families of multiethnic students had a 17 percentage point increase for feeling informed, 18 percentage point increase for feeling supported and were 5% lower for feeling empowered, though the group size dropped from 14 to 5 respondents.*
- *The data for all three categories decreased for students will disabilities. Our families of students with disabilities dropped by 15% for informed, 21% for supported and 15% for empowered and the group size dropped from 13 to 8.*
- *Our 'Empowered' data is lower across the board compared with 'Informed' and 'Supported', except for the subgroup, Students with Disabilities. This may be due to the IEP process and the agency families have through this process to engage in educational decision making.*

HIGH SCHOOL DATA:

- *High school data shows an increase for "All Students" families across all categories and had slightly higher percentages than middle school.*
- *Families of multiethnic students had a 16% increase in feeling informed and a 17% increase in feeling empowered though decreased by 7% in feeling supported.*
- *Families with students with disabilities decreased by 5% in feeling informed, 12% in feeling supported and 16% in feeling empowered.*
- *Families of Asian students increased by 9% in feeling informed, 10% in feeling supported and decreased by 4% for feeling empowered*
- *Empowered data decreased for all subgroups except families of Multiethnic students.*

- *The drop across all 3 domains for our families with students with disabilities may be due to the changes between the remote learning schedule the year prior and last year's return to campus. During remote learning, teachers were in more frequent conversation with these families than they were last year, particularly during the afternoon async time when there were no classes. Last year, we returned to our prior model of providing special education service. Typically, there is 1 IEP meeting with the team per year and students receive support per their IEP. With the special ed teachers returning to full-time teaching and managing a case load there was less time for them to make frequent contact to families.*

• *We were not able to provide as many family engagement events as we had hoped due to the increase in workload with managing Covid.*

Key Strategies / Adjustment
Family Education and Engagement Opportunities • Design and implement family education and engagement opportunities including principal coffees, project-based learning and internship expo, equitable assessment and grading practices night, PBIS/SEL family night, equity and inclusion Spring workshops, PTSA family socials, etc. We will adapt engagement activities based on family survey of interest areas.
Inclusive Communication • Provide frequent and inclusive communication, including calling families, use of Talking Points, translation of materials, etc. Some staff began using Talking Points last year so this will be expanded to all staff.
Staff Outreach • Increase the frequency and timeliness of teachers reaching out to families for celebrations and problem-solving. • All families will receive a good news postcard from the school at least once per year.

Surveys and Listening Sessions
• Create Fall survey of family questions, concerns, and needs for the school year. In addition, survey will include options for best family event meeting times, topics families would like staff to address, and preferences in modes of communication.
• Facilitate listening sessions with families to learn from and lead with to co-create school improvements.
    o Gather info from families on how to improve student-led conferences so these are seen as supportive, informative, and empowering to families as they partner with advisors on their child's educational plan.
    o Implement more family listening circles about the new building and program redesign.
• Facilitate listening sessions with high school students to learn about and improve their experience with learning plans (a fundamental part of the Big Picture model). We've structured conversations with students to better understand what is motivating regarding our PBIS PROWL rewards system, too.

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:

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[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.

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

- At Big Picture, we organize our instruction around project-/problem-based learning (PBL). This method of teaching and learning engages students in working on questions or problems that relate to real situations, collaborating with teammates, learning meaningful content, preparing and presenting solutions, and reflecting on their work and their process. PBL aligns very well with global competency, and with preparing students to be creators of their future worlds. Through collaboration, students must communicate effectively and recognize perspectives that are different from their own. As they work on projects in a range of content areas, they investigate the world and take action to improve situations. We have set a goal that all certificated staff members at Big Picture will experience at least one engaging, effective PBL unit through one of three different entry points:
  - Designing and teaching a new unit in one of their classes (for newer staff members or staff members wanting to refresh their practice)
  - Visiting a class throughout a PBL unit and supporting students in it (for counselors and others who do not teach their own classes)
  - Improving an aspect of PBL in an existing unit (for more experienced staff members who already use PBL but want to strengthen their practice)
- Professional learning communities (PLCs) are meeting each month in either content-area or cross-disciplinary groups (based on staff member preference) to focus on something related to the PBL goal. Choices groups were given included: learn together about a specific aspect of PBL; design a project together; form a critical friends group to give each other feedback on projects being developed or taught. Our ITCL will support PLC facilitators each month by providing strategies to structure productive conversations for the focus they have chosen.
- Our ITCL will offer EDPD focused on PBL teaching and learning.
- Staff members will have opportunities to share their experiences of PBL at our May building PD. We will also learn about experiences along the way through pre- and post-observation conversations and notes from monthly PLC meetings.
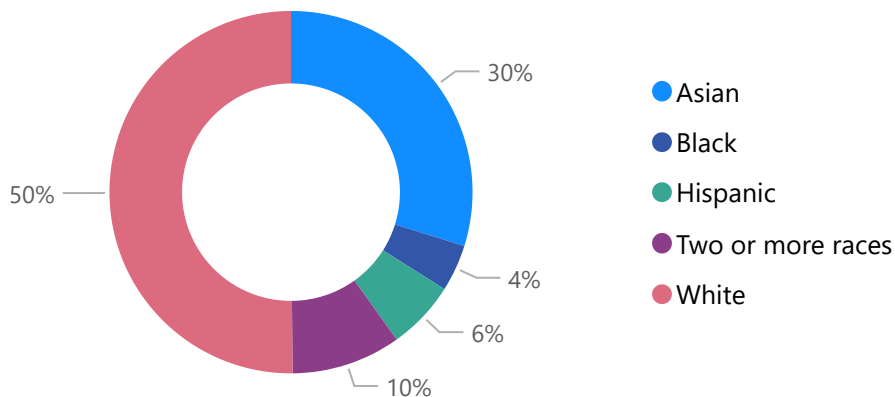
Big Picture School

School Overview

Bellevue Big Picture is a choice school for grades 6-12, emphasizing strong relationships, academic rigor, and relevant, Project Based Learning. Middle school students work with faculty advisors who facilitate social- emotional learning and college and career exploration through an Advisory program. High school students participate in off-campus internships every Thursday at a variety of community organizations, guided by their faculty advisor. All advisors work with their advisees for multiple years.

14844 SE 22nd St
Bellevue, WA 98007

http://www.bsd405.org/bigpicture
425-456-7800
Bethany Spinler

Racial Diversity

- 30% Asian
- 4% Black
- 6% Hispanic
- 10% Two or more races
- 50% White

School & Student Characteristics [1]

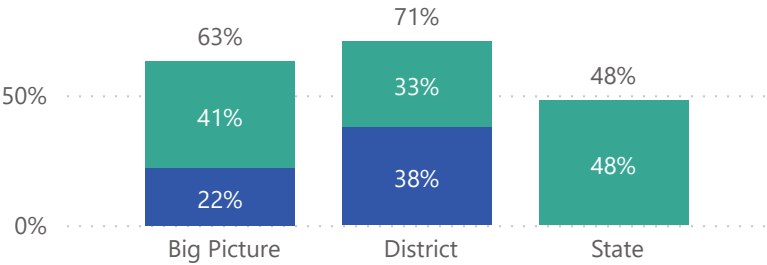|	Big Picture School	District HS Average [2]
Enrollment (10/1/2021)	365	1054
Average Attendance Rate	91%	89%
Eligible for Free/Reduced Price Meals	18%	18%
Receiving Special Education Services	20%	8%
English Language Learners	5%	9%
First Language Other Than English	26%	38%
Mobility Rate [3]	7%	9%

Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2022)
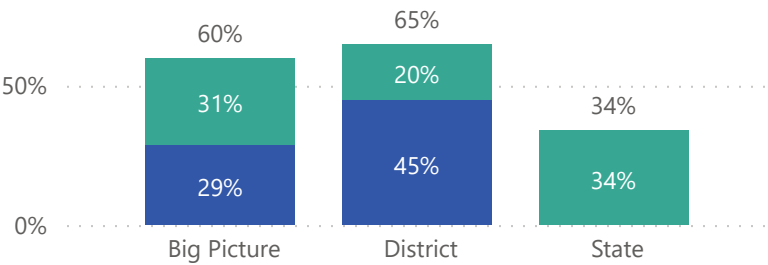Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
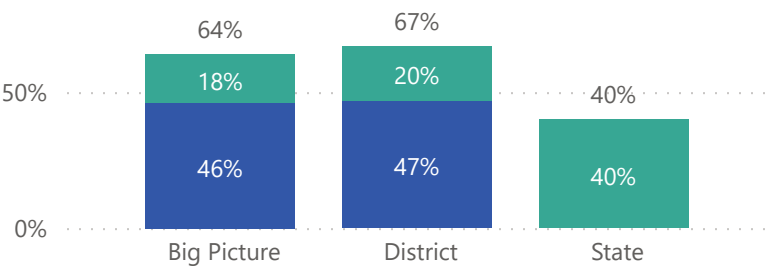● Exceeds Standards ● Meets Standards

	Exceeds	Meets	Total
Big Picture	22%	41%	63%
District	38%	33%	71%
State		48%	48%

SBA: Math
● Exceeds Standards ● Meets Standards

	Exceeds	Meets	Total
Big Picture	29%	31%	60%
District	45%	20%	65%
State		34%	34%

WCAS: Science
● Exceeds Standards ● Meets Standards

	Exceeds	Meets	Total
Big Picture	46%	18%	64%
District	47%	20%	67%
State		40%	40%

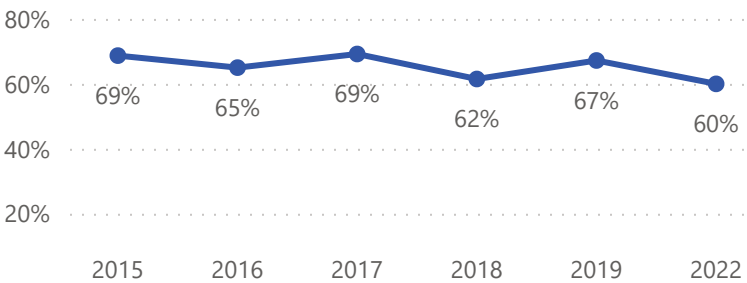## State Assessment Results for Grades 6-8
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
73%	77%	84%	72%	79%	63%

SBA: Math

2015	2016	2017	2018	2019	2022
69%	65%	69%	62%	67%	60%

WCAS: Science

2018	2019	2022
64%	80%	64%
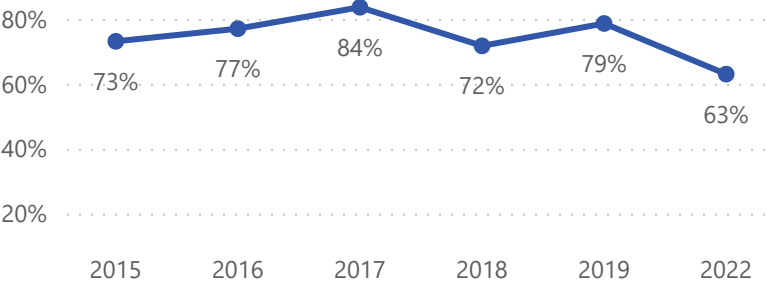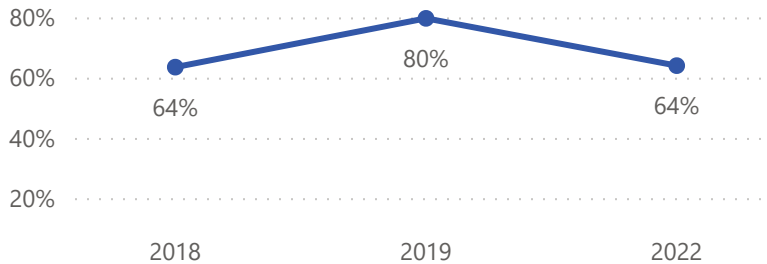
College and Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

On Time (4 Year)

	2017-18	2018-19	2019-20	2020-21
BIG PICTURE	90%	93%	96%	94%
DISTRICT	93%	93%	94%	95%
STATE	81%	81%	83%	83%

School Year

● BIG PICTURE ● DISTRICT ● STATE

5 year Graduation Rate

5-Year High School Graduation Rate

	2017-18	2018-19	2019-20
BIG PICTURE	100%	95%	96%
DISTRICT	95%	96%	95%
STATE	84%	84%	84%

School Year
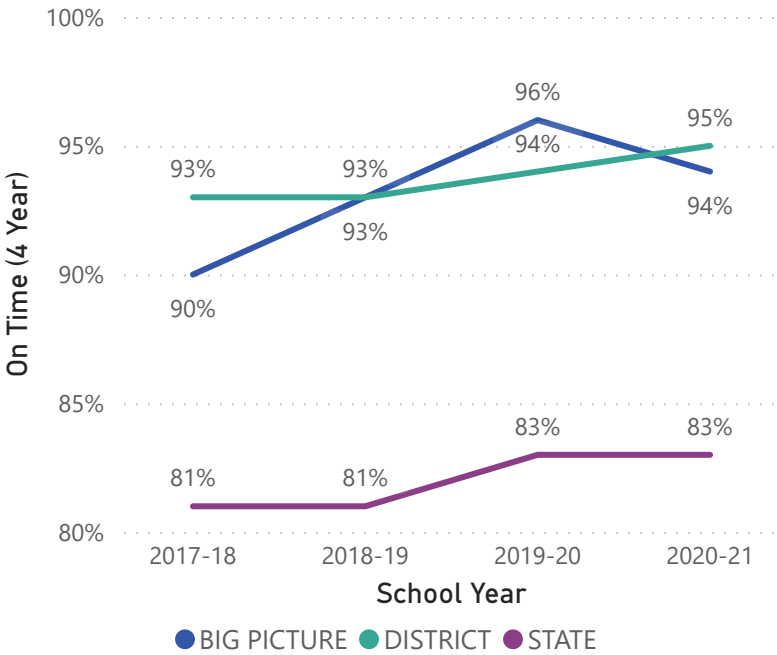
● BIG PICTURE ● DISTRICT ● STATE

AP & IB

AP Exam Pass Rate

	2018-19	2019-20	2020-21	2021-22
BIG PICTURE	65%	59%	49%	42%
DISTRICT	79%	81%	77%	82%

School Year
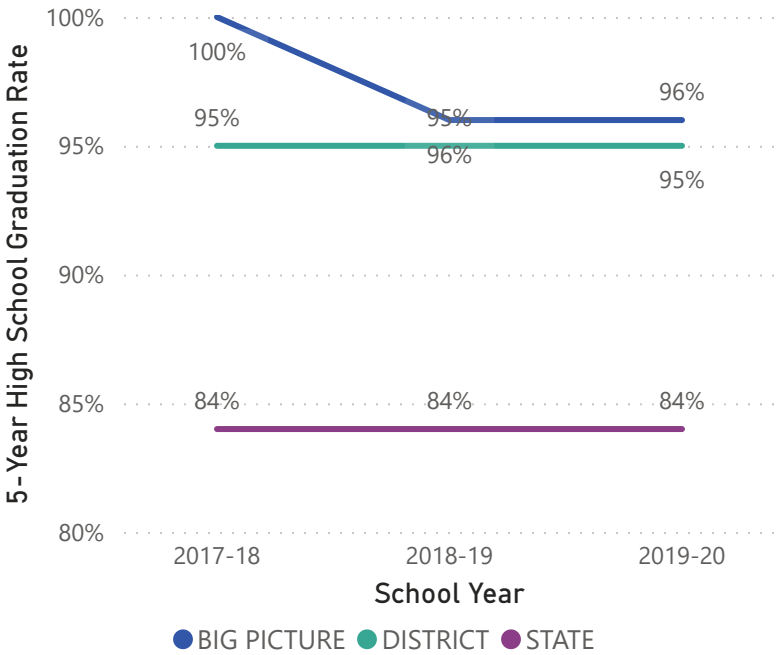
● BIG PICTURE ● DISTRICT
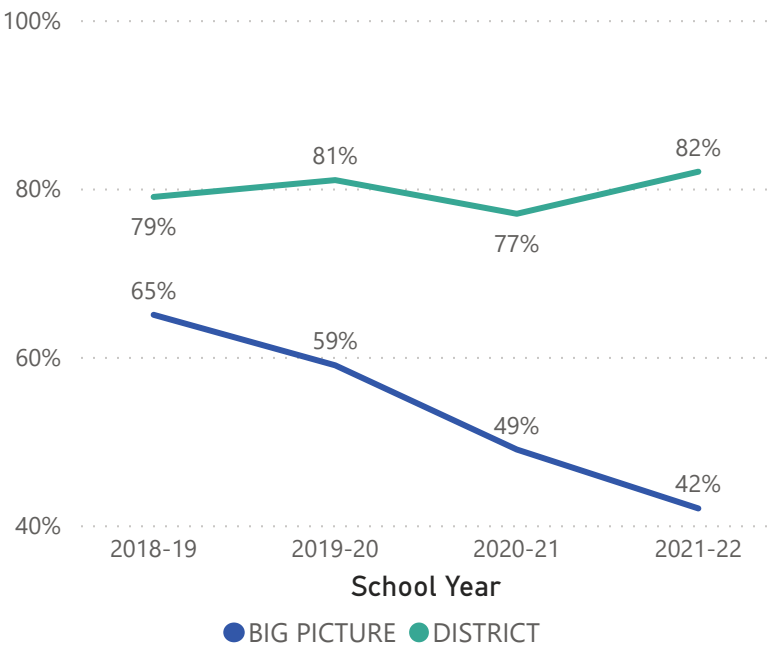
Students with at least one AP/IB Course by Graduation

	2018-19	2019-20	2020-21	2021-22
BIG PICTURE	96%	96%	100%	100%
DISTRICT	93%	91%	93%	93%

School Year

● BIG PICTURE ● DISTRICT
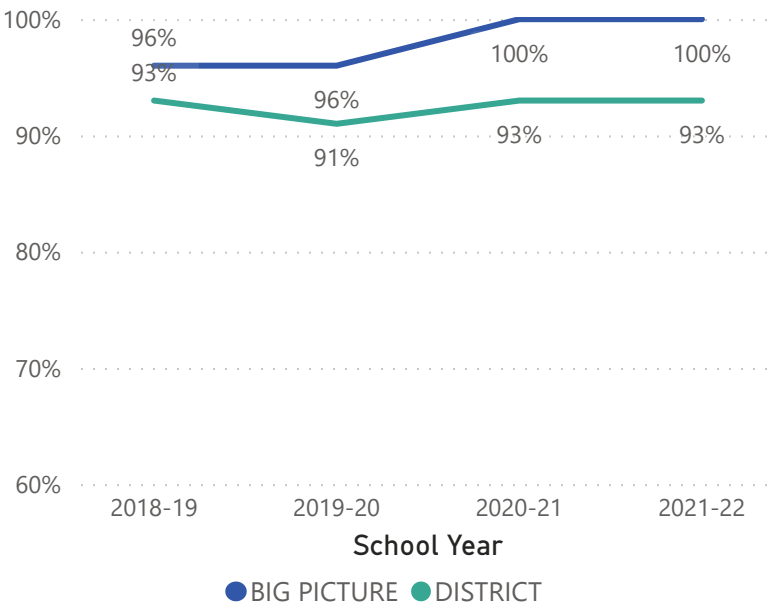
AP & IB

School Name	BIG PICTURE				DISTRICT			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
AP Exam Pass Rate	65%	59%	49%	42%	79%	81%	77%	82%
Students Taking At Least One AP/IB Course by the Time They Graduate	96%	96%	100%	100%	93%	91%	93%	93%
Average Number of AP and IB Credits Earned by Graduates	3.1	2.7	2.8	2.5	6.8	6.9	7.4	7.4

SAT & ACT

School Name	BIG PICTURE				DISTRICT				STATE			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Average SAT Composite Score		1220		1153	1273	1271	1358	1263	1074	1073	1072	
Average ACT Composite Score	25.9	22.4	N/A	N/A	27.1	27.8	29.5	29.4	22.1	22.9	23.6	22.9

Additional College Readiness Measures

11th Graders Meeting PSAT Benchmarks: Reading/Writing

11th Graders Meeting PSAT Benchmarks: Math
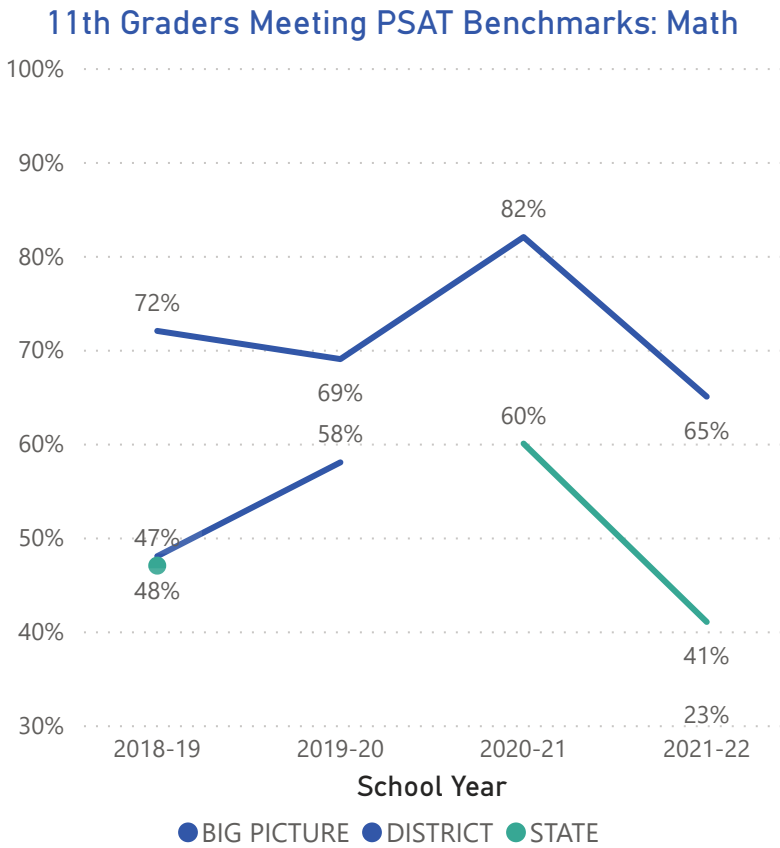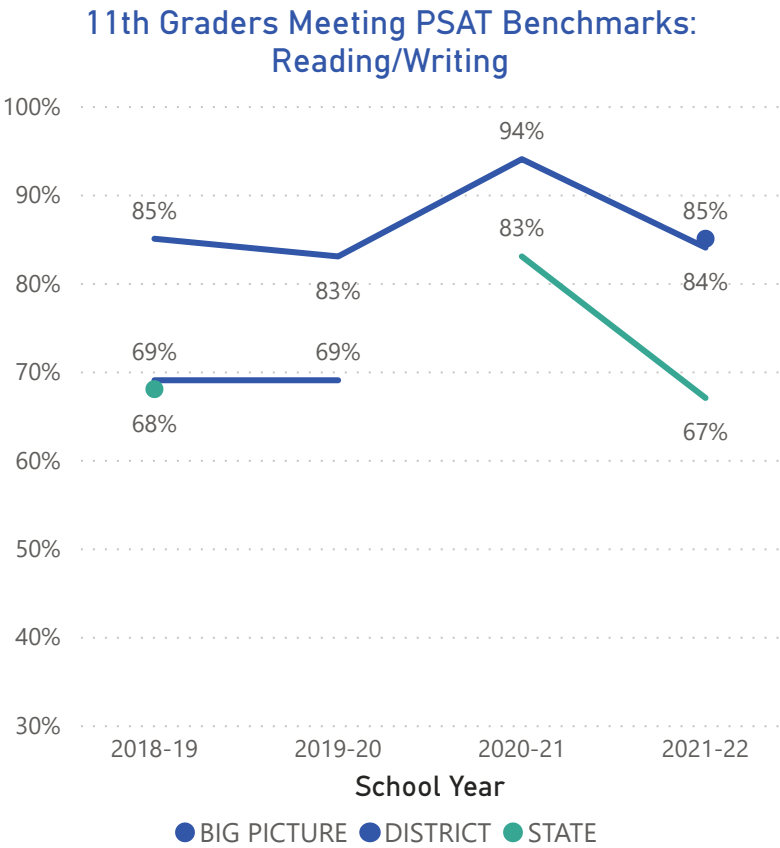
Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

ACT
The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP
Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many college grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB
The International Baccalaureate (IB) program is a rigorous college-preparatory program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

PSAT College and Career Readiness Benchmark
All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT
The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math). The previous SAT had three subject areas (critical reading, writing, and math). Each subject is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

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/assess-ment/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.