

# School Improvement Plan Bellevue High School 2021-22

## ***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 High School?**

- Long tradition of academic, athletic & artistic excellence
- U.S. News & World Report rated Bellevue High #4 in the State and a Top 300 School in the Country
- Outstanding School Spirit – Go Wolverines!
- 27 AP Course Offerings, 37 Electives
- 42 Different First Languages Spoken at Home

## **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

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

#### Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.

Panorama Survey School Climate Domain - Sense of Belonging Percent Favorable			
Student Groups	Grades 9-12		
	Baseline 2017	Fall 2019	Fall 2021
All Students	64% (1,237)	66% (1,153)	
Asian	60% (315)	61% (393)	
Black	*	*	
Hispanic	68% (62)	65% (86)	
Multi-ethnic	63% (88)	66% (117)	
White	69% (442)	69% (539)	
Students with Disabilities	62% (63)	65% (46)	
English Learners	65% (65)	62% (60)	
Low Income	62% (95)	64% (89)	

\*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

- From Fall of 2017 to 2019, 7 of the 9 student groups revealed increases in percentages of favorable responses.
- Students self-identifying as Asian and Hispanic experienced slight drops in percentage points of favorable response rates.
- The highest percentage point shift from 2017 to 2019 in student groups was three percentage points, which is not deemed statistically significant (four percentage points or more is deemed statistically significant).

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

- In recent student focus groups, many students reported that connecting with peers had a positive influence on their sense of belonging at school which may contribute to increases in percentage points in all but two of the above-referenced student groups.
- There are untapped opportunities to welcome students new to Bellevue High School, which may contribute to students' sense of belonging. Although we have a direct feeder pattern with our local elementary and middle schools, many families move in and out of the area throughout the school year. It's difficult to move schools at any time and more can be done to support our incoming freshman as well as families just moving into our area and school community.

#### Key Strategies / Adjustments

- Ensure select 9/10<sup>th</sup> graders (new to school/district, frequent Gaggle alerts, surfacing on health and wellness screener, etc.) engage in one or more school-sponsored activities and clubs and/or sports, interest and personal/family commitments permitting.
- Develop and implement onboarding events/activities for students new to our school community utilizing Bellevue Bind (formerly Link Crew), ASB, and Counseling and Administrative Teams.

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

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

#### Social-Emotional Learning Measures and Targets

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

Grades 9-12: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=1260)	Spring 2021 (n=867)	Fall 2021	Spring 2022
Self-Management	79%	75%		
Social Awareness	74%	72%		
Self-Efficacy	41%	45%		

#### Data Reflection

- There was a four-percentage point growth in student self-efficacy from Fall 2020 to Spring 2021 and four percentage point decline in self-management, both of which are statistically significant.
- There was a slight decline in social awareness, which was not statistically significant.
- While self-efficacy increased by four percentage points, there were dramatically fewer favorable responses related to self-efficacy when compared to self-management and social awareness.
- The uncertainty of in-person learning and related opportunities may have influenced the drop in positive response rate for Self-Management and Social Awareness.
- Our teaching and support staff spent an increased amount of time throughout the last 18 months to attend to student well-being and individual social-emotional well-being, which likely contributed to not having more of a significant decline while serving students during the pandemic.

#### Key Strategies / Adjustment

- Enhance and increase student recognition opportunities (strengths, growth, virtues, etc.), deliberately acknowledging each student's attributes and strengths over time.

- Promote and support student affinity groups and clubs (racial affinity groups, Bending the Arc, SOAR, Pride Club) by elevating student voice and engagement, highlighting their accomplishments and bringing them to the forefront, and engaging them in school-wide projects and activities to further build community and unity.

# 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: Academic Growth

A significant priority this year will be to measure student proficiency at the beginning of the school year and monitor academic growth for all students. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

Academic Growth Measures and Targets			
At least 98% of students in the Class of 2022* will graduate in June 2022.			
Class of 2022 Cohort*			
Percentage Earned Sufficient Credits for On-Track to Graduate On-Time			
	2019-20 (Grade 10)	2020-21 (Grade 11)	2021-22 (Grade 12)
All Students	94% (362)	95% (358)	
Asian	98% (131)	99% (129)	
Black	*	*	
Hispanic	83% (23)	75% (20)	
Multi-ethnic	94% (32)	92% (36)	
White	94% (171)	95% (171)	
Students with Disabilities	58% (19)	48% (21)	
English Learners	88% (17)	100% (12)	
Low Income	68% (28)	71% (28)	
*Cohort includes all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) are not included in this cohort data.			
Data Reflection			
<ul style="list-style-type: none"> <li>• Overall, there was a slight increase in the Class of 22 Cohort as it related to on-time graduation, from 94% in 2019-2020 to 95% in 2020-2021.</li> <li>• Four out of seven student groups demonstrated growth in percentage points between 2019-2020 and 2020-2021.</li> <li>• Students self-identifying as Hispanic, students with disabilities and students receiving free/reduced lunch rates are disproportionately at risk of not graduating on time.</li> <li>• Changes in grading and assessment practices over the last two years helped students with a first language other than English earn passing grades, resulting in an on-time graduation increase from 88% in 2019-20 to 100% in 2020-21.</li> <li>• Remote learning adversely impacted student attendance/engagement in many of the student groups.</li> </ul>			

- Students who self-identified as Hispanic reported that outside responsibilities impacted their ability to be engaged in remote learning and attend on a consistent basis.

### Key Strategies

- Focus the 11<sup>th</sup>/12<sup>th</sup> MTSS team on meeting Graduation Pathways (i.e., CTE pathways, demonstrating proficiency on related assessments, passing a college-level course in math and/or ELA, etc.).
- Facilitate two MTSS building teams with fidelity with a focus on grades 9/10 and 11/12 to ensure high quality tier 1 instruction and to ensure effective supports are in place for select student groups and individual students.
- Develop, monitor and adjust individualized plans and interventions (home visits, Academic Seminar, credit recovery, check in/check out, etc.) for seniors who are not currently on track to graduate (not yet earned 18 or more credits, experiencing chronic absences, etc.).

# Family Engagement

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

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

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

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

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

### Priority Family Engagement Measures and Targets

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

Percentage of Favorable Responses on Family Engagement Survey						
Family Subgroups	Informed		Supported		Empowered	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All Students	42% (550)		35% (550)		34% (549)	
Asian	50% (143)		43% (142)		41% (143)	
Black	*		*		*	
Hispanic	56% (33)		53% (33)		62% (33)	
Multi-ethnic	42% (71)		30% (71)		35% (69)	
White	37% (296)		30% (295)		27% (296)	
Students with Disabilities	36% (35)		39% (34)		38% (34)	
English Learners	63% (24)		61% (24)		62% (24)	
Low Income	48% (20)		43% (20)		45% (20)	

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

### Data Reflection

- Students receiving Multi-Language Learner (MLL) services report the highest level of favorable responses in each area likely due to the engagement of support staff (MLL case manager, Dean of Students, Technology Support, etc.) with these students and their families, in their desire to provide access.
- Families of students who self-identify as White and students receiving special education services report as being the least informed, supported and empowered. Families expressed a serious sense of loss with

students being served remotely during the pandemic, seeking a return to in-person learning at a rate sooner than was facilitated.

**Key Strategies / Adjustment**

- Build on prior successes and expand workshop sessions for parent(s)/guardian(s) of our students who self-identify as Hispanic, for the purpose of listening to, learning from and leading with these families.
- Facilitate in-person and virtual concurrent monthly Principal Coffees and quarterly Multi-Language Coffees, opening up access to families by providing greater choice.
- Distribute the newly published Parent Handbook, which has translation capabilities, to all families in September, with smaller sections of the handbook highlighted throughout the year in parent/guardian newsletters.

## School Overview

Bellevue High is a comprehensive school situated on the edge of downtown Bellevue. We value being a strong community and enjoy lasting connections to the larger city of Bellevue. All students access strong academic programs complemented by our performing arts, athletic teams, and a broad range of activities. We are a community dedicated to learning.

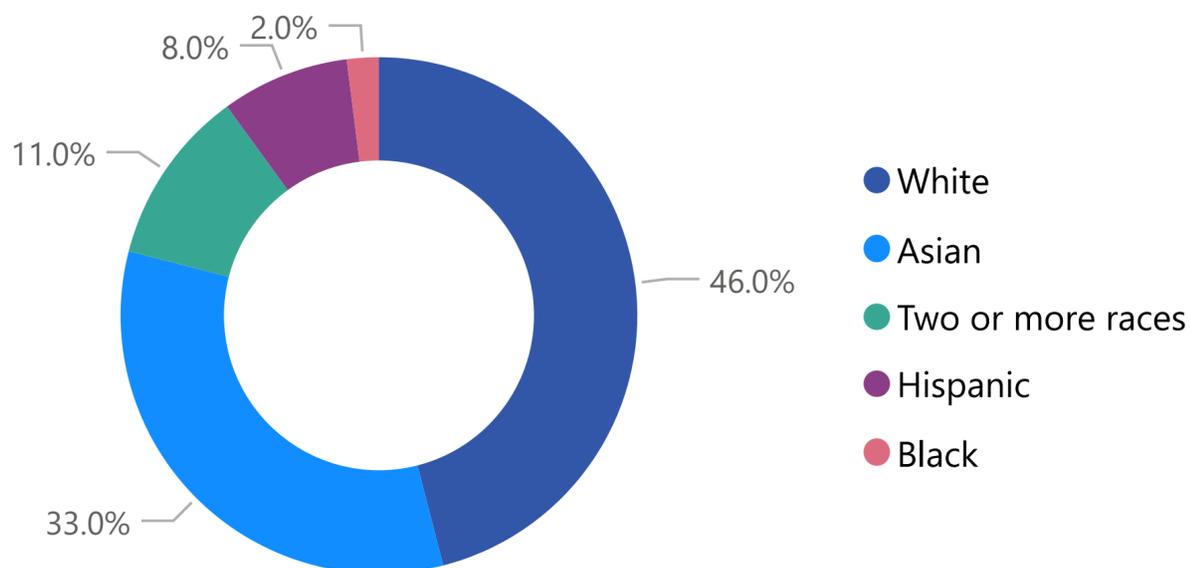
10416 SE Wolverine Way  
Bellevue, WA 98004

<http://www.bsd405.org/bhs>  
425-456-7000  
Vic Anderson, Principal

## Programs Offered

Continuum of special education services

## Racial Diversity



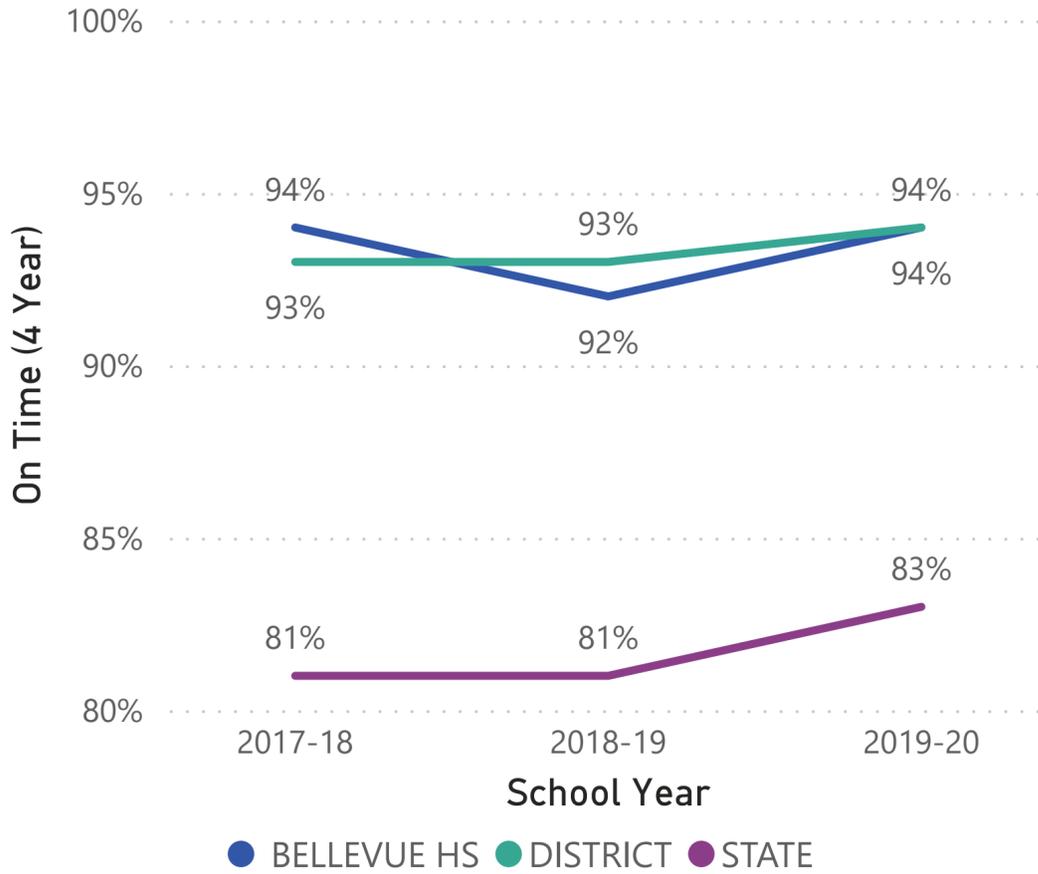
## School & Student Characteristics <sup>1</sup>

	Bellevue High School	District HS Average <sup>2</sup>
Enrollment (10/1/2020)	1436	1056
Average Attendance Rate	90%	91%
Eligible for Free/Reduced Price Meals	10%	17%
Receiving Special Education Services	5%	8%
English Language Learners	7%	8%
First Language Other Than English	29%	36%
Mobility Rate <sup>3</sup>	8%	5%

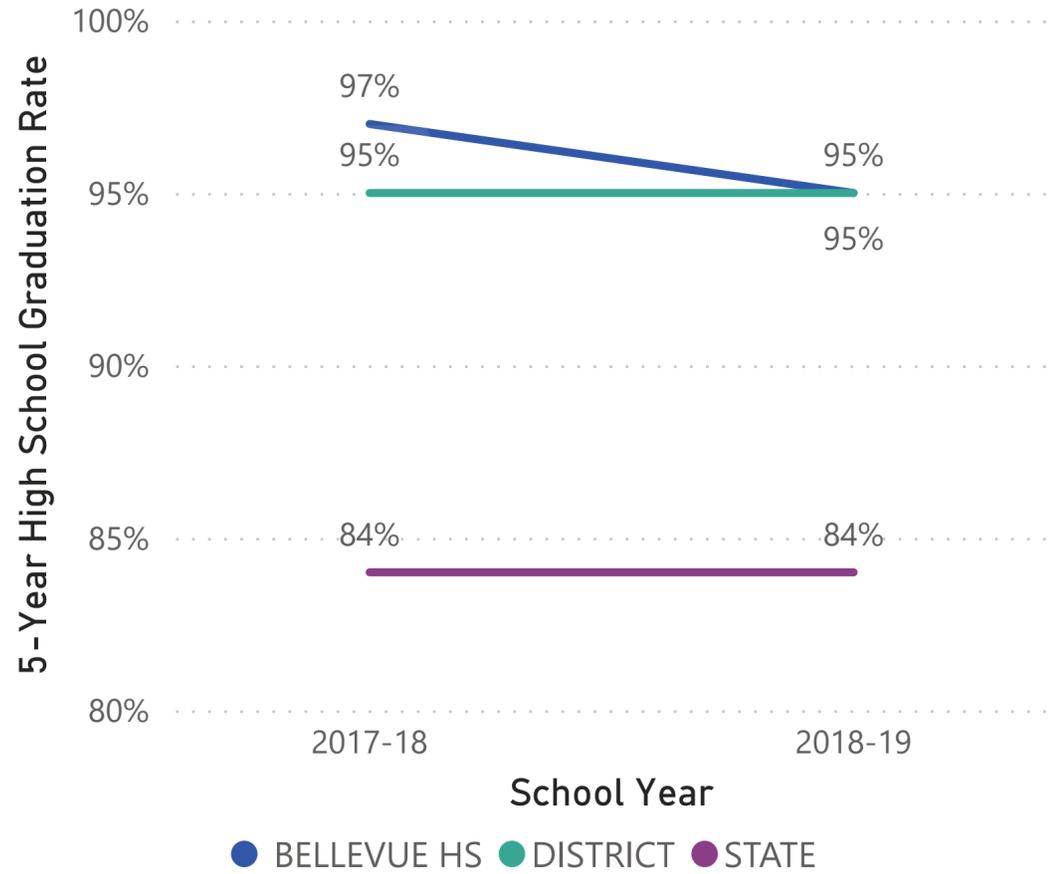
# College & Career Readiness

## On Time Graduation

### On Time (4 year) Graduation Rate

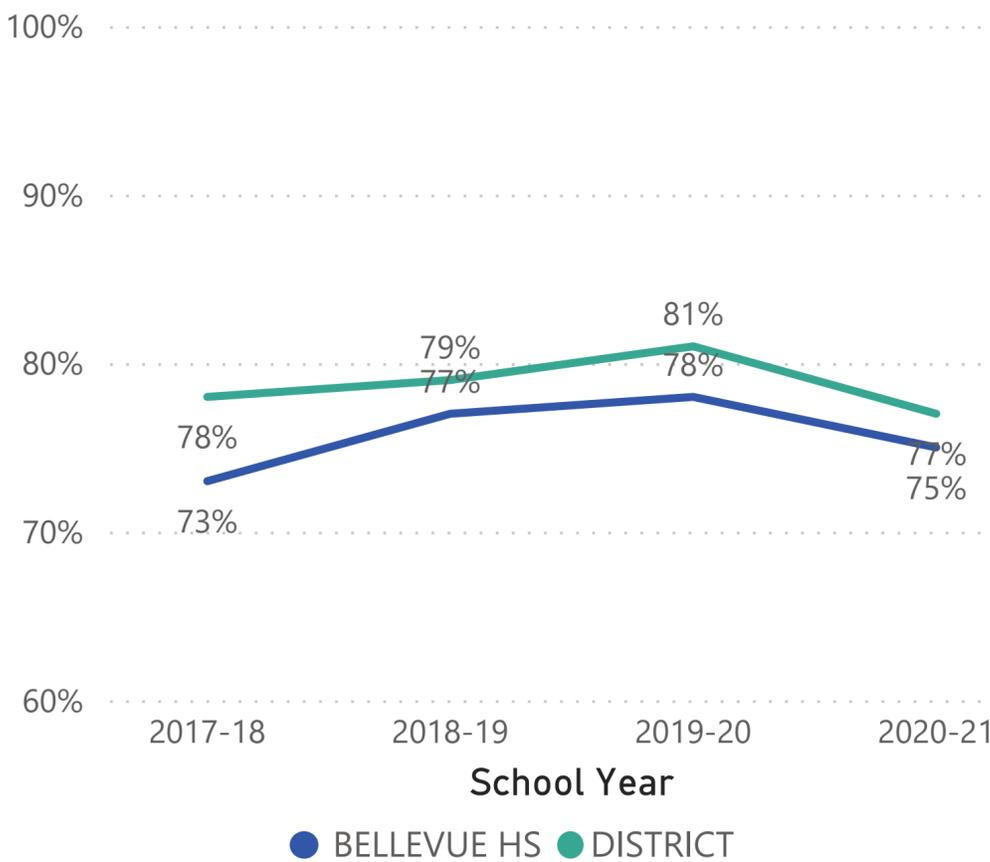


### 5 year Graduation Rate

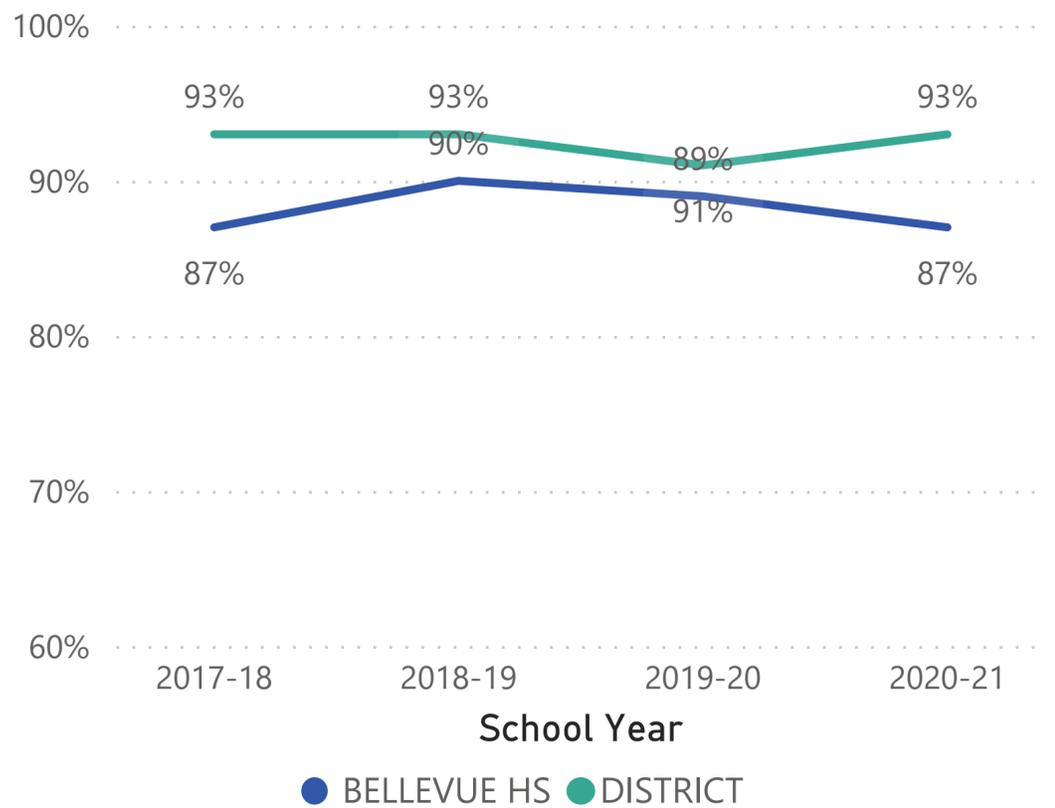


## AP & IB

### AP Exam Pass Rate



### Students with at least one AP/IB Course by Graduation



## AP & IB

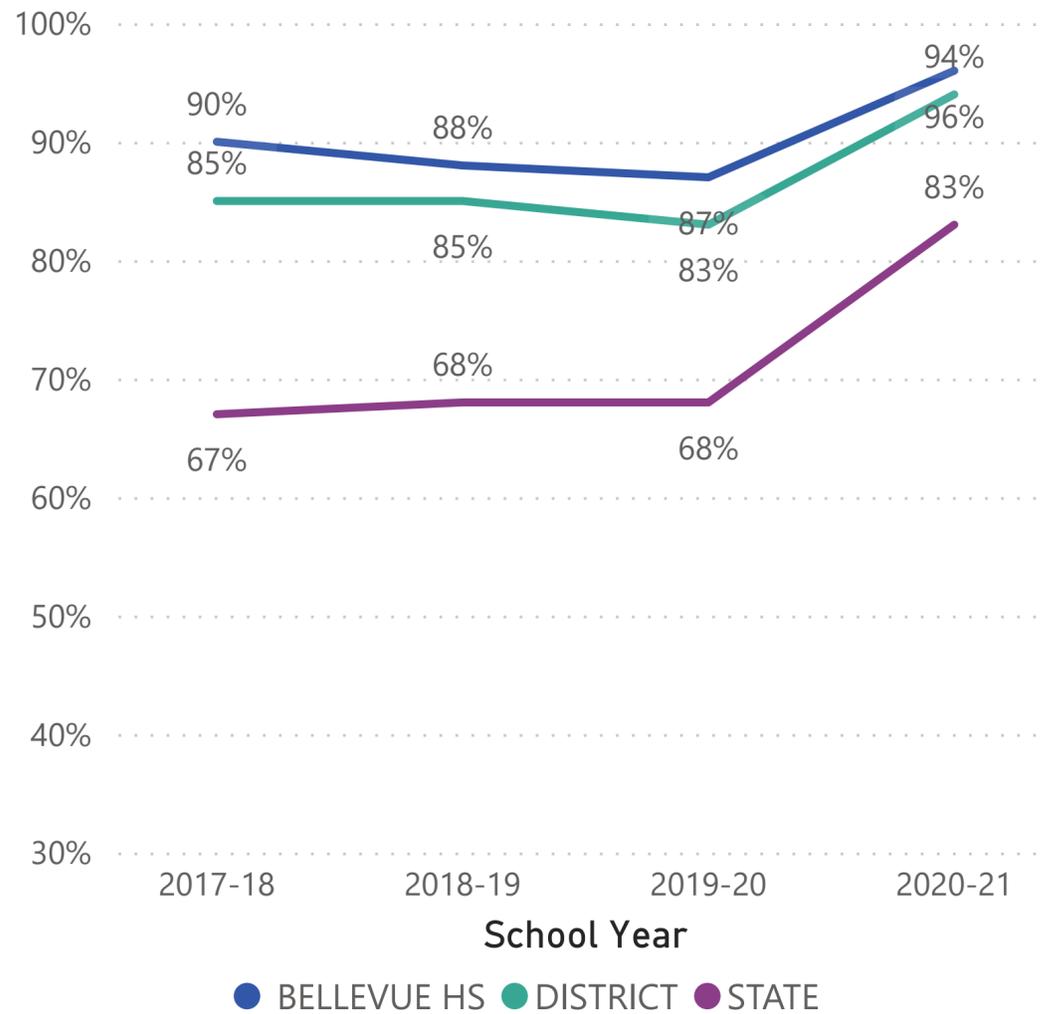
School Name	BELLEVUE HS				DISTRICT			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
AP Exam Pass Rate	73%	77%	78%	75%	78%	79%	81%	77%
Students Taking At Least One AP/IB Course by the Time They Graduate	87%	90%	89%	87%	93%	93%	91%	93%
Average Number of AP and IB Credits Earned by Graduates	5.6	5.7	6.2	6.2	6.9	6.8	6.9	7.4

## SAT & ACT

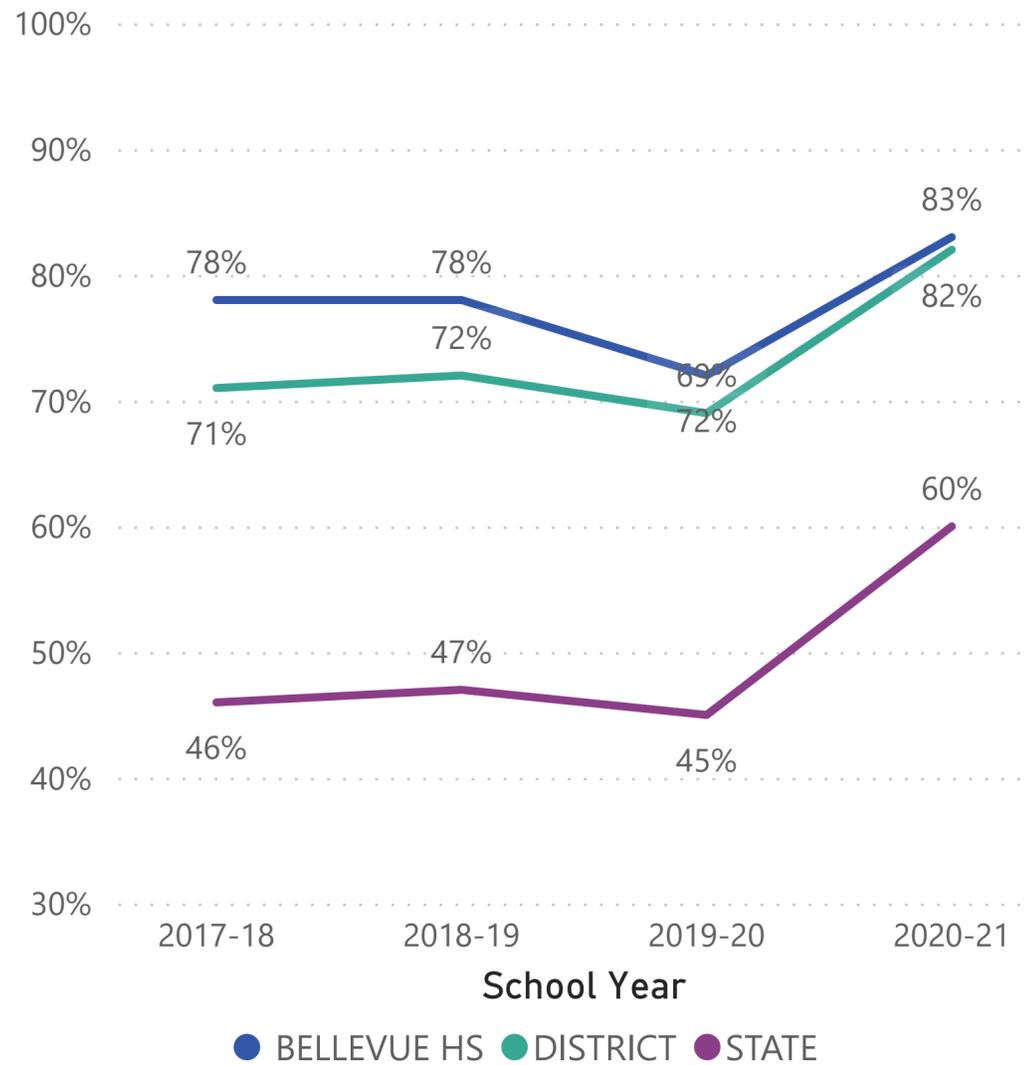
School Name	BELLEVUE HS				DISTRICT				STATE			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
Average SAT Composite Score	1301	1274	1290		1263	1273	1271	1358	1071	1074	1073	1072
Average ACT Composite Score	25.7	26.4	27.7	28.6	26.7	27.1	27.8	29.5	22.2	22.1	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](http://www.k12.wa.us/assessment/StateTesting/default.aspx).

### Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see [www.k12.wa.us/assessment/StateTesting/default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx).

### Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

- \* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
- \* **Evergreen** program to serve young adults (ages 18-21) with disabilities.
- \* **Olympic** program to support students on the autism spectrum.
- \* **Pacific** program for students with significant developmental and intellectual disabilities.
- \* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

## End Notes

### 1 School and Student Characteristics

Data are from October 1, 2020 unless otherwise specified.

### 2 District Average

The district averages displayed here are the averages for district high 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.