

# Bellevue High School SCHOOL IMPROVEMENT PLAN



**DECEMBER 5**

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**SCHOOL PRINCIPAL:  
Vic Anderson**

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# Bellevue High School

## 2019-2020 School Improvement Plan



At Bellevue High School we are a community dedicated to learning. **We are students, teachers, parents, staff, family, alumni, and neighbors. Together, we strive for excellence in all we do. We educate our minds and strengthen our hearts.** We are preparing for college and for life.

Our school mission was created in partnership with parents, teachers and students. It is our privilege to serve your children as we affirm and inspire each and every student to learn and thrive as creators of their future world, here in the Bellevue School District.

### **Bellevue School District Mission:**

**To serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.**

Our work towards serving every student, every day in every classroom is grounded in an idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work. These characteristics include:

- Developing a clear and shared focus
- Maintaining high standards and expectations for all students
- Using effective school leadership
- Engaging in high levels of collaboration and communication
- Providing curriculum, instruction and assessments aligned with state standards
- Ensuring frequent monitoring of learning and teaching
- Delivering focused professional development
- Maintaining a supportive learning environment
- Promoting high levels of family and community involvement.

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## SCHOOL BACKGROUND

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### Instructional Program Overview

Bellevue High is a comprehensive high school serving approximately 1,600 students in grades nine through twelve. We are 2% African American, 33% Asian, 8% Hispanic, 10% Multi-Ethnic, and 48% White with 11% of students qualifying for free and reduced lunch. Approximately 28% of our students speak a first language other than English representing 42 different languages overall. Students attend a seven-period day comprising required academic classes in core content areas as well as electives in varied disciplines, such as World Languages (French, Japanese and Spanish), Career and Technical Education (business education, computer science, culinary arts, automotive, and broadcasting), Fine Arts (visual and performing), Physical Education, and other academic electives. Students can accelerate in math, science, and world language based on ability, passion and interest. Bellevue High School offers a robust Advanced Placement (AP) program open to all students. Students currently may select from 28 different AP course offerings in a variety of disciplines. Students have opportunity to earn college credits through the AP program, Tech Prep, and Washington Network for Innovative Careers (WANIC) consortium, College in the High School, and Running Start. Bellevue High School has automotive and broadcasting programs that are accessible to in-district eleventh and twelfth grade students and students from other districts through the WANIC program.

To assist students in reaching their potential, all teachers offer tutorial after school on Mondays, Tuesdays, Thursdays and Fridays from 3:00 pm to 3:30 pm. Students are encouraged to attend tutorial for extra support and individual time with teachers as well as pursue opportunities to raise achievement on individual assignments and assessments. Our Library is open every day before school and after school four days a week until 4:30 PM where students may receive additional assistance and access to print and online resources. Our College and Career Center Specialist is available before school and throughout the school day to provide guidance to students on the college selection process and potential career and employment opportunities. Last year we hosted visits from over 100 college representatives. After school, students may access a wide range of over 50 clubs, activities, and 26 different athletic offerings.

Staff members hold high expectations for each and every student at Bellevue High School. To support students so each may thrive and learn, teachers engage collaboratively and in content-focused groups to develop their instructional expertise. Over the last five years teachers have engaged in training on Sheltered Instruction Observation Protocols (SIOP) to support our English Language Learners (ELL), AVID strategies to promote high levels of engagement and a focus toward college, and Culturally Relevant Teaching strategies to utilize familiar cultural information and processes to scaffold learning. Last year our Equity & Inclusion Team developed a list of Practices that Foster an Equitable Learning Community to address grading, relationships, pedagogy, and classroom management in ways that honor students as partners in the learning and teaching process and promote a supportive learning environment. Other staff-led teams focus on topics of Emergency Preparedness, Positive Behavioral Intervention and Support (PBIS), Advancement via Individual Determination (AVID), and Multi-Tiered Systems of Support (MTSS) focused on graduation and select math courses.

As our community grows increasingly diverse, we recognize the need to draw in our families and elevate the voices of our students in meaningful ways. We sponsor monthly Principal Coffees where all parents are welcome and quarterly Multi-Language Coffees with interpreters. Students are encouraged and supported to engage in affinity groups that meet monthly throughout the school year. Other student led and faculty sponsored clubs coordinate activities on campus to raise awareness of emerging social issues including Immigration and Citizenship, Sexual Assault Awareness and Prevention, Community/Police Relationships, and Black Lives Matter. We are richer in our diversity and stand strong in supporting our families and students and continue to seek greater and more authentic ways to engage and collaborate around the purpose and mission of educating each and every student to learn and thrive as creators of their future world.



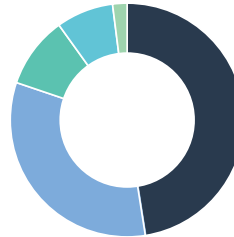
## School Overview

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.

## Programs Offered

Continuum of special education services

## Racial Diversity



33%	Asian
2%	Black
8%	Hispanic
10%	Two or more races
48%	White
N/A	Native American
N/A	Pacific Islander

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

	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	1,556	1,085
National Board Certified Teachers	33%	31%
Eligible for Free/Reduced Price Meals	11%	18%
Receiving Special Education Services	6%	8%
English Language Learners	6%	8%
First Language Other Than English	28%	35%
Mobility Rate <sup>3</sup>	10%	7%

## Attendance & Discipline

	SCHOOL	DISTRICT
Average Attendance Rate	89%	92%
Students with < 10 Absences Per Year	52%	75%
Students with 18+ Absences Per Year	23%	8%
Suspension Rate <sup>4</sup>	0.4%	1.6%

## College & Career Readiness

GRADUATION RATES	SCHOOL				DISTRICT 2017-18	STATE 2017-18
	2014-15	2015-16	2016-17	2017-18		
On-Time High School Graduation Rate (Within 4 Years)	91%	87%	88%	94%	93%	81%
5-Year High School Graduation Rate	95%	93%	94%	N/A	N/A	N/A

AP & IB	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
AP Exam Pass Rate	73%	72%	73%	77%	79%
Average Number of AP and IB Credits Earned by Graduates	5.8	5.9	5.6	5.7	6.8
Students Taking At Least One AP/IB Course by the Time They Graduate	86%	91%	87%	90%	93%

## SAT & ACT

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
High School Seniors Taking the SAT or ACT	90%	91%	89%	N/A	N/A
Average SAT Composite Score	1710	1254	1301	N/A	1273
Average ACT Composite Score	26.1	27.1	25.7	N/A	N/A

## ADDITIONAL COLLEGE READINESS MEASURES

	SCHOOL				DISTRICT
	2015-16	2016-17	2017-18	2018-19	
English Language Arts: 10th Grade Smarter Balanced Met Diploma Standard	90%	90%	86%	92%	87%
English Language Arts: 11th Graders Met PSAT College & Career Readiness Benchmarks	96%	85%	90%	88%	85%
Math: 10th Grade Smarter Balanced Met Diploma Standard			82%	76%	70%
Math: 11th Graders Meeting PSAT College & Career Readiness Benchmark	87%	75%	78%	78%	72%

## Glossary

### PSAT College & 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 test 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.

### 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 colleges 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 education 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.

### National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

### 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 high school. These computer-based exams are aligned to the state's Common Core learning standards. In 2016 and 2017, the high school reported scores are for grade 11. In 2018, the reported scores are for grade 10, to comply with the change in the state's accountability year. 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 who benefit from support in organization, executive functioning, and social competency.
- \* **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 ..

## End Notes

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**School and Student Characteristics**  
Data are from October 1, 2018 unless otherwise specified.

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**District Average**  
The district averages displayed here are the averages for district high schools. District average enrollment is the average size of the comprehensive 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.

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**Suspension Rate**  
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.

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## SCHOOL BACKGROUND

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### School & Community Strengths & Needs

#### Key successes this past year:

- 28 students (approximately 47% of students enrolled) earned Algebra and Geometry Credit in the Algebra/Geometry two-period Block class, up from 25 students (approximately 43% of students enrolled) in the Algebra/Geometry Block in 2018.
- An Equity & Inclusion Team was launched comprised of five general education teachers, one special education teacher, two Instructional Technology Curriculum Leaders, and the principal. The team met twice a month, analyzed school-wide data, coordinated building-based professional development, and facilitated our school improvement process.
- 2130 AP exams were taken in 2019 representing an increase of 647 over the last six years and 89 over the previous year. Our AP pass rate has increased from 73% to 77%.
- 60 students earned World Language credit through competency exams during the 2018-2019 school year, up from 53 the previous year. Of those 53 students, 43 earned the maximum 4 credits and the Seal of Biliteracy on their transcript.

#### Over the next 3 years, our highest priority opportunities for growth are:

- Reach 98% graduation rate
- Reduce the achievement gap in students on track for graduation between Hispanic students and their peers as measured by course grade early warning index from 21% in 2019 to 7% in 2020. \*\*
- Increase the percentage of students that report that they feel like they belong at school, from 61% in the fall of 2018 to 65% in the fall of 2019.

## WELL-ROUNDED EDUCATION

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### High Quality Instruction

#### SMART GOALS:

- 1) 10<sup>th</sup> grade students receiving special education services will increase performance on the Smarter Balanced Assessment (SBA) in Math from 23% in 2019 to 31% in 2020.
- 2) 10<sup>th</sup> grade students receiving English Language Learner (ELL) services will increase performance on the SBA in Math from 62% in 2019 to 66% in 2020.
- 3) 10<sup>th</sup> grade students receiving ELL services will increase performance on the SBA in English Language Arts from 35% in 2019 to 45% in 2020.
- 4) Students who self-identify as Hispanic/Latinx will increase the number of passing grades (C or better) by 7% from 71% in spring of 2019 to 78% in the spring of 2020.

#### Strengths:

- Data-driven Instruction: Long-standing team dedicated to the Multi-Tiered Systems of Support (MTSS) Framework to identify students we are not yet effectively serving to shift instructional practices and implement tiered interventions.
- Co-teaching: Collaborative planning and co-teaching in select ELA and Math classrooms.

- Collaboration: As a Continuum of Services School, our special education department has time in their daily schedule to collaborate and implement appropriate program elements to more effectively serve students in an inclusive setting.

**Key Performance Indicators:**

- Course Grades: Monitor progress reporting, quarterly and semester course grades.
- Data Review: Engage in 6-week cycles of review of data by MTSS teams.
- Interim Common Assessments: Engage in quarterly review and analysis of common interim assessments in select math courses.
- Continuum of Services Team (COST) Metrics: Monitor student participation and student membership as metrics of COST implementation.

<b>Math: SBA Proficiency Rates and Goals: Grade 10*</b>				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	81%	82%	79%	80%
Asian	94%	95%	88%	89%
Black	83%	84%	*	*
Hispanic	42%	47%	63%	66%
Two or More Races	83%	84%	89%	90%
White	79%	80%	73%	75%
Eligible for free/reduced priced meals	42%	47%	47%	52%
Students with disabilities	26%	33%	23%	31%
English Language Learners	56%	60%	62%	66%

<b>English Language Arts: SBA Proficiency Rates and Goals: Grade 10*</b>				
Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	88%	89%	92%	93%
Asian	90%	91%	90%	91%
Black	83%	84%	*	*
Hispanic	72%	74%	81%	82%
Two or More Races	90%	91%	95%	96%
White	89%	90%	95%	96%
Eligible for free/reduced priced meals	56%	60%	75%	77%
Students receiving Special Education services	48%	53%	50%	55%
Students receiving English Language Learner services	17%	25%	38%	45%

<b>% of Grades C or Better</b>	<b>2017 4<sup>th</sup> Qtr</b>	<b>2018 4<sup>th</sup> Qtr</b>	<b>2019 4<sup>th</sup> Qtr</b>	<b>2020 Goal</b>
All Students	89%	90%	92%	95%**
Hispanic/Latinx	77%	74%	71%	78%**
Students receiving special education services	72%	70%	79%	84%

Grade Comparison, Spring 2017-2019, by Race				
	2017	2018	2019	2020 Goal
White 887/815/815	55% A, 23% B, 12% C, 5% D, 5% F	55% A, 24% B, 11% C, 5% D, 5% F	60% A, 22% B, 10% C, 5% D, 3% F	Increase the number of passing grades, C or higher, by 5% and accelerate increase by 7% for selected group; Hispanic/Latinx from 71% to 78%
Asian 503/516/550	67% A, 19% B, 7% C, 4% D, 3% F	65% A, 20% B, 8% C, 4% D, 3% F	67% A, 19% B, 8% C, 3% D, 3% F	
Black/African American 39/28/33	43% A, 31% B, 11% C, 8% D, 7% F	49% A, 28% B, 13% C, 7% D, 3% F	44% A, 30% B, 14% C, 8% D, 4% F	
Hispanic/Latinx 131/114/136	37% A, 23% B, 17% C, 10% D, 12% F	33% A, 24% B, 15% C, 13% D, 14% F	33% A, 20% B, 18% C, 13% D, 16% F	
Students receiving Special Education Services 108/99/76	28% A, 25% B, 17% C, 12% D, 16% F	29% A, 25% B, 16% C, 15% D, 15% F	35% A, 24% B, 20% C, 13% D, 8% F	

**Strategies:**

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Data-driven Instruction: Implement with fidelity Continuous Cycles of Improvement/Plan, Do, Study, Adjust (PDSA) to monitor and evaluate mathematics instruction in the Algebra/Geometry Block courses
- Continuum of Services Team: Initiate and implement a Continuum of Services Team (COST) comprised of administrators, special education teachers, and district special education supervisors
- AVID: Ignite AVID school-wide focus with a focus on disciplinary reading strategies.
- Curricular Materials and Pedagogy: Engage in collaborative understanding and teaching utilizing complex texts with select social studies & English teachers, with learning supporting by ANet and the district’s Reading in the Content Areas team.

**Student Well-Being**

**SMART Goals:**

The number of students who respond favorably to the 2019 fall Panorama survey question about sense of belonging and connection to adults will increase from the 2018 fall administration from 63% to 67% and 37% to 41% respectively, as a result of their experiences with school-wide culture, student recognition, and classroom activities.

Fall Panorama Administration	2016	2017	2018	2019 Goal
Sense of Belonging	64%	64%	63%	67%
Connected to Adults	41%	34%	37%	41%

**Strengths:**



- Staff Engagement: Facilitate annual 'Get to know your Teacher day' each September where teachers share their personal stories.
- Team Membership: Expanded membership of the Positive Behavior Interventions and Supports (PBIS)/Student Well-Being Team to add multiple perspectives and student voice.
- Student Engagement: Vital Link Crew and robust orientation program for freshman and new incoming students.
- Staff Support for Student Activities: Increased support for student affinity groups, sponsoring lunches and flexing meeting times.
- Student Recognition: Implementing Value Recognitions during quarterly school assemblies.

#### **Key Performance Indicators:**

- Student Survey: Administer student survey following lessons 3 and 4. Facilitate teaching of 4 classroom lessons teaching social emotional learning (SEL) standards and core values of our school (Honesty, Acceptance, Respect & Kindness).
- Student Recognition: Ensure students being recognized at quarterly school-wide assemblies reflect the demographics of the students served.
- Student Affinity Groups: Increase the number of student affinity groups, monitoring progress on a quarterly basis.
- Attendance: Decrease the number of unexcused absences by 10% in all subgroups with an accelerated reduction for students who missed more than 20 days during the previous school year, monitoring progress during the six-week MTSS cycles.

#### **Strategies:**

To support student growth and achievement for those performing below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Mentors: Initiate assignment of mentors to select students who we have not yet effectively served as determined by the MTSS Team focused on graduation to improve sense of belonging and support students in experiencing academic success.
- Data-driven Instruction: Utilize Continuous Cycles of Improvement/PDSA to assess the effectiveness of instructional strategies and to evoke shifts in instructional practices in support of student learning.
- Academic Supports: Provide academic support through intentional collaborative planning, to include special education and ELL teachers, and/or utilization of additional support staff in the Algebra/Geometry Block, Academic Seminar, and Geometry Support classes, continuing to build meaningful, positive student relationships for students.
- School-wide Tiered Fidelity Inventory: Review and implement key strategies identified on the School-wide PBIS Tiered Fidelity Inventory to strengthen Bellevue High's school-wide climate and culture and related interventions.
- Student Focus Groups: Conduct student focus groups to further ascertain what would enhance a student's sense of belonging, as measured by Panorama
- MHAT Team: Utilize the onsite Mental Health Assessment Team (MHAT) Counselor to provide mental health support to students through self or staff referral to increase student sense of belonging and facilitate sound mental health.
- SEL Lessons: Explicitly teach what sense of belonging might look like & feel like in SEL lessons & elsewhere, assisting students in recognizing it and providing staff with more information on what sense of belonging means for our students

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- Student Engagement: Invite leadership students to plan school-wide events for Unity Day (Oct. 23<sup>rd</sup>)

## **Parent, Family, and Community Involvement**

### **SMART Goal:**

Participation on the Family Engagement Survey will be 20% or higher for every racial sub group.

### **Strengths:**

- Parent Communication: Established monthly Principal Coffees and quarterly Multi-Language Coffees.
- Parent Engagement: Staff engagement with active parent affinity groups.
- Parent Communication: Seasonal parent meetings for parents of students participating in athletics and activities.

### **Key Performance Indicators:**

- Parent Surveys: Increase participation of parents/guardians in post-season athletic surveys.
- Parent Surveys: Survey parents to solicit input for topics covered during Parent Coffees as a way to increase agency and participation.

### **Strategies:**

- Home Visits: Facilitate home visits for students and families for varied purposes (social emotional support, attendance intervention, etc.)
- Interpreter Services: Utilize the district's newly adopted Language Line Solutions to increase engagement and agency of families speaking a first language other than English.
- Parent Workshops: Facilitate parent/guardian workshops on use of technology to monitor student grades and attendance, take surveys, and help their students utilize Naviance to increase parent partnerships with the school in support of their students' learning.
- Parent Partnerships: Create an open database of parents who hold a variety of identities (race, language, sexual orientation, ability, etc.) and are willing to participate in our school community to help promote two-way communication between families and school.
- Parent Communication: Provide and facilitate use of easy to use school to home communication tools: positive and proactive (post cards, phone calls, emails) to recognize students' strengths and contributions, further creating a sense of belonging.
- Parent Engagement: Frequent public spaces (places of worship, community centers, farmers market, etc.) to meet and greet members of our community, and provide information tables/sessions to build relationships and enhance trust, while providing ways with which the parents/guardians may further support their students.
- Parent Communication: Host monthly Parent Coffees and quarterly Multi-Language Parent Coffees to educate parents and increase agency and participation.
- Parent Survey: Refine/revise outreach & communication efforts on Parent Survey by soliciting insights from existing parent community groups and by reaching out to parents/guardians with whom we have less effectively engaged in their students' learning.