



School Improvement Plan Bellevue Big Picture School 2020-21



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
- Creators of Their Future World
- Family Engagement



See Appendix for School Profile

Affirm and Inspire

Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Sense of Connection

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 5 percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 6-12 Subgroups	Spring 2020	Spring 2021 Target
All Students	68%	73%
Black	*	*
Hispanic	67%	72%
Low Income	61%	66%
English Language Learners	*	*
Students with Disabilities	66%	71%

* Data not available for student subgroups < 10

Data Reflection

- Bellevue Big Picture School data for 6th-12th grade is 68% favorable and is in between the district average of 77% for middle schools and 58% for high schools for all students.
- The largest gap in school data is 7 percentage points difference with “all students” and students qualifying for free/reduced lunch services.
- Survey results were gathered May 2020, just eight weeks into remote teaching for all students and staff.

Key Strategies/Adjustments

- Evaluate programmatic and systemic changes to increase the sense of belonging and peer-to-peer connectedness for subgroups identified (Special Ed Services, Hispanic and Low Income).
- Implement professional development on equitable and inclusive lesson design.
- Evaluate tier 1 PBIS strategies and monitor attendance and *Teams* engagement data. Panther PROWL and Proactive Classroom Management Strategies will support community building and connections, including prompts in *Teams* Chats, breakout channels, and group work where students can interact with peers.
- Offer a variety of clubs and activities tailored to student interest.
- Host student lunches for 6th-9th grade students with focus on new students.
- Develop school-wide *Teams* channel to allow all students access to key information (announcements, calendar, clubs, grade-level meetings, counseling department, tech help, etc.) and to facilitate further student engagement.
- Support middle school students in creating and sharing virtual morning announcements.

- Implement Pick Me Up Assemblies every other Wednesday to share club information, acknowledge students and provide connection activities. Overall, these PMU's serve to build community, increase connections, and highlight racial equity.
- Promote 'Get Out, Reach Out, Help Out' where students encourage each other to find time to get outside, digital ways to reach out, and productive ways to help out.
- Implement a morning support workshop where students are invited to support a successful launch to the day so they can better connect with teachers, peers in group work, etc.
- Continue to promote Spirit week thematic backgrounds to encourage students to turn on cameras.
- Foster community building activities in Advisory Program: This is a key element in the strategic effort to increase sense of belonging and peer to peer connectedness. The advisory teacher team will be apprised of the goals and partner in the effort to create student-centered activities with consideration of the identified subgroups. Advisors will conduct grade level specific talking circles to open communication about student concerns and needs and to foster community building.
- Administer 2021 surveys during synchronous time to ensure more students participate.
- Institute 3 CASEL Priorities in every class (Inclusive Welcoming, Engaging Strategies, Optimistic Closure).
- Provide support for SOAR (Students Against Racism) and integrate with Racial Equity and Inclusion (REI) Leadership Team.

Progress Monitoring

- Review Panorama data, both for SEL and School Culture by PBIS Team and BLT.
- Review monthly district surveys.
- Collect anecdotal data and focus group data to provide student voice to juxtapose survey data

Inspired and Affirmed

Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 9-12	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

Key Strategies/Adjustments

- Maintain a looped schedule for 7th/8th grade and 9th/10th grade. This provides students the opportunity to work with the same language arts teachers for two consecutive years, strengthening the relationships between teacher and student.

- Provide PROWL slips to students for positive relationships, leadership, and ownership of learning.
- Recognize and affirm students each month in various categories for our student of the month program.
- Develop project-based units which are relevant to students with ample choice and flexibility to inspire and empower students in their learning.
- Recognize and champion multiple perspectives shared in class discussions of literature and informative texts.
- Build engagement in selected readings that reflect a variety of ethnicities & cultures.

Progress Monitoring

- Review quarterly classroom survey questions to monitor and adjust.
- Review Panorama Culture and Climate Survey data related to *affirmed* and *inspired* questions

Learn and Thrive

Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

ELA Proficiency and Growth

Measures and Targets

- 81% of students in the Class of 2026 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases for the following subgroups: Special Education.
- 80% of students in grades 6-9 who are receiving additional supports and using adaptive software (Lexia) will

Percentage Meeting/Exceeding Standard on SBA or Star

show a year's worth of growth in literacy.

Big Picture's 2026 too small to share for Black, Hispanic, Low-Income

**Cohorts will be all students who in Year 1 as of who remain in the measures are taken. district after Year 1 not be included in the cohort data.*

Big Picture Class of 2026 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star		
	2019 Actual	2020 Actual**	2021 Target
	Grade 5 (n=70)	Grade 6 (n=70)	Grade 7
All Students	86%	76%	81%
Special Ed Services	64%	64%	69%

Cohort numbers are the following groups: English Learners, and students.

assessed by including began in the cohort October 1, 2018 and cohort when Students entering the (October 1, 2018) will

***Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.*

Students Grades 6-9	% of students identified for additional Literacy supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students	To come	80%
Black	To come	TBD
Hispanic	To come	TBD
Students with Disabilities	To come	TBD
English Learners	To come	TBD
Low Income	To come	TBD

Data Reflection

- A 10 percentage point drop from 2019-2020 may be addressed by the change in testing methods from SBA to STAR. The 2020 data is mid-year STAR data and the 2019 data is end of year data SBA and/or STAR.
- We recognize the need to close the gap between the sub-group identified, students receiving special education services, and all students
- 2021 targets are set for a 5 percentage point increase from 2020.

Key Strategies/Adjustments

- Utilize the district’s assessment plan to identify and support students who are not yet reading at grade level and provide them the tools to accelerate their skill development. Components of the plan include:
 - All students in grades 6 – 9 will take the STAR Reading universal screener.
 - Students flagged by Star Reading will take a diagnostic assessment (Lexia PowerUP).
- Lexia PowerUp is designed to enhance core English Language Arts instruction for “not yet” proficient readers (Tier 2) in grades 6-9.
- Implement cycles of improvement using ELA progress monitoring data, disaggregated by subgroups to identify inequalities; improving tier 1 instruction and planning and implementing instructional strategies based on student needs
- Implement grade-level data team meeting structure to support data-based instructional decision making for 7th grade ELA and SS, scheduled for each of the three interim assessment dates.
- Monitor and support individual teachers in the analysis of the interim assessments.
- Assist teachers in accessing formative assessment data from the Synergy platform.
- Improve inclusive instructional practices through co-teaching in ELA with general education and special education teachers.
- Incorporate technology skills into lessons for students to communicate, access information, solve problems, share knowledge, and enhance learning. Students will apply technology to real-world learning experiences and learn digital citizenship skills and appropriate use of technology in their lives.
- Implement Sheltered Instruction Observation Protocol (SIOP) strategies across content areas.
- Use Read 180 for Tier 3 reading interventions.
- Focus on reading strategies and academic vocabulary across content areas.
- Use consistent domain language and structure in writing process across grades and subjects.
- Provide additional staff support for students using Lexia during asynchronous time as needed.

Progress Monitoring

- Monitor Star reading assessments 3 times per year.
- Monitored district interim assessments and classroom-based assessments.
- Monitor Lexia progress and usage data.

Math Proficiency and Growth

Measures and Targets

- 69% of students in the Class of 2026 cohort* will meet or exceed state standards in math by spring of 2021, with increases for the following subgroup: Special Education.
- 80% of students in grades 6-9 who are receiving additional supports and using adaptive software (ALEKs) will show a year’s worth of growth in math.

Percentage Meeting/Exceeding Standard on SBA or Star

Big Picture Class of 2026 Cohort*	Math Proficiency on SBA or Star		
	2019 Actual	2020 Actual**	2021 Target
	Grade 5 (n=70)	Grade 6 (n=70)	Grade 7
All Students	70%	64%	69%
Special Ed Services	27%	36%	41%

Big Picture's 2026 Cohort numbers are too small to share for the following groups: Black, Hispanic, English Learners, and Low-Income students.

**Cohorts will be assessed by including 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) will not be included in the cohort data.*

***Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.*

Students Grades 6-9	% of students identified for additional Math supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students	To come	80%
Black	To come	TBD
Hispanic	To come	TBD
Students with Disabilities	To come	TBD
English Learners	To come	TBD
Low Income	To come	TBD

Percentage Meeting/Exceeding Standard on SBA or Star

Big Picture Class of 2026 Cohort*	Math Proficiency on SBA or Star		
	2019 Actual Grade 5 (n=70)	2020 Actual** Grade 6 (n=70)	2021 Target Grade 7
All Students	70%	64%	69%
Special Ed Services	27%	36%	41%

Big Picture's 2026 Cohort numbers are too small to share for the following groups: Black, Hispanic, English Learners, and Low-Income students.

**Cohorts will be assessed by including 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) will not be included in the cohort data.*

***Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.*

Students Grades 6-9	% of students identified for additional Math supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students	To come	80%
Black	To come	TBD
Hispanic	To come	TBD
Students with Disabilities	To come	TBD
English Learners	To come	TBD
Low Income	To come	TBD

Data Reflection

- A 6 percentage point drop from 2019-2020 may be addressed by the change in testing methods from SBA to STAR. The 2020 data is mid-year STAR data and the 2019 data is end of year data SBA and/or STAR.
- We recognize the need to close the gap between the subgroup identified, students receiving special education services, and all students.
- 2021 target for all students are set for a 5 percentage point increase.
- 2021 target for students receiving special education services is a 5 percentage point increase from 2020.

Key Strategies/Adjustments

- Utilize the district's assessment plan to identify and support students who are not yet reading at grade level and provide them the tools to accelerate their skill development. This assessment plan contains the following components:
 - *All students in grades 6 – 9 will take the ALEKS universal screener.*
 - *Pre-unit diagnostic assessments for each unit, to identify students who need to master prerequisite skills as they start the unit (these are essentially just-in-time diagnostics). Teachers will be provided information and resources to integrate prerequisite skills into the upcoming unit.*
- Implement cycles of improvement using math progress monitoring data, disaggregated by subgroups, to identify inequalities, improve tier 1 and tier 2 instruction, and inform instructional next steps based on student needs.
- Implement Course-level data team meeting structure to support data-based instructional decision making, scheduled for each of the interim assessment dates.
- Monitor and support individual teachers in the analysis of the interim assessments.
- Assist teachers in accessing formative assessment data from the Synergy platform.
- Incorporate technology skills into lessons for students to communicate, access information, solve problems, share knowledge, and enhance learning. Students will apply technology to real-world learning experiences and learn digital citizenship skills and appropriate use of technology in their lives.
- Provide professional development on productive struggle and instructional strategies to support students engaging in, and sustaining, *productive struggle* in the mathematics class. Self-Efficacy surveys will be used to drive pedagogy to increase students' strength in engaging in productive struggle
- Provide additional adult support to students using ALEKS during asynchronous time, as needed.

Progress Monitoring

- Monitor and review district interim assessments and classroom-based assessments.
- Monitor ALEKs assessments.
 - Identified students will receive Tier 2 support (during remote instruction this will occur during asynchronous periods and during in-person instruction, tier 2 instruction is supported during math workshop)
 - Students who don't complete the initial knowledge check will be assigned a check-and-connect adult who will build a relationship and support the student in the completion of the pre-assessment
 - Aleks reports will be generated to showing percent growth of students to individualize the weekly progress necessary to meet the goal of one year's growth
- Implement use of mathematics mentors to connect with tier 2 mathematics support classes as well as individualized student instruction.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2022 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2022 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

- For students receiving ELL services in the Class of 2026 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2026 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Key Strategies/Adjustments

- Utilize SIOP strategies and more teachers will receive training when it's offered.
- Schedule all students receiving MLL services into general education courses to provide access to grade-level curriculum along with their peers. Where appropriate, the use of intentional scheduling to provide access to the co-teaching model will be utilized to provide additional supports to students in the classroom setting.
- Provide access to Lexia intervention software.

- Utilize the Achievement Language Descriptors under the guidance of Big Picture’s Multilingual Language Support Personnel to support general education teachers to appropriately support the skill development of students. Based upon results of the state English Language Proficiency Assessment, these plans support instructional modifications for reading, writing, speaking and listening with five different performance levels for each skill.

Progress Monitoring

- Monitoring of the progress of ELL students by Big Picture’s MLL Facilitator through the following data points throughout the year:
 - December 2020: Achievement Level Descriptors
 - April 2021 Achievement Level Descriptors
 - June 2021: Final Report Achievement Level Descriptors

On-Track to Graduate

Measures and Targets

- Increase the percentage of students on-track to graduate on time in the Class of 2022 Cohort in select subgroups presented in the next table: Black, Hispanic, Students with Disabilities, English Learners, and Low Income with no reduction for any subgroup.

Percentage On-Track to Graduate On-Time		
Class of 2022 Cohort Cohort ¹	2019-20 Grade 10	2020-21 Target Grade 11
All Students	90%	96%
Black	*	*
Hispanic	*	*
Students with Disabilities	*	*
English Learners	*	*
Low Income	*	*

Cohorts will be assessed by including 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) will not be included in the cohort data.

** Data not available for student subgroups < 10*

Data Reflection

- There are 27 students in this cohort currently.
- All but one student has 13.5 credits or higher and on track to have 18 credits by the end of the year.

Key Strategies/Adjustments

- Support the student not on track with access to APEX courses and adjust accommodations in IEPs as needed.
- Support collaboration between special education case manager, advisor and school counselor to identify and remove social emotional barriers which may include regularly scheduled check-in meetings to monitor progress.
- Communicate and provide outreach to families to support learning.
- Implement Individual counselor meetings with each Junior in this cohort.

Progress Monitoring

- Review grade checks and attendance monthly.
- Review Semester 1 credits.
- Discuss students at biweekly MTSS team meetings.

Grading

Measures and Targets

- Grades are more reflective of student learning. Target: 85% or more of secondary students report they experience the following in their math and ELA classes:
 - They have multiple opportunities to demonstrate their learning
 - They have the ability to re-take/re-do summative assessments
 - Late work is recognized as a demonstration of proficiency

Students	Percentage of students reporting they experience the following practices in their math and ELA classes:					
	Fall 2020			2020-21 Target		
	Multiple Opportunities	Re-take/Re-do	Late work recognized	Multiple Opportunities	Re-take/Re-do	Late work recognized
All Students	To come	To come	To come	TBD	TBD	TBD
Black	To come	To come	To come	TBD	TBD	TBD
Hispanic	To come	To come	To come	TBD	TBD	TBD
Students with Disabilities	To come	To come	To come	TBD	TBD	TBD
English Learners	To come	To come	To come	TBD	TBD	TBD
Low Income	To come	To come	To come	TBD	TBD	TBD

- Grades are more equitable. Target: Decrease the percent of all secondary students receiving D/F grades in ELA and Math by 25% and decrease disparities in secondary math and ELA courses for the following sub-groups by 25%: Black, Hispanic, students with disabilities, English Learners, and Low Income.

Big Picture ELA (Gr 6-12)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	3%	NA	NA	NA
Black	20%	17%	15%	13%
Hispanic	0%	NA	NA	NA
Students with IEPs	4%	1%	1%	1%
English Learners	0%	NA	NA	NA
Low Income	4%	1%	1%	1%

Big Picture Math (Gr 6-12)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	3%	NA	NA	NA
Black	0%		0%	0%
Hispanic	8%	5%	5%	4%
Students with IEPs	11%	8%	7%	6%
English Learners	8%	5%	5%	4%
Low Income	6%	3%	3%	2%

Data Reflection

- The largest disparity in ELA is between students self-identifying as Black and all students (17% point difference).
- Students self-identifying as Hispanic and students receiving ELL services had no D/F grades last year in ELA though had 8% D/F grades in math.
- Students self-identifying as Black had no D/F's in math last year.
- The largest disparity in math is between students receiving special education services and all students (8% point difference).

Key Strategies/Adjustments

- Focus on academic performance and goal setting between students, parents, and advisors through engagement in student led conferences (SLCs) to discuss academic performance and set goals.
- Invite students to asynchronous time for additional support and to redo assessments, complete missing assignments with classroom teachers.
- Assign case managers to students with multiple D/F's for weekly support.
- Implement anti-racist classroom strategies to support students of color.
- Continue school-wide implementation of standards-based grading and assessment which includes: classroom assessments will be aligned to standards, students will be provided with multiple opportunities to demonstrate learning, students will be able to re-take and/or re-do summative assessments and late work used to assess student learning will be fully recognized to demonstrate proficiency.

Progress Monitoring

- Monitor D/F grades at biweekly MTSS meetings.
- Monitor quarter and interim grade reports.

Creators of Their Future World

Goal

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

Global Awareness and Cultural Competence

Measures and Targets

At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 6th and 12th grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 6	No data available	75%
Grade 12	No data available	75%

Goal Reflection

- Due to school closure from COVID-19, Big Picture was unable to complete this performance task in 2019-20
- 2020-21 will be the first year for this project.

Key Strategies/Adjustments

- Connect with Senior Government teacher and 6th grade Social Studies teacher early in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Plan, align and implement learning experiences leading to effective problem solving, leading for positive local and global change, developing global awareness, and cultural competency in grades 6-12 social studies classes
- Provide professional learning opportunity to implement the performance activity and train teachers to score student responses.

Progress Monitoring

- Convene social studies teachers periodically to monitor learning experiences related to the performance task during the school year.
- Monitor project completion of the task by teacher
- Work with teachers to use Synergy Assessments data dashboard to analyze their students' outcomes.
- Provide make-up opportunities for students who haven't demonstrated proficiency to ensure that all students are able to engage with this learning opportunity.

STEM

Measures and Targets

- At least **75%** of students show proficiency in using technology to design solutions by completing a Science, Technology, Engineering, and Math (STEM) performance task in 7th and 10th grade.

Science Technology Engineering and Math Performance Task		
	2019-20	Target 2020-21
Grade 7	No data available	75%
Grade 10	No data available	75%

Goal Reflection

- Due to school closure from COVID-19, BP was unable to complete this performance task.
- 2020-21 will be the first year for this project.

Key Strategies/Adjustments

- Plan, align and implement learning experiences leading to students using technology to design solutions using Science, Technology, Engineering, and Math (STEM) practices in grades 6-12 science classes.
- Connect with Chemistry teachers and 7th grade science teachers early in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Provide professional learning opportunity to implement the performance activity and train teachers to score student responses.

Progress Monitoring

- Convene science teachers periodically to monitor learning experiences related to the performance task during the school year.
- Monitor project completion of the task by teacher
- Work with teachers to use Synergy Assessments data dashboard to analyze their students' outcomes.
- Provide make up opportunities for students who haven't demonstrated proficiency to ensure that all students are able to engage with this learning opportunity.

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.

Informed, Supported, and Empowered

Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. See targets in tables below.

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	75%	80%
Black	*	*
Hispanic	*	*
Students with Disabilities	65%	70%
English Learners	*	*
Low Income	70%	75%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	76%	76%
Black	*	*
Hispanic	*	*
Students with Disabilities	70%	70%
English Learners	*	*
Low Income	70%	70%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	74%	74%
Black	*	*
Hispanic	*	*
Students with Disabilities	83%	83%
English Learners	*	*
Low Income	80%	80%

* Data not available for student subgroups < 10

Data Reflection

- Overall, Bellevue Big Picture School data exceeds the district averages in all three categories. BSD average for informed is 66%, supported is 64% and empowered is 66%.
- There is a 10% difference between all families (75%) and those with students with disabilities (65%) in feeling informed.
- Families with students receiving special education services report the highest percentage in feeling empowered with 9 percentage points higher than all families. Families of students who qualified for free and reduced lunch also felt more empowered than all families by 6 percentage points.
- The survey was given immediately before schools closed due to COVID-19.

Key Strategies/Adjustments

- Encourage family involvement and participation in student led conferences, internship exhibitions and project presentations leading to being more informed, supported, and empowered.
- Facilitate monthly parent-principal coffees focused on informing and supporting families.
- Share family survey data at Fall 2020 parent coffee and engage families in conversations about their needs for being informed, supported, and empowered.
- Collaborate with PTSA to determine goal areas and parent outreach focus.
- Identify groups and areas in need of additional information and voice.
- Send Parent newsletter twice per month.
- Create videos for understanding all new technology tools to better support their children.
- Use Language line and Talking Points.
- Call all families (starting with 6th grade, 9th grade and new students)
- Foster greater outreach from Family Connection Center Staff to low income families.

Progress Monitoring

- Track parent participation in “Principal Coffees” and newsletters.
- Review feedback on parent surveys throughout the year with questions about informed, supported, and empowered.
- Track parent participation in SLCs.

Glossary

SLC: Student led conference

MTSS: Multi Tiered System of Support

BLT/REILT: Building Leadership Team/Racial Equity and Inclusion Leadership Team

PBIS: Positive Behavioral Interventions and Supports



2019-2020 School Profile

Bellevue Big Picture School

<http://www.bsd405.org/bigpicture/>

Bethany Spinler, Principal

14844 SE 22nd St

Bellevue, WA 98007

425-456-7800

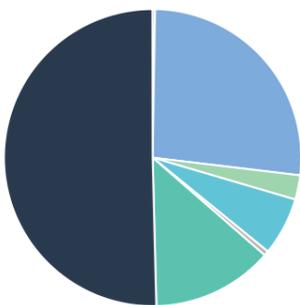
School Overview

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.

Programs Offered

Grade 6-12 Choice School

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
26%	Asian
2%	Black/African-American
6%	Hispanic
<1%	Pacific Islander
13%	Two or more races
50%	White

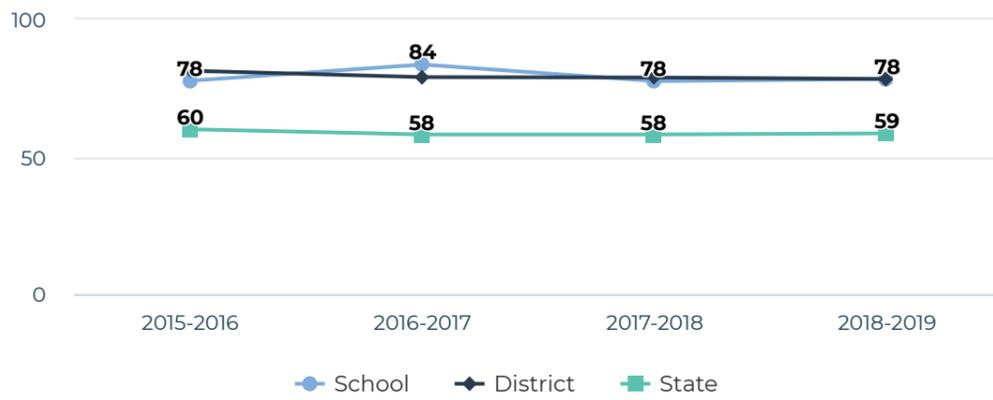
School & Student Characteristics¹

	SCHOOL	DISTRICT ²
Enrollment	363	1223
National Board Certified Teachers	12%	27%
Eligible for Free/Reduced Price Meals	14%	15%
Receiving Special Education Services	29%	11%
English Language Learners	5%	7%
First Language Other Than English	22%	33%
Mobility Rate ³	6%	7%
Average Attendance Rate	95%	95%

State Assessment Results for Grades 6-8 in the Last Four Years

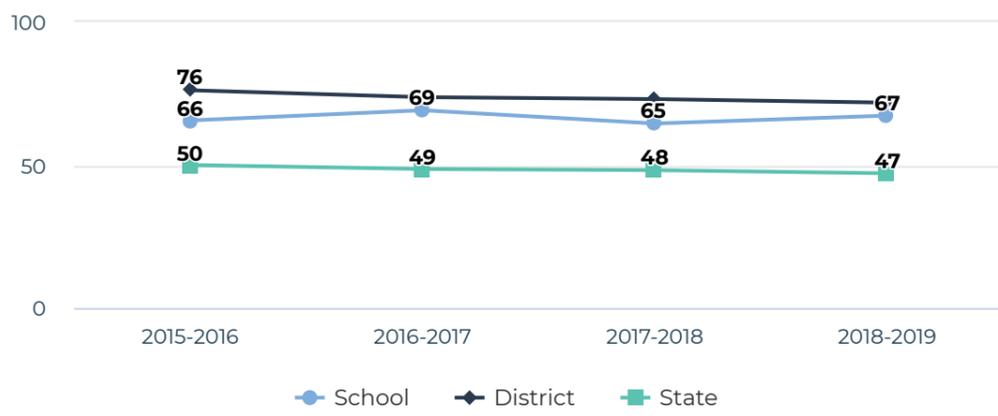
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



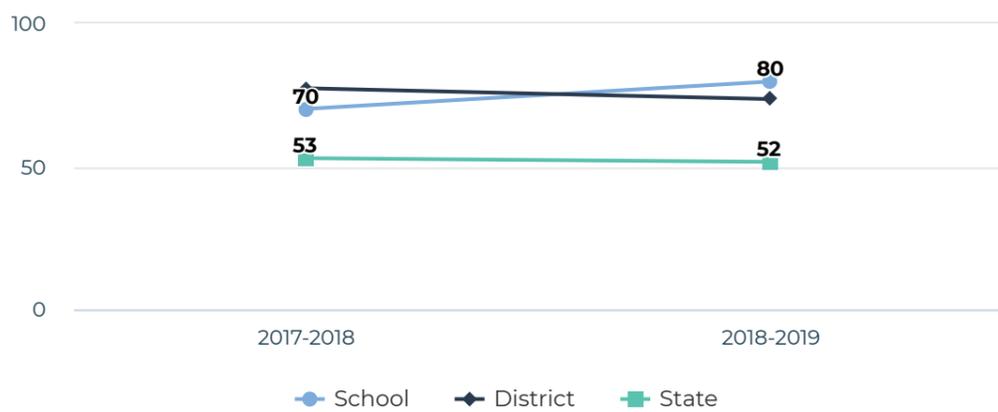
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

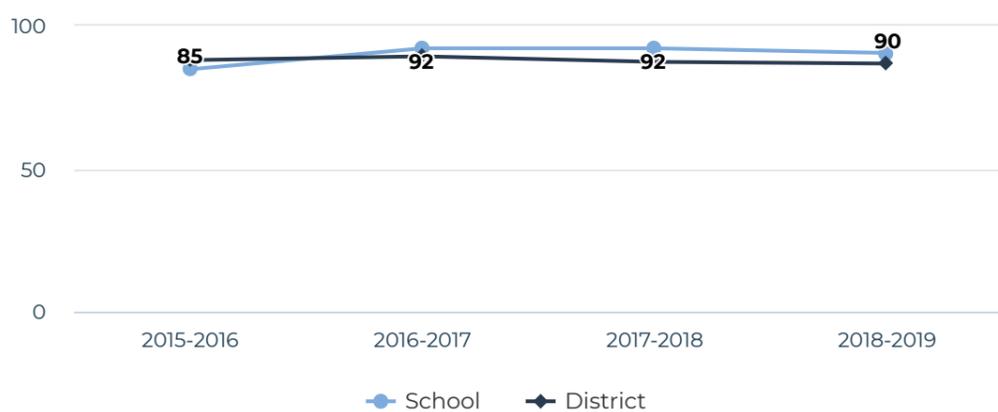
WCAS - Percentage of Students Meeting Standards



State Assessment Results for Grade 10

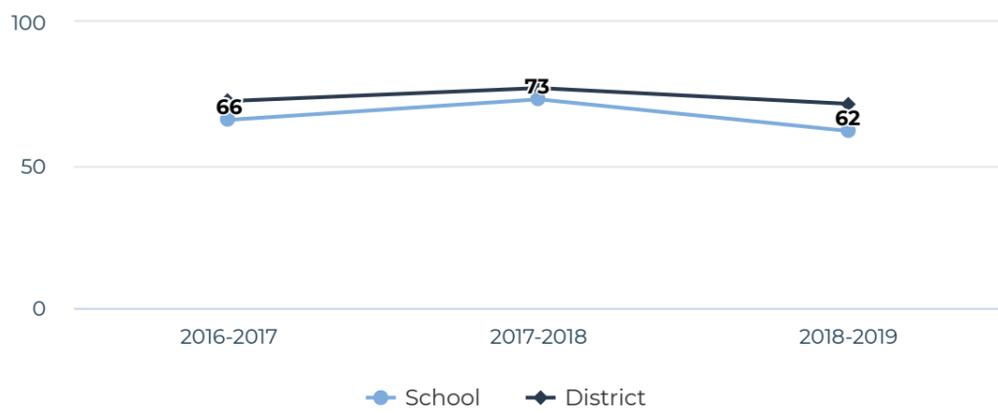
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



College & Career Readiness

	SCHOOL YEAR	SCHOOL				DISTRICT	STATE
		2015-16	2016-17	2017-18	2018-19	2018-19	2018-19
GRADUATION RATES							
On-Time High School Graduation Rate (Within 4 Years)		83%	100%	90%	93%	93%	81%
5-Year High School Graduation Rate		92%	100%	100%	N/A	N/A	N/A

	SCHOOL YEAR	SCHOOL				DISTRICT
		2015-16	2016-17	2017-18	2018-19	2018-19
AP & IB						
AP Exam Pass Rate		52%	66%	47%	64%	79%
Average Number of AP and IB Credits Earned by Graduates		3.9	2.9	4.3	3	5
Students Taking At Least One AP/IB Course by the Time They Graduate		90%	100%	100%	96%	93%

	SCHOOL YEAR	SCHOOL				DISTRICT
		2015-16	2016-17	2017-18	2018-19	2018-19
SAT & ACT						
High School Seniors Taking the SAT or ACT		75%	55%	90%	93%	74%
Average SAT Composite Score		N/A	1160	1202	1121	1272
Average ACT Composite Score		25	21	26	25	25

Glossary

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.

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, 2019 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.