

# Bellevue School District

## 2021-22 Academic and Student Well-Being Recovery Plan

Submitted by Eva Collins, Acting Superintendent and Melanie McGee, Director of Program Office  
May 20, 2021

[Approved by Board Directors on May 20, 2021](#)

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### TABLE OF CONTENTS

- Recovery Plan Context and Connection to Strategic and Annual Plans ..... 2
  - Purpose ..... 2
  - Timeline..... 2
  - Components..... 3
  - Stakeholder Engagement..... 3
- Recovery Plan..... 3
  - Part I: Local Education Agency (LEA) Information ..... 3
  - Part II: Attestations and Public Postings..... 3
  - Part III: Universal Supports for All Students ..... 4
  - Part IV: Assessments..... 4
  - Part V: Students and Family Voice ..... 6
  - Part VI: Strategic Supports for Students ..... 7
  - Part VII: Strategic Supports for Identified Student Groups ..... 8
  - Part VIII: Monitoring Student Progress..... 9
  - Part IX: Supports for Strategies/Interventions ..... 10
- Appendix A: Bellevue School District 2021-22 DRAFT Assessment and Survey Plan ..... 11
- Appendix B: ESSER II Funds Overview..... 21

## Recovery Plan Context and Connection to Strategic and Annual Plans

### Purpose

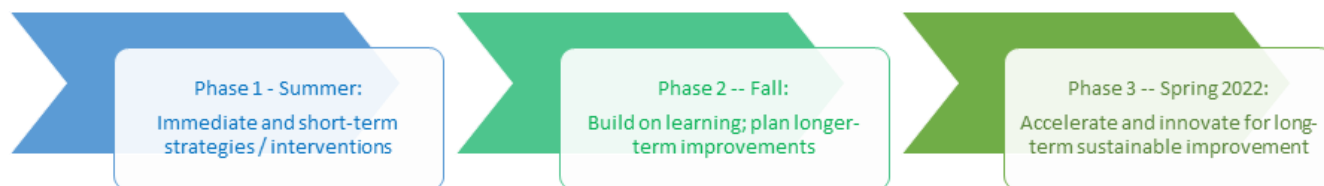
Each public school district in Washington State is required by state and federal law to submit an Academic and Student Well-being Recovery Plan to the Office of Superintendent of Public Instruction (OSPI) by June 1, 2021. The purpose of the plan is to identify which students and student groups need additional academic and social-emotional support, define how those supports will be provided, and plan for recovery and acceleration of student learning and well-being over the summer, into the fall, and beyond.

Although connected to our [Strategic Plan](#) and our 2021-22 Annual Plan, the Recovery Plan does not include all of our strategic goals nor all of our efforts to support students, families, and staff in the coming school year.

Below you will find the required sections of the OSPI Recovery Plan and our responses that make up our initial draft plan. We will submit this plan to our School Board of Directors for their approval on May 20, 2020. Please share any thoughts or input you have on this plan here: [Recovery Plan Feedback](#).

### Timeline

Authentically using continuous cycles of improvement and following a Plan, Do, Study, Adjust (PDSA) approach, the recovery plan is organized by the three phases described below. At the beginning of each phase, the district will “plan” using current state student academic and well-being data. The phase will be timeboxed with clear timelines to “do” the work then “study” outcomes and implementation in order to “adjust” for the next phase. Development of the Recovery Plan will be approached as an iterative process. The plan described in this document applies to Phase 1 and will carry us through October 2021.



**Phase 1 – June – October 2021:** Initial plan for academic and student well-being recovery and acceleration to be implemented for the summer and early fall of 2021

**Phase 2 – November 2021 – March 2022:** Review and analyze student data from the implemented Phase 1 strategies/interventions for each student group identified. Reflect and build on learning. Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021-22. Continue to collect data

**Phase 3 – April – June 2022:** Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform next steps and engage in long-term sustained strategies for the next school year and beyond (2022-23+) (e.g. moving to a balanced calendar, implementing standards-based grading, or project-based learning)

## Components

Per the OPSI [survey link](#), the following components must be included in the Recovery Plan:

- Universal Supports for All Students
- Diagnostic Assessments
- Student and Family Voice
- Strategic Supports for Students
- Strategic Supports for Identified Student Groups
- Monitoring Student Progress
- Supports for Strategies/Interventions

## Stakeholder Engagement

The [Superintendent's Community Advisory Council](#) (SCAC) was established in September 2020 to begin the process of identifying key priorities and investments for the Bellevue School District recovery plan. This broad and diverse group of stakeholders analyzed quantitative and qualitative data, conducted stakeholder interviews, and considered a range of options to best support students, staff, and families in response to the educational impact of the pandemic. Bellevue School District's research and analysis shows the highest levels of student need as we emerge from the pandemic are in mental health, social emotional wellbeing, academic recovery, and family engagement. The work of the council and the culminating [report to the community](#) informed the development of this *2021-22 Academic and Student Well-Being Recovery Plan*.

## Recovery Plan

The following sections include questions from the [survey](#) we will use to submit our plan to the state as well as our teams' responses to questions provided in the [OPSI Condensed Planning Tool](#).

### Part I: Local Education Agency (LEA) Information

LEA: Bellevue School District

Point of contact: Eva Collins

Contact email address: [collinse@bsd405.org](mailto:collinse@bsd405.org)

Grade levels served by LEA: PK-12

### Part II: Attestations and Public Postings

- Bellevue School District attests that the School Board approved this plan after allowing for public comment. Approved on May 20, 2021
- Date this plan was approved by the School Board: Approved on May 20, 2021
- Bellevue School District attests that an equity analysis tool was used in the development of this plan. Yes
- The name of the equity analysis tool used: Bellevue School District Critical Criteria Review – Exhibit A, Procedure 0130P – Equity and Accountability
- The link to the equity analysis tool used: [Critical Criteria Review – Exhibit A](#)
- Date approved plan was posted on the Bellevue School District website: Approved May 26, 2021
- Link to the posted accessible Bellevue School District plan: [Academic and Student Well-Being Recovery Plan for the 2021-22 School Year – Bellevue School District \(bsd405.org\)](#)

### Part III: Universal Supports for All Students

Bellevue School District is committed to serving each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. The first two goals of our [strategic plan](#) are centered on students' social-emotional well-being and academic success:

GOAL 1: Affirm and Inspire. Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

GOAL 2: Learn and Thrive. Students achieve high levels of academic success and outcomes are not predicted by race or income.

To achieve these goals, universal supports such as social-emotional learning and high-quality curriculum and instruction, provide the foundation for all students.

(survey Q4) The following universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being.

- Additional Instructional Time Before or After School
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extracurricular Activities
- Inclusionary Practices
- Multi-Tiered System of Supports
- Professional Learning
- SEL and Mental Health Supports
- Student Voice and Perception
- Transition Supports
- Other: Early Learning Programs (ages 3-5)

### Part IV: Assessments

Over the past few years BSD has been developing a comprehensive assessment system. Students take a **universal screener** in the fall to give teachers a general idea of core areas of strength and growth. Teachers typically use these short screeners to identify students who might need additional supports, place students into initial flexible reading groups, and know what students are ready to learn next. Teachers use more in-depth **diagnostic assessments** with some or all students to better understand which specific skills students have mastered and where they need help. Diagnostic data can help teachers design daily classroom instruction for individuals or groups of students. Screeners and diagnostics can be used at additional times during the year as **progress monitors** and to flag additional students who might need extra help or be ready for advanced assignments.

Note that OSPI's Recovery Plan only asks districts to submit information about their **diagnostic** assessments, although diagnostic assessments are only one piece of an overall assessment plan.

(survey Q5, Q6, Q7) Please select the academic and well-being diagnostic assessments predominately used in each grade level in your LEA to monitor, assess, and target supports for student learning:

<b>Well-Being Universal Screeners, Assessments, and Diagnostics</b>		
<b>Assessment</b>	<b>Grade(s)</b>	<b>Frequency</b>
<b>BiMAS2</b> screener ( <i>student self-report measure of behavior/social emotional learning skills</i> )	7-11	Once per year
<b>DESSA-mini</b> screener ( <i>short teacher observation behavior rating scale</i> )	K-5	Once per year
<b>DESSA</b> diagnostic ( <i>comprehensive staff rating scale of student social and emotional competencies</i> )	K-5 as needed based on DESSA-mini	Once per year
<b>Panorama School Climate Survey</b>	3-12	Multiple times per year
<b>Panorama SEL Survey</b> ( <i>student self-report of social/emotional learning skills</i> )	3-12	Once per year
<b>Student Self-Assessments</b> ( <i>student self-report of well-being</i> )	K-12	Multiple times per year
<b>Wa-KIDS</b> ( <i>State-mandated kindergarten readiness assessment of social emotional, physical, language, cognitive, literacy and math domains</i> )	PreK-K	Once per year

<b>Academic Universal Screeners, Assessments, and Diagnostics</b>		
<b>Assessment</b>	<b>Grade(s)</b>	<b>Frequency</b>
<b>WaKIDS</b> ( <i>State-mandated kindergarten readiness assessment of social emotional, physical, language, cognitive, literacy and math domains</i> )	K	Once per year
<b>DIBELS/TRC</b> literacy assessment ( <i>these are 1:1 assessments where students read aloud individually with their teacher</i> )	K-5	Multiple times per year
<b>Lexia</b> literacy placement test and ongoing diagnostics through adaptive software ( <i>students do not experience these as assessments</i> )	K-9	Multiple times per year
<b>OSPI Screeners for Literacy Skills Associated with Dyslexia</b>	K-2	Once per year
<b>Star Reading</b>	3-9	Multiple times per year
<b>Smarter Balanced ELA</b> state-required summative assessments	3-11	Multiple times per year*
<b>Read 180</b> (assessment tools) for students in Read 180 reading support classes	6-12	Multiple times per year
<b>Freckle</b> math placement test and ongoing diagnostics through adaptive software ( <i>we may use our new math curriculum resources instead, depending on which curriculum is selected</i> )	K-5	Multiple times per year
<b>ALEKS</b> math initial knowledge check and ongoing diagnostics through adaptive software	6-12	Multiple times per year
<b>Star Math</b>	1-5	Multiple times per year
<b>Smarter Balanced Math</b> state-required summative assessments	3-11	Multiple times per year*
<b>Teacher Made Assessments / District Made Assessments / Classroom Based Assessments</b> ( <i>district-developed or Achievement Network instructional interim assessments</i> )	K-12	Multiple times per year
<b>WIDA ACCESS and MODEL tests</b> (English language acquisition progress monitoring and summative tests for English learners)	K-12	Multiple times per year

\*The state SBA exams are generally given once per year in the spring. However, the spring 2021 exams were delayed until fall due to the pandemic, so in 2021-22 students will be taking SBA exams in both the fall and spring. The fall exams will assess prior year knowledge.

For more information, please see Appendix A: Bellevue School District 2021-22 Assessment and Survey Plan

How might assessment data be used to accelerate progress rather than remediate, which can further stigmatize or impact families disproportionately?

Diagnostic data can be used to identify which skills students are missing, and schools can then provide targeted supports (such as tutoring or small-group instruction) that help students master the particular skills they need in order to learn the current grade-level unit of study. For instance, in secondary math classes each unit begins with a Readiness Check that assesses student knowledge of the key prerequisite skills for the upcoming unit. In other words, do students have the specific background skills they need to successfully tackle the new information they are about to learn. If the Readiness Check identifies particular skill gaps for individual students, there are multiple ways to fill them in. If the majority of the class is missing a concept, the teacher may incorporate it into whole-class instruction. Or the teacher might divide the students into small groups based on which skills they need to cover and do small-group instruction. Or students may work individually within ALEKS on the skills they need to master to be prepared for the unit.

## Part V: Students and Family Voice

A crucial ingredient to the success of our students is partnerships between our district, the families we serve, and the students themselves. These partnerships serve as the glue that will sustain an equitable approach towards building trust, respect, and inclusion, and are the foundation to school and district improvement. Voices of our stakeholders were obtained through family surveys, focus groups, community forums and advisory teams.

(survey Q8) In what ways did your LEA include the following voices in the development of this plan?

- Interviews
- Conferences
- Advisory Groups
- Surveys

We have engaged with the following student, family, and community voices throughout the duration of this school year. Their input has and will continue to inform the Recovery Plan.

- Superintendent Community Advisory Council (SCAC): Council members were selected from across the Bellevue community to represent a broad cross-section of district stakeholders, including students, parents, educators, administrators, local business and non-profit leaders, and other district partners.
- Family Advisory Committee (FAC): formed 2020-2021 and will continue throughout recovery and acceleration in order to provide two-way direct communication between the district and the families participating on behalf of the communities they represent.
- Student Advisory Committee: formed 2020-2021 and will continue throughout recovery and acceleration. Primarily established to inform the School Board, EAG, Superintendent, and Equity and Strategic Engagement Department on matters that support equitable and systemic transformation.

- District Family Engagement Team (DFET): Formed in March 2021 to engage a diverse set of voices and support a plan to restore, revive and reimagine family engagement in order to reach a greater portion of the district families and serve them in ways that fit their individual needs. This team has representation from multiple departments including: Title I, Multi Language Learners, Counseling, Early Learning, Advanced Learning, Social Emotional Learning, Teaching and Learning, Special Education, Bellevue Education Association and school administrators.
- Family Engagement Survey conducted annually to measure all district families' feelings of being informed, better able to find support and more empowered to contribute to their student's success. This also includes an opportunity for direct qualitative feedback from families through an invitation to respond to open ended questions.
- School Board parent focus groups providing ongoing feedback for district level planning. The School Board also plans to join the Family Advisory Committee and Student Advisory Committee on occasion.
- Student Focus Groups designed to get feedback from students regarding return to school feelings, level of engagement upon return, level of connection to peers, academic preparedness, school schedule and school preparation to minimize health risks.

#### Part VI: Strategic Supports for Students

(survey Q9) Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being?

While our data indicates disproportionate rates of proficiency by subgroup, we find students in all subgroups need some level of additional time, support, and/or extracurricular activities for academic growth and/or for student well-being. Our resources and supports continue to prioritize students furthest from educational justice.

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

## Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III.

Academic and social-emotional learning data are analyzed by student subgroup to identify patterns over time as well as within and across schools to better understand where systems may need to be refined. Our strategic supports focus on the highest levels of student need as we emerge from the pandemic, including providing the greatest support to those with the greatest needs.

(survey Q10, Q11, Q12) Please select the specific strategies/interventions implemented to support student groups identified in our review of the equity analysis and student diagnostic assessment results:

Strategies	Student Groups	Grades
Additional Instructional Time Before or After School	All	K-12
Advanced Learning Services	All	K-12
Summer School	All	PreK, grades 3-5, 6-12
Building Relationships	All	Grades 3-11
Early Learning (K-4 literacy)	All	PreK and grades 3-4
Extracurricular Activities	All	K-12
High-Quality Tutoring	All	Grades 3-12
Inclusionary Practices	All	PreK-12 and Transition
Multi-Tiered Systems of Supports	All	PreK-12
Professional Learning	All	PreK-12
SEL and Mental Health Supports	All	PreK-12
Special Education Services	All	Birth to 21
Student Voice and Perception	All	Grades 3-12
Transition Supports (Pre-K-Elem; Elem-MS; MS-HS; HS-post-secondary/career/beyond)	All	All students in transition grades

Through a comprehensive and collaborative process, the following strategic supports were identified as high priorities for our recovery plan and allocated using an equity approach based on greatest needs:

### **Social-Emotional Well Being and Mental Health**

- Provide additional professional learning and supports for educators and staff related to student well-being
- Increase mental health screening and support for students
- Provide additional mental health professionals

### **Academic Supports**

- Provide tutors for targeted academic support, particularly in math
- Increase academic interventionists to lead Multi-Tiered System of Support (MTSS) implementation and work directly with identified students
- Implement additional extracurricular and enrichment opportunities for students at Title I schools
- Expand graduation success (RISE program) to all comprehensive high schools

### **Family Resources**

- Create an ombudsman position to support families of students with disabilities
- Increase family outreach, particularly families with multilingual learners and students with disabilities
- Expand school-based family supports



## Part VIII: Monitoring Student Progress

(survey Q13) Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

Student progress is monitored at the classroom, school, and district levels using a variety of assessment tools. A process of continuous improvement cycles (also called Plan/Do/Study/Adjust cycles) allows educators to use information gathered from assessments to determine the best instructional approaches to meet individual needs.

Cycles of improvement begin in the classroom, first with educators getting to know each and every student by name, by strength, and by need. Universal screeners and diagnostic assessments provide educators with information to better understand individual student needs, emotionally and academically. That data, in combination with relationships educators build with their students, inform universal practices (i.e. instruction and learning for all students).

Assessments also help identify which students need additional support, what types of support they need, how often, and for how long. Additional supports are designed to help students to be successful learning grade-level material. Educators provide additional supports to fill skills gaps while simultaneously teaching rigorous, relevant, grade-level or above content.

These cycles of improvement occur at multiple levels throughout our organization. In addition to classroom data, we also look centrally and holistically across the district. While a classroom educator may assess student learning frequently and adjust instruction and/or supports accordingly, district data is collected and reviewed at key intervals. As an example, literacy, math, and social-emotional learning data is analyzed at the district level three times each year:

- Beginning of year
  - Data collection: September – November
  - What: English Language Arts (ELA) and Math proficiency, Social-Emotional Learning
  - Central Data review: October-December
- Middle of year
  - Data collection: December – March
  - What: English Language Arts (ELA) and Math proficiency, Social-Emotional Learning
  - Central Data review: February-April
- End of year
  - Data collection: April – June
  - What: English Language Arts (ELA) and Math proficiency, Social-Emotional Learning
  - Data review: June/July

## Part IX: Supports for Strategies/Interventions

(survey Q14) Of the strategies/interventions your LEA has implemented or is planning to implement, identify up to three in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

- Areas of strength for our district include social-emotional learning and mental health supports.

(survey Q15) Of the strategies/interventions your LEA has implemented or is planning to implement, please identify up to three strategies for which your LEA needs more support.

- We would like to learn more about healing strategies for adults.
- We are interested in learning more about effective professional learning communities.

Appendix A: Bellevue School District 2021-22 DRAFT Assessment and Survey Plan  
 Proposed 2021-22 Assessments & Surveys Calendar (rev 5/5/2021)

**Universal Assessments Summary Table**

Grade Levels	English Literacy	Math	SEL
Kindergarten	<ul style="list-style-type: none"> <li>DIBELS/TRC</li> <li>Dyslexia screener</li> <li>WaKIDS</li> </ul>	<ul style="list-style-type: none"> <li>Freckle placement in adaptive pathway</li> </ul>	<ul style="list-style-type: none"> <li>DESSA-mini</li> </ul>
Grades 1-2	<ul style="list-style-type: none"> <li>DIBELS/TRC</li> <li>Dyslexia screener</li> </ul>	<ul style="list-style-type: none"> <li>Star Math</li> <li>Math interims</li> </ul>	<ul style="list-style-type: none"> <li>DESSA-mini</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>Star Reading</li> <li>ELA SBA</li> </ul>	<ul style="list-style-type: none"> <li>Star Math</li> <li>Math interims</li> <li>Math SBA</li> </ul>	<ul style="list-style-type: none"> <li>DESSA-mini</li> <li>Panorama SEL survey</li> <li>Panorama school climate &amp; teacher feedback surveys</li> </ul>
Grades 6-8	<ul style="list-style-type: none"> <li>Star Reading</li> <li>ELA SBA</li> </ul>	<ul style="list-style-type: none"> <li>ALEKS fall and spring tests</li> <li>Math interims</li> <li>Math SBA</li> </ul>	<ul style="list-style-type: none"> <li>Panorama SEL survey</li> <li>Panorama school climate &amp; teacher feedback surveys</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>Star Reading?</li> </ul>	<ul style="list-style-type: none"> <li>ALEKS fall and spring tests</li> <li>Math interims</li> </ul>	<ul style="list-style-type: none"> <li>Panorama SEL survey</li> <li>Panorama school climate &amp; teacher feedback surveys</li> </ul>

**Additional Assessments**

Area	Assessment	Population
English language acquisition	WIDA MODEL (progress monitor) and WIDA ACCESS (summative)	English Learners (3x per year)
ELA and math interims	ANet interims	ANet partner schools, grades 2-8 (3-4x per year)
English literacy diagnostic	DIBELS/TRC	Students in grades 3-5 below standard in reading, 3x per year
Spanish literacy	Sistema (K-2) EDL2 (grades 3-5) Spanish Star Reading (grades 6-8)	Students in Spanish dual language and Spanish immersion programs (Fall/Winter/Spring)
Spanish literacy skills diagnostic	ENIL (grades 6-9)	Students in Spanish dual language and Spanish immersion programs, for students flagged by the screener (Fall/Spring)
Spanish language acquisition	ELLOPA (grades K and 2) STAMP (grades 3, 5 and 8)	Students in Spanish dual language and Spanish immersion programs (once per year)

**State-Required Assessments in The Arts, Health and Physical Education, and Social Studies**

Area	Population
Arts	
Health and Physical Education	Grade 5 (Mrs. Trimble's Muffins performance task)
Social Studies*	Grade 4: Civics Grade 5: Civics
Educational Technology	

\*In social studies, districts must require students to complete at least one assessment in civics in the 4th or 5th grade, 7th or 8th grade, and 11th or 12th grade.

## ELEMENTARY DRAFT ASSESSMENT PLAN: Monolingual Program Schools

Gray text indicates exams that are given to some students.

Gr.	Fall	Winter	Spring
K	<ul style="list-style-type: none"> <li>• <b>Kindergarten preparedness:</b> WaKIDS (TBD)</li> <li>• <b>Literacy screener/diagnostic:</b> DIBELS/TRC (9/13-10/15)</li> <li>• <b>Math screener:</b> Freckle placement in adaptive pathway* (TBD)</li> <li>• <b>Math interims:</b> Math unit assessments (TBD)</li> <li>• <b>SEL screener:</b> DESSA-mini (Oct 1-29)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy screener &amp; progress monitor:</b> DIBELS (+RAN)/TRC (1/10 – 2/11)</li> <li>• <b>Dyslexia screener:</b> Pro-Ed RAN (TBD)</li> <li>• <b>Interims:</b> Math unit assessments (TBD)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy growth &amp; summative:</b> DIBELS/TRC (May 9 – June 10)</li> <li>• <b>Math growth &amp; summative:</b> Freckle*</li> <li>• <b>Interims:</b> Math unit assessments</li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> </ul>
1	<ul style="list-style-type: none"> <li>• <b>Literacy screener/diagnostic:</b> DIBELS/TRC (9/13-10/15)</li> <li>• <b>Math screener:</b> Star Math (9/7 – 9/17)</li> <li>• <b>Math interims:</b> Math unit assessments (TBD)</li> <li>• <b>SEL screener:</b> DESSA-mini (Oct 1-29)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy screener &amp; progress monitor:</b> DIBELS (+RAN)/TRC (1/10 – 2/11)</li> <li>• <b>Dyslexia screener:</b> Pro-Ed RAN (TBD)</li> <li>• <b>Math progress monitor:</b> Star Math (Jan 4 – Feb 4)</li> <li>• <b>Interims:</b> Math unit assessments (TBD)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy growth &amp; summative:</b> DIBELS/TRC (May 9 – June 10)</li> <li>• <b>Math growth &amp; summative:</b> Star Math</li> <li>• <b>Interims:</b> Math unit assessments</li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Literacy screener/diagnostic:</b> DIBELS/TRC (9/13-10/15)</li> <li>• <b>Math screener:</b> Star Math (9/7 – 9/17)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy screener &amp; progress monitor:</b> DIBELS (+RAN)/TRC (1/10 – 2/11)</li> <li>• <b>Dyslexia screener:</b> Pro-Ed RAN (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy growth &amp; summative:</b> DIBELS/TRC (May 9 – June 10)</li> <li>• <b>Math growth &amp; summative:</b> Star Math</li> <li>• <b>Interims:</b> Math unit assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Math interims:</b> Math unit assessments <i>(TBD)</i></li> <li>• ANet interims<sup>†</sup></li> <li>• <b>SEL screener:</b> DESSA-mini <i>(Oct 1-29)</i></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Math progress monitor:</b> Star Math (Jan 4 – Feb 4)</li> <li>• <b>Interims:</b> Math unit assessments <i>(TBD)</i></li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey <i>(Jan 18-28)</i></li> <li>• BSD Family Survey <i>(Jan 18 – Feb 18)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) <i>(TBD)</i></li> </ul>
3-5	<ul style="list-style-type: none"> <li>• <b>Literacy screener:</b> Star Reading <i>(9/7 – 9/17)</i></li> <li>• <b>Literacy Tier 2 diagnostic:</b> DIBELS/TRC for students below standard in reading <i>(TBD)</i></li> <li>• <b>Math screener:</b> Star Math <i>(9/7 – 9/17)</i></li> <li>• <b>Math interims:</b> Math unit assessments <i>(TBD)</i></li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>SEL screener (teacher observation):</b> DESSA-mini <i>(Oct 1-29)</i></li> <li>• <b>SEL screener (self-report):</b> Panorama SEL survey</li> <li>• <b>Student feedback:</b> Panorama school climate &amp; teacher feedback surveys <i>(Nov 1-12)</i></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> <li>• <b>SBA exams</b> <ul style="list-style-type: none"> <li>• Grade 4: 3rd grade ELA &amp; Math <i>(TBD)</i></li> <li>• Grade 5: 4th grade ELA &amp; Math <i>(TBD)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy progress monitor:</b> Star Reading <i>(Jan 4 – Feb 4)</i></li> <li>• <b>Literacy Tier 2 progress monitor:</b> DIBELS/TRC for students below standard in reading <i>(1/10 – 2/11)</i></li> <li>• <b>Math progress monitor:</b> Star Math <i>(Jan 4 – Feb 4)</i></li> <li>• <b>Interims:</b> Math unit assessments <i>(TBD)</i></li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey <i>(Jan 18-28)</i></li> <li>• BSD Family Survey <i>(Jan 18 – Feb 18)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy growth &amp; summative:</b> Star Reading <i>(May 23 – June 10)</i></li> <li>• <b>Math growth &amp; summative:</b> Star Math <i>(May 23 – June 10)</i></li> <li>• <b>Interims:</b> Math unit assessments <i>(TBD)</i></li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) <i>(TBD)</i></li> <li>• <b>ELA &amp; Math state summative:</b> SBA <i>(TBD)</i></li> <li>• <b>Science summative, grade 5:</b> WCAS <i>(TBD)</i></li> <li>• <b>SEL growth:</b> Panorama SEL (optional) <i>(April-June)</i></li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys <i>(April - June)</i></li> </ul>

\*Or assessment from new math curriculum, TBD. †ANet partner schools only; math and ELA both required

## ELEMENTARY: Students in Spanish Language Programs

\*Or assessment from new math curriculum

\*\*For this year only, Non-English Learners will not take the RAN, since English Learners take WIDA prior to dyslexia screening and haven't yet had the opportunity to do that.

†ANet partner schools only; math and ELA both required

Guidance for Multilingual/English Learners: The Dyslexia Advisory Council endorsed the recommendations of the Dual Language Steering and Bilingual Education Advisory Committees to use the WIDA English Language Development assessments & proficiency levels to determine when an English learner will be administered the literacy screener in English.

In the spring of 2021-2022 WIDA is replacing ELPA State Test. Until then, Multilingual/English Learners will not be screened. Teaching and Learning, alongside the MLL Department will be providing additional information following WIDA implementation.

Further guidance from OSPI is located here: Updated Guidance for MLL Students

Guidance for Students in Dual Language/Immersion Programs: All K-2 students enrolled in a Dual Language/Immersion program who do not receive MLL services will be administered the early literacy screener in English.

Compose

Gray text indicates exams that are given to some students.

Gr.	Fall	Winter	Spring
K	<ul style="list-style-type: none"> <li>• <b>Kindergarten preparedness:</b> WaKIDS (TBD)</li> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy screener/diagnostic:</b> DIBELS (9/13-10/15)</li> <li>• <b>Math screener:</b> Spanish Freckle* (TBD)</li> <li>• <b>Math interims:</b> Spanish Math unit assessments (TBD)</li> <li>• <b>SEL screener:</b> DESSA-mini (Oct 1-29)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy progress monitor &amp; screener:</b> DIBELS (+RAN)** (1/10 – 2/11)</li> <li>• <b>Dyslexia screener:</b> Pro-Ed RAN (for non-English Learners) (TBD)</li> <li>• <b>Math interims:</b> Spanish math unit assessments (TBD)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy growth &amp; summative:</b> DIBELS (May 9 – June 10)</li> <li>• <b>Spanish language acquisition:</b> ELLOPA</li> <li>• <b>Math growth &amp; summative:</b> Spanish Freckle*</li> <li>• Spanish math unit assessments</li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> </ul>
1	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy screener:</b> DIBELS (9/13-10/15)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>Literacy screener &amp; progress monitor:</b> DIBELS (+RAN)/TRC (1/10 – 2/11)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy growth &amp; summative:</b> DIBELS (May 9 – June 10)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Math screener:</b> Spanish Star Math (9/7 – 9/17)</li> <li>• <b>Math interims:</b> Spanish math unit assessments (TBD)</li> <li>• <b>SEL screener:</b> DESSA-mini (Oct 1-29)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dyslexia screener:</b> Pro-Ed RAN (TBD)</li> <li>• <b>Math progress monitor:</b> Spanish Star Math (Jan 4 – Feb 4)</li> <li>• <b>Interims:</b> Spanish math unit assessments (TBD)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Math growth &amp; summative:</b> Spanish Star Math</li> <li>• <b>Interims:</b> Spanish math unit assessments</li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy screener/diagnostic:</b> DIBELS (9/13-10/15)</li> <li>• <b>Math screener:</b> Spanish Star Math (9/7 – 9/17)</li> <li>• <b>Math interims:</b> Spanish math unit assessments (TBD)</li> <li>• ANet interims<sup>†</sup></li> <li>• <b>SEL screener:</b> DESSA-mini (Oct 1-29)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy screener &amp; progress monitor:</b> DIBELS (+RAN)/TRC (1/10 – 2/11)</li> <li>• <b>Dyslexia screener:</b> Pro-Ed RAN (TBD)</li> <li>• <b>Math progress monitor:</b> Spanish Star Math (Jan 4 – Feb 4)</li> <li>• <b>Interims:</b> Spanish math unit assessments (TBD)</li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Sistema (TBD)</li> <li>• <b>English literacy growth &amp; summative:</b> DIBELS (May 9 – June 10)</li> <li>• <b>Spanish language acquisition:</b> ELLOPA (TBD)</li> <li>• <b>Math growth &amp; summative:</b> Spanish Star Math</li> <li>• <b>Interims:</b> Spanish math unit assessments</li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> </ul>
3-5	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> EDL2</li> <li>• <b>English literacy screener:</b> Star Reading (9/7 – 9/17)</li> <li>• <b>Literacy Tier 2 diagnostic:</b> DIBELS/TRC for students below standard in reading (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> EDL2</li> <li>• <b>English literacy progress monitor:</b> Star Reading (Jan 4 – Feb 4)</li> <li>• <b>Spanish language acquisition (grades 3 &amp; 5):</b> STAMP</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> EDL2</li> <li>• <b>English literacy growth &amp; summative:</b> Star Reading (May 23 – June 10)</li> <li>• <b>Math growth &amp; summative:</b> Spanish Star Math (May 23 – June 10)</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Math screener:</b> Spanish Star Math (9/7 – 9/17)</li> <li>• <b>Math interims:</b> Spanish math unit assessments (TBD)</li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>SEL screener (teacher observation):</b> DESSA-mini (Oct 1-29)</li> <li>• <b>SEL screener (self-report):</b> Panorama SEL survey</li> <li>• <b>Student feedback:</b> Panorama school climate &amp; teacher feedback surveys (Nov 1-12)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> <li>• <b>SBA exams</b> <ul style="list-style-type: none"> <li>• Grade 4: 3rd grade ELA &amp; Math (TBD)</li> <li>• Grade 5: 4th grade ELA &amp; Math (TBD)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy Tier 2 progress monitor:</b> DIBELS/TRC for students below standard in reading (1/10 – 2/11)</li> <li>• <b>Math progress monitor:</b> Spanish Star Math (Jan 4 – Feb 4)</li> <li>• <b>Interims:</b> Spanish math unit assessments (TBD)</li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interims:</b> Spanish math unit assessments (TBD)</li> <li>• <b>Interims:</b> ANet interims<sup>†</sup></li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> <li>• <b>ELA &amp; Math state summative:</b> SBA (TBD)</li> <li>• <b>SEL growth:</b> Panorama SEL (optional) (April-June)</li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys (April - June)</li> </ul>
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\*Or assessment from new math curriculum

<sup>†</sup>ANet partner schools only; math and ELA both required

## SECONDARY DRAFT ASSESSMENT PLAN

Gr.	Fall	Winter	Spring
6-8	<ul style="list-style-type: none"> <li>• <b>Literacy screener:</b> Star Reading (9/7 – 9/17)</li> <li>• <b>Math screener:</b> ALEKS Knowledge Check (TBD)</li> <li>• <b>ELA, Math and Science summative:</b> SBA ELA &amp; Math (for prior grade level) and WCAS (6<sup>th</sup> grade) (TBD)</li> <li>• <b>Math Interims:</b> Math unit assessments (TBD)</li> <li>• <b>ELA Interims:</b> ANet ELA interims<sup>†</sup></li> <li>• <b>SEL screener:</b> Panorama SEL survey</li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys (Nov 1-12)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy progress monitor:</b> Star Reading (Jan 4 – Feb 4)</li> <li>• <b>Math progress monitor:</b> ALEKS Knowledge Check (TBD)</li> <li>• <b>Math Interims:</b> Math unit assessments (TBD)</li> <li>• <b>ELA Interims:</b> ANet ELA interims<sup>†</sup></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy growth &amp; summative:</b> Star Reading (May 23 – June 10)</li> <li>• <b>Math growth &amp; summative:</b> ALEKS Knowledge Check (TBD)</li> <li>• <b>Math Interims:</b> Math unit assessments (TBD)</li> <li>• <b>ELA Interims:</b> ANet ELA interims<sup>†</sup></li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> <li>• <b>State summatives:</b> SBA ELA &amp; Math (TBD); WCAS for 8<sup>th</sup> grade (TBD)</li> <li>• <b>SEL monitoring:</b> Panorama SEL survey (optional) (TBD)</li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys (April-June)</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• <b>Literacy screener, grade 9:</b> Star Reading (9/7 – 9/17)</li> <li>• <b>Math:</b> For Algebra 1, Geo, Algebra 2:               <ul style="list-style-type: none"> <li>▪ ALEKS Knowledge Check (TBD)</li> <li>▪ Math unit assessments (TBD)</li> </ul> </li> <li>• <b>ELA, Math and Science state tests:</b> 9<sup>th</sup> graders take the 8<sup>th</sup> grade ELA &amp; Math SBA; 9<sup>th</sup> and 12<sup>th</sup> graders take the WCAS (TBD))</li> <li>• <b>College Readiness:</b> SAT9, Practice ACT, PSAT, SAT</li> <li>• <b>SEL screener:</b> Panorama SEL survey</li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys (Nov 1-12)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy progress monitor, grade 9:</b> Star Reading (Jan 4 – Feb 4)</li> <li>• <b>Math:</b> For Algebra 1, Geo, Algebra 2:               <ul style="list-style-type: none"> <li>▪ ALEKS Knowledge Check (TBD)</li> <li>▪ Math unit assessments (TBD)</li> </ul> </li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (Jan 18-28)</li> <li>• BSD Family Survey (Jan 18 – Feb 18)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy growth &amp; summative, grade 9:</b> Star Reading (May 23 – June 10)</li> <li>• <b>Math:</b> For Algebra 1, Geo, Algebra 2:               <ul style="list-style-type: none"> <li>▪ ALEKS Knowledge Check (TBD)</li> <li>▪ Math unit assessments (TBD)</li> </ul> </li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (TBD)</li> <li>• <b>State summatives, grade 10:</b> SBA ELA &amp; Math (TBD)</li> <li>• <b>Science summative, grade 11:</b> WCAS (TBD)</li> <li>• <b>SEL monitoring:</b> Panorama SEL (optional) (TBD)</li> <li>• <b>Student feedback:</b> school climate &amp; teacher feedback surveys (April - June)</li> </ul>

**SECONDARY SCHOOL DRAFT ASSESSMENT: Students in Spanish Language Programs**

Gr.	Fall	Winter	Spring
6-8	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Spanish Star Reading (<i>TBD</i>)</li> <li>• <b>Tier 2 Spanish literacy diagnostic:</b> ENIL (<i>TBD</i>)</li> <li>• <b>English literacy screener:</b> Star Reading (<i>9/7 – 9/17</i>)</li> <li>• <b>Math screener:</b> ALEKS Knowledge Check (<i>TBD</i>)</li> <li>• <b>ELA, Math and Science summative:</b> SBA ELA &amp; Math (for prior grade level) and WCAS (<i>TBD</i>)</li> <li>• <b>Math Interims:</b> Math unit assessments (<i>TBD</i>)</li> <li>• <b>ELA Interims:</b> ANet ELA interims<sup>†</sup></li> <li>• <b>SEL screener:</b> Panorama SEL survey</li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys (<i>Nov 1-12</i>)</li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Spanish Star Reading (<i>TBD</i>)</li> <li>• <b>Spanish language acquisition (grade 8):</b> STAMP</li> <li>• <b>English literacy progress monitor:</b> Star Reading (<i>Jan 4 – Feb 4</i>)</li> <li>• <b>Math progress monitor:</b> ALEKS Knowledge Check (<i>TBD</i>)</li> <li>• <b>Math Interims:</b> Math unit assessments (<i>TBD</i>)</li> <li>• <b>ELA Interims:</b> ANet ELA interims<sup>†</sup></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (<i>Jan 18-28</i>)</li> <li>• BSD Family Survey (<i>Jan 18 – Feb 18</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spanish literacy:</b> Spanish Star Reading (<i>TBD</i>)</li> <li>• <b>Tier 2 Spanish literacy diagnostic:</b> ENIL (<i>TBD</i>)</li> <li>• <b>English literacy growth &amp; summative:</b> Star Reading (<i>May 23 – June 10</i>)</li> <li>• <b>Math growth &amp; summative:</b> ALEKS Knowledge Check (<i>TBD</i>)</li> <li>• <b>Math Interims:</b> Math unit assessments (<i>TBD</i>)</li> <li>• <b>ELA Interims:</b> ANet ELA interims<sup>†</sup></li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (<i>TBD</i>)</li> <li>• <b>State summatives:</b> SBA ELA &amp; Math (<i>TBD</i>); WCAS for 8<sup>th</sup> grade (<i>TBD</i>)</li> <li>• <b>SEL monitoring:</b> Panorama SEL survey (optional) (<i>TBD</i>)</li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys (<i>April-June</i>)</li> </ul>
9-12  Spanish assessments <i>TBD</i>	<ul style="list-style-type: none"> <li>• <b>Literacy screener, grade 9:</b> Star Reading (<i>9/7 – 9/17</i>)</li> <li>• <b>Math:</b> For Algebra 1, Geo, Algebra 2: <ul style="list-style-type: none"> <li>▪ ALEKS Knowledge Check (<i>TBD</i>)</li> <li>▪ Math unit assessments (<i>TBD</i>)</li> </ul> </li> <li>• <b>ELA, Math and Science summative:</b> 8<sup>th</sup> grade SBA, ELA &amp; Math (<i>TBD</i>) and WCAS</li> <li>• <b>College Readiness:</b> SAT9, Practice ACT, PSAT, SAT</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy progress monitor, grade 9:</b> Star Reading (<i>Jan 4 – Feb 4</i>)</li> <li>• <b>Math:</b> For Algebra 1, Geo, Algebra 2: <ul style="list-style-type: none"> <li>▪ ALEKS Knowledge Check (<i>TBD</i>)</li> <li>▪ Math unit assessments (<i>TBD</i>)</li> </ul> </li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul> <hr/> <p><b>Staff/Family Surveys:</b></p> <ul style="list-style-type: none"> <li>• BSD Staff Survey (<i>Jan 18-28</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy growth &amp; summative, grade 9:</b> Star Reading (<i>May 23 – June 10</i>)</li> <li>• <b>Math:</b> For Algebra 1, Geo, Algebra 2: <ul style="list-style-type: none"> <li>▪ ALEKS Knowledge Check (<i>TBD</i>)</li> <li>▪ Math unit assessments (<i>TBD</i>)</li> </ul> </li> <li>• <b>English language acquisition summative:</b> WIDA ACCESS (for English Learners) (<i>TBD</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SEL screener:</b> Panorama SEL survey</li> <li>• <b>Student feedback:</b> School climate &amp; teacher feedback surveys <i>(Nov 1-12)</i></li> <li>• <b>English language acquisition progress monitor:</b> WIDA MODEL (for English Learners)</li> </ul>	<ul style="list-style-type: none"> <li>• BSD Family Survey <i>(Jan 18 – Feb 18)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>State summatives, grade 10:</b> SBA ELA &amp; Math <i>(TBD)</i></li> <li>• <b>Science summative, grade 11:</b> WCAS <i>(TBD)</i></li> <li>• <b>SEL monitoring:</b> Panorama SEL (optional) <i>(TBD)</i></li> <li>• <b>Student feedback:</b> school climate &amp; teacher feedback surveys <i>(April - June)</i></li> </ul>
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Note: In 2021-22, middle school math will be taught in English, except for Algebra 1 where students have the option of taking it in either Spanish or English. We need to decide whether to have the Synergy assessments in Spanish as well.

Need to add in the Mandarin Dual Language Programs

## Appendix B: ESSER II Funds Overview

### Bellevue School District ESSER II Funds Overview

May 14, 2021

#### Highlights of ESSER II investments:

\$10.5M for Equity-Driven Pandemic Recovery

- **Social/Emotional and Mental Health Supports** in Middle/High Schools
- **Academic Acceleration in Highest Needs** Elementary/Middle Schools
- **Graduation Success Support** (Summit at each comprehensive high school and Multi-Tiered System of Supports (MTSS) implementation support)
- **Support for Families** (Family Connection Centers, Translation, Special Education Ombuds)
- **Equity-based targeted funding** to Title 1 schools to support implementation of their school improvement plans

GOAL 1: Affirm and Inspire. Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.			
Social/Emotional and Mental Health Supports in Middle and High Schools			
Investment	Amount	Description	Progress Monitoring / Evaluation
Mental Health Staffing and Support for Elementary and Secondary	\$2,100,000	<p><u>Goal:</u> Increase student’s coping skills by expanding capacity to provide additional (Tier 2) mental health supports to middle and high school students</p> <p>Provide Mental Health Assistance Team (MHAT) Counselors at all middle and high schools.</p> <p>Provide additional, equity-driven mental health and behavioral supports at our highest needs elementary schools and schools with Social-Emotional Learning (SEL) special education programs.</p> <p>Provide professional development and support to school mental health and social emotional staff.</p>	<p>Student Surveys:</p> <ul style="list-style-type: none"> <li>• Panorama School Climate</li> <li>• Panorama Social-Emotional Learning</li> </ul> <p>Universal Screeners:</p> <ul style="list-style-type: none"> <li>• DESSA</li> <li>• BIMAS</li> </ul> <p>Special Education Referral Data</p>

**GOAL 2: Learn and Thrive. Students achieve high levels of academic success and outcomes are not predicted by race or income.**

**Academic Acceleration in Highest Needs Elementary and Middle Schools**

Investment	Amount	Description	Progress Monitoring / Evaluation
Academic Intervention – Co-Teachers	\$2,380,000	<p><u>Goal:</u> Increase student proficiency in math by accelerating student learning, in grades K-7 to prepare students for the rigors of algebra by 8<sup>th</sup> grade (or sooner).</p> <p>Focus academic intervention/acceleration at our most impacted schools by adding co-teachers and MTSS Leads to:</p> <ul style="list-style-type: none"> <li>• Lead Multi-Tiered System of Supports (MTSS) and Professional Learning Community (PLC) collaboration</li> <li>• Support standards-aligned planning</li> <li>• Identify gaps and progress using common assessments</li> <li>• Coordinate tutors</li> </ul>	<p>Universal Screeners:</p> <ul style="list-style-type: none"> <li>• Star Reading</li> <li>• Star Math</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Common interim assessments</li> <li>• Smarter Balanced Assessment (SBA)</li> </ul> <p>Implementation:</p> <ul style="list-style-type: none"> <li>• PLC Notes</li> <li>• Learning walks</li> </ul>
Academic Tutoring	\$1,720,000	<p><u>Goal:</u> Increase student proficiency in math using just-in-time gap-filling strategies to accelerate learning for students 1-2 years below standard so they reach grade level by the end of the school year.</p> <p>1:1 tutoring for students 1-2 years below standard in math at our Title 1 elementary and middle schools.</p>	<p>Universal Screeners:</p> <ul style="list-style-type: none"> <li>• Star Math</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment (SBA)</li> </ul> <p>Student Survey</p> <ul style="list-style-type: none"> <li>• Self-efficacy and identity development as a mathematician</li> </ul>

Graduation Success Support			
Investment	Amount	Description	Progress Monitoring / Evaluation
Graduation Success	\$550,000	<p><u>Goals:</u> Increase the percentage of students who graduate on time by increasing the number of courses a student is passing/earning credit, decreasing school avoidance (truancy) while increasing student engagement (attendance).</p> <p>Expand Summit Pilot Program to all four comprehensive high schools. Provide in-building support and services to students experiencing challenges being successful in one or more on-site courses through Summit program staff/programming.</p>	<p>Universal Screeners:</p> <ul style="list-style-type: none"> <li>• Star Reading</li> <li>• Star Math</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Common interim assessments</li> <li>• Smarter Balanced Assessment (SBA)</li> </ul> <p>Implementation:</p> <ul style="list-style-type: none"> <li>• PLC Notes</li> <li>• Learning walks</li> </ul>
MTSS Facilitator/Coach	\$150,000	<p><u>Goals:</u> increase fidelity of implementation of MTSS throughout the district, track and monitor school-wide and individual student progress in the areas of social emotional and academics, capture and monitor the effectiveness of tiered interventions, and make adjustments, as warranted.</p> <p>Support district-wide implementation of MTSS</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Grades</li> <li>• Student Surveys</li> <li>• Adaptive Software Growth</li> </ul>

**GOAL 5: Family and Community Engagement.** Families, particularly those who have been traditionally marginalized, are more informed, better able to find supports, and are more empowered to contribute to student success.

**EQUITY AND ACCOUNTABILITY COMMITMENT J:** Foster strong partnerships with diverse groups of parent and stakeholders and increase direct family engagement, especially with families whose students may be marginalized or face barriers.

**Support for Families**

Investment	Amount	Description	Progress Monitoring / Evaluation
Extended Family Outreach	\$370,000	<p><u>Goal:</u> Families feel informed, supported, and empowered.</p>	

		<p>Ombudsman for Special Education</p> <p>Translation/Interpretation</p> <p>Family Coordination for Students receiving multi-language learner (MLL) services.</p>	
School-Based Family Resource Support	\$300,000	<p><u>Goal:</u> Families feel informed, supported, and empowered.</p> <p>Expand Family Connection Centers (FCC) to support more families closer to home especially during this critical post-pandemic period.</p>	

**EQUITY AND ACCOUNTABILITY COMMITMENT B:** Ensure that all students have equitable access to, and provision of resources based on their unique needs, including but not limited to, English language learning, advanced learning, free and reduced - price lunches, special education, and homelessness supports.

**EQUITY AND ACCOUNTABILITY COMMITMENT D:** Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.

**Equity-Based Targeted Funding**

Investment	Amount	Description	Progress Monitoring / Evaluation
Equity-based targeted funding to Title 1 schools support implementation of their school improvement plans	\$780,000	<p><u>Goal:</u> Meet Equity and Accountability Commitments.</p> <p>At this critical time going into another school year in the pandemic, our students at Title schools need support more than ever. In the upcoming year, Title 1 schools will be losing 52% of their Title 1 funding which strategically supports their goals outlined in their school improvement plans.</p>	<p>Universal Screeners:</p> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Social-Emotional and Mental Health</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Star</li> <li>• Smarter Balanced Assessment (SBA)</li> </ul> <p>Student Surveys:</p> <ul style="list-style-type: none"> <li>• Panorama School Climate</li> </ul>



			<ul style="list-style-type: none"> <li>• Panorama Social Emotional Learning</li> </ul> <p>Student Outcomes:</p> <ul style="list-style-type: none"> <li>• School Improvement Plans (SIPs)</li> </ul>
Equitable Access to Enrichment at Elementary Title Schools	\$150,000	<p><u>Goal:</u> To increase student well-being and academic success at our Title 1 elementary schools by providing enrichment opportunities to students.</p> <p>Non-title schools have greater access to parent-funded after-school and vacation enrichment opportunities. These funds would support equitable access to before/after school enrichment as well as enrichment during breaks. This would also work in coordination with tutoring to provide individualized math intervention during enrichment time.</p>	<p>Attendance Data</p> <p>Student and Family Surveys</p> <p>Access Data</p>
Virtual School Support	\$2,000,000	<p><u>Goal:</u> To continue to provide a high-quality education to students who cannot attend school in person due to health and safety needs.</p> <p>Hold for Virtual School; may need to shift these dollars back to schools if students return to in-person.</p>	Student academic and well-being outcomes