

Bellevue School District 2021-22 Annual Plan

Approved by the Board of Directors on July 13, 2021

Executive Summary

The 2021-22 school year marks the fourth year of Bellevue School District 5-year Strategic Plan. Launched in October 2018, the strategic plan outlines our district’s vision, mission, values, and goals centered on students, staff, and families.

Progress on the strategic plan was interrupted in March 2020 when the global pandemic forced school buildings to close, moving students, staff, and families into a new way of learning and living. All students began the 2020-21 school year with remote learning, with some students identified early on for in-person learning. Although we began welcoming hybrid students back into classrooms for in-person instruction during the second semester of the 2020-21 school year, the amount of in-person time was limited. As a result, adjustments to assessment of well-being and academic progress were necessary.

The 2021-22 school year will launch with tremendous enthusiasm and joy as students return to school building for full-time in-person learning. School staff will work to support students’ well-being and social development while assessing and accelerating academic achievement.

Targets for the 2021-22 Annual Plan are aligned to Strategic Plan goals and Recovery Plan priorities.

Strategic Area	Priorities
Student Well-Being	<input type="checkbox"/> Sense of belonging <input type="checkbox"/> Social-emotional learning <input type="checkbox"/> Mental health
Academic Success	<input type="checkbox"/> Academic growth <input type="checkbox"/> Accelerated proficiency <input type="checkbox"/> Graduation success
Exceptional Staff	<input type="checkbox"/> Staff engagement <input type="checkbox"/> Educator diversity
Family and Community Engagement	<input type="checkbox"/> Informed <input type="checkbox"/> Supported <input type="checkbox"/> Empowered

Student Well-Being

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

These priorities address three areas of student well-being: developing a sense of belonging for all students, increasing social-emotional competencies for all students, and providing additional supports to develop coping skills for some students, based on needs.

- Sense of belonging:** As students re-enter the full school experience, including interacting with peers and engaging in academic and social activities, school-based strategies will contribute to an inclusive environment where students feel a sense of belonging. Studies have shown that “a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.” (Miles, 2020)
- Social-emotional learning:** Students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. These competencies are not discrete and are integrated into curriculum and instructional practices. We anticipate a need to focus on self-awareness in the Fall. Self-awareness is described by [CASEL](#) as:

“Involves understanding one’s emotions, personal identity, goals, and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.”

- Social-emotional support:** Recognizing that many students have struggled during the pandemic and will need more than universal (Tier 1) social-emotional support, we will expand our universal screeners to identify students with specific needs and then provide those students with additional (tiers 2 and 3) support to improve their coping skills and overall well-being. Initial implementation of this approach in 2020-21 showed promising results by identifying many students who were not on our radar based on other data and by effectively supporting students to developing coping skills based on their specific needs.

2021-22 Priority Objective	2021-22 Annual Plan Measures
1. Students feel a sense of belonging	Increase percentage of students reporting a sense of belonging on the Panorama student survey with a reduction in disproportionality between subgroups and all students <i>Aligns to Equity and Accountability Policy 0130 District Commitments B and D</i>

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable									
Student Groups	Elementary Grades 3-5			Middle School Grades 6-8			High School Grades 9-12		
	Baseline 2017	Fall 2019	Fall 2021	Baseline 2017	Fall 2019	Fall 2021	Baseline 2017	Fall 2019	Fall 2021
All Students	72%	74%		61%	61%		62%	64%	

Asian	73%	74%		60%	60%		60%	63%	
Black	62%	64%		50%	53%		53%	55%	
Hispanic	67%	71%		63%	61%		59%	63%	
Multi-ethnic	70%	75%		60%	61%		62%	65%	
White	72%	76%		63%	63%		65%	66%	
Students with Disabilities	65%	72%		61%	56%		58%	62%	
English Learners	61%	70%		63%	62%		59%	63%	
Low Income	63%	68%		59%	58%		57%	62%	

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Progress Monitoring and Reporting

<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Student focus groups and mini surveys (ongoing, school level) • Panorama Survey (grades 3-12), Fall and Spring 	<p>Reporting:</p> <p>Progress Update: January 2022</p> <p>Summative Report: June 2022</p>
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2021-22 Priority Objective	2021-22 Annual Plan Measures
2. Students develop social and emotional competencies	<p>Increase social-emotional competency in grades 3-5 and Grades 6-12 from Fall 2021 to Spring 2022</p> <p><i>Aligns to Equity and Accountability Policy 0130 District Commitments B and D</i></p>

Grades 3-5: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Self-Management	76%	78%		
Social Awareness	73%	74%		
Self-Efficacy	62%	66%		
Emotional Regulation	53%	54%		

Grades 6-12: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Self-Management	79%	75%		
Social Awareness	73%	72%		
Self-Efficacy	47%	49%		

*NOTE: This data will be disaggregated by subgroup for analysis and monitoring at the school and district levels

Progress Monitoring and Reporting

<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Panorama SEL Survey (grades 3-12), Fall and Spring • School based indicators (ongoing) 	<p>Reporting:</p> <p>Progress Update: January 2022</p> <p>Summative Report: June 2022</p>
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2021-22 Priority Objective	2021-22 Annual Plan Measures
3. Students develop coping skills to improve their social-emotional well-being (Ex: Mindfulness, emotional regulation, planning, etc.)	Increase coping skills for students identified with specific needs

Grades 3-5: Percent of students increasing coping skills				
	Fall 2020 (baseline)	Spring 2021	Fall 2021	Spring 2022
All Students	76%	90%		
Asian	78%	93%		
Black	72%	80%		
Hispanic	67%	86%		
Multi-ethnic	76%	95%		
White	77%	88%		
Low Income	65%	85%		
English Language Learners	64%	86%		
Students with Disabilities	61%	82%		

Grades 7-11: Percent of students increasing coping skills				
	Fall 2020 (baseline) (10 th grade only)	Spring 2021 (10 th grade only)	Fall 2021	Spring 2022
All Students	90%	75%		
Asian	N/A	88%		
Black	N/A	100%		
Hispanic	100%	67%		
Multi-ethnic	N/A	60%		
White	N/A	88%		
Low Income	N/A	90%		
English Language Learners	100%	100%		
Students with Disabilities	100%	No students reported		

*N/A = Historical disaggregated data not available

Progress Monitoring and Reporting

<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • DESSA Mini (grades K-5) • BiMAS2 annual screening, then every 6 weeks for students receiving coping skills intervention • Panorama SEL Survey (grades 3-12), 2x per year 	<p>Reporting:</p> <p>Progress Update: January 2022</p> <p>Summative Report: June 2022</p>
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Academic Success

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

A significant priority this year will be to measure student proficiency at the beginning of the school year and monitor academic growth for all students. Some will require additional supports to accelerate learning and reach or exceed proficiency. High school students will make academic progress to ensure college and career readiness and graduation success.

- **Academic Growth:** Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.
- **Proficiency in Literacy and Math:** We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students’ beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is an area requiring greater focus.
- **Graduation Success:** Each and every student will receive the support they need to graduate on time (unless their individual plan designates otherwise). Multi-Tiered System of Support (MTSS) Teams at each high school, as well as a District MTSS Team, will track and support students’ needs and progress. High schools monitor early warning indicators and college/career readiness indicators beginning in the ninth-grade year and continuing through all grades until graduation success is achieved.

2021-22 Priority Objective	2021-22 Annual Plan Measures
4. Students make typical or high growth in literacy and math as measured from Fall to Spring.	Increase percentage of students grades 3-8 making typical or high growth in literacy and math from Fall 2021 to Spring 2022.

Grades 3-5: Percentage of students showing typical/high growth from fall to spring				
Subgroup	Star Reading % Typical/High Growth		Star Math % Typical/High Growth	
	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	73%		71%	
Asian	75%		74%	
Black	71%		54%	
Hispanic	62%		59%	
Multi-Ethnic	77%		72%	
White	75%		70%	
Low Income	63%		49%	
English Learner	61%		54%	
Students with Disabilities	64%		49%	
Female	75%		70%	
Male	72%		71%	
Advanced Learning	79%		80%	
Traditional	72%		67%	
Grade 3	73%		65%	
Grade 4	74%		74%	
Grade 5	73%		74%	

Grades 6-8: Percentage of students showing typical/high growth from fall to spring				
Subgroup	Star Reading % Typical/High Growth		Math STAR % Typical/High Growth	
	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2018-Spring 2019*	Fall 2021-Spring 2022
All	69%		64%	
Asian	71%		71%	
Black	61%		49%	
Hispanic	65%		50%	
Multi-Ethnic	67%		62%	
White	68%		60%	
Low Income	65%		51%	
English Learner	62%		59%	
Students with Disabilities	63%		47%	
Female	71%		64%	
Male	67%		64%	
Advanced Learning	73%		74%	
Traditional	68%		61%	
Grade 6	69%		62%	
Grade 7	67%		63%	
Grade 8	71%		66%	

**Note: Middle school math data for this goal was not complete and reliable the past two years. For this reason, Spring 2019 is the most recent math growth data available.*

Progress Monitoring and Reporting

<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Star Reading (grades 3-9), multiple times per year • Star Math (grades 1-5), multiple times per year • Smarter Balanced Assessments (Fall and Spring) 	<p>Reporting:</p> <p>Progress Update: February 2022</p> <p>Summative Report: June 2022</p>
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2021-22 Priority Objective	2021-22 Annual Plan Measures
5. Students meet or exceed grade level standards in literacy and math	Increase percentage of students meeting or exceeding proficiency standards in literacy and math in grades 3-8

Grades 3-5: Percentage of students meeting or exceeding standards in reading and math		
Subgroup	Star Reading % Proficient	Star Math % Proficient

	Spring 2021	Spring 2022	Spring 2021	Spring 2022
All	72%		62%	
Asian	83%		79%	
Black	46%		30%	
Hispanic	37%		25%	
Multi-Ethnic	76%		60%	
White	75%		54%	
Low Income	31%		18%	
English Learners	19%		26%	
Students with Disabilities	35%		23%	
Female	75%		59%	
Male	70%		64%	
Advanced Learning	98%		98%	
Traditional	64%		51%	
Grade 3	70%		64%	
Grade 4	74%		65%	
Grade 5	74%		56%	

Grades 6-8: Percentage of students meeting or exceeding standards in reading and math				
Subgroup	Star Reading % Proficient		Math % Proficient	
	Spring 2021	Spring 2022	Spring 2019*	Spring 2022
All	78%		76%	
Asian	84%		88%	
Black	49%		33%	
Hispanic	48%		43%	
Multi-Ethnic	84%		76%	
White	81%		75%	
Low Income	43%		41%	
English Learners	12%		37%	
Students with Disabilities	36%		25%	
Female	79%		77%	
Male	77%		76%	
Advanced Learning	99%		100%	
Traditional	72%		70%	
Grade 6	77%		77%	
Grade 7	77%		76%	
Grade 8	81%		76%	

**Note: Middle school math data for this goal was not complete and reliable the past two years. For this reason, Spring 2019 is the most recent math growth data available.*

Progress Monitoring and Reporting

Progress Monitoring:	Reporting:
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<ul style="list-style-type: none"> • DIBELS/TRC (literacy, grades K-2) multiple times per year • Star Reading (grades 3-5) Fall, Winter, Spring • Smarter Balanced ELA and Math (grades 3-11), Fall and Spring • Common Assessments (literacy and math, grades K-12), multiple times per year 	Progress Update: February 2022 Summative Report: June 2022
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2021-22 Priority Objective	2021-22 Annual Plan Measures
6. Students graduate college and career ready on their intended schedule	At least 98% of students in the Class of 2022* will graduate in June 2022 <i>Aligns to Equity and Accountability Policy 0130 District Commitment C</i>

Class of 2022 Cohort*			
Percentage Earned Sufficient Credits for On-Track to Graduate On-Time			
	2019-20 Grade 10	2020-21 Grade 11	2021-22 Grade 12
All Students	97%	94%	
Asian	98%	97%	
Black	95%	97%	
Hispanic	89%	80%	
Multi-ethnic	97%	95%	
White	96%	95%	
Students with Disabilities	78%	75%	
English Learners	82%	79%	
Low Income	85%	80%	

*Cohort includes all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) are not included in this cohort data.

Progress Monitoring and Reporting

Progress Monitoring: <ul style="list-style-type: none"> • Interim progress reports, quarter and semester grades • Number of credits earned • AP/IB/CTE data • College credits and certification earned 	Reporting: Progress Update: February 2022 Summative Report: June 2022
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Exceptional Staff

To improve student well-being and academic achievement in our district, we develop a culture that attracts, engages, and retains exceptional educators who are reflective of and responsive to the diversity of Bellevue School District students. [Research](#) has shown that increasing the diversity of educators improves learning for students of color (Darling-Hammond, 2018). This continues to be an important gap-closing strategy.

[Culture Amp](#) defines staff engagement as: “Engagement represents the levels of enthusiasm and connection employees have with their organization. It is also a measure of how motivated they are to take positive action to further the organization, and a sign of how committed they are to staying there.”

The overall measure of staff engagement dropped significantly. Returning to school in the fall, efforts to re-engage staff will be a priority, while providing support needed to effectively educate students. Supporting educators with relevant and just-in-time professional learning and engaging staff in design and decision making will lead to greater job satisfaction.

2021-22 Priority Objective	2021-22 Annual Plan Measures
7. Staff are highly engaged and take pride in working in Bellevue School District	Increase the percentage of staff reporting high levels of engagement <i>Aligns to Equity and Accountability Policy 0130 District Commitment G</i>

Engagement Index: % Favorable	Total		Central Office		School Staff: Non-Instructional		School Staff: Instructional	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
Overall	80%	65%	82%	67%	80%	78%	79%	56%
I am proud to work for BSD.	91%	64%	93%	72%	90%	85%	89%	49%
I would recommend BSD to others as a good place to work.	85%	59%	88%	65%	87%	80%	83%	45%
Most days, I see positive results because of my work.	88%	85%	88%	80%	89%	91%	88%	83%
I rarely think about looking for a job somewhere else.	61%	52%	65%	53%	59%	62%	61%	47%
I see myself still working at BSD in two years' time.	75%	63%	76%	66%	73%	72%	76%	58%
<i># of Responses (response rate)</i>	<i>1,991 (68%)</i>	<i>1,826 (67%)</i>	<i>546 (72%)</i>	<i>318 (65%)</i>	<i>529 (53%)</i>	<i>549 (64%)</i>	<i>916 (78%)</i>	<i>959 (69%)</i>

2021-22 Priority Objective	2021-22 Annual Plan Measures
8. Educators are reflective of the diversity of Bellevue School District students	Increase diversity of certificated staff <i>Aligns to Equity and Accountability Policy 0130 District Commitment G</i>

Certificated Educator Trend Data

Certified Teachers	Native American	Asian Pacific Islander	Black African American	Hispanic Latino	White
2015-16	*	5.12%	0.99%	3.36%	90.14%
2016-17	*	9.30%	1.20%	4.50%	84.50%
2017-18	0.50%	10.38%	1.14%	4.69%	83.30%
2018-19	0.69%	11.55%	1.24%	5.91%	80.61%
2019-20	0.75%	12.19%	1.84%	6.47%	78.76%
2020-21	0.69%	13.23%	1.71%	6.99%	77.38%

Progress Monitoring and Reporting

<p><u>Progress Monitoring:</u></p> <ul style="list-style-type: none"> • Focus groups • Staff Engagement Survey for 2022 • Demographic data for hiring and retention 	<p><u>Reporting:</u></p> <p>Progress Update: December 2021</p> <p>Summative Report: June 2022</p>
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Family and Community Engagement

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.

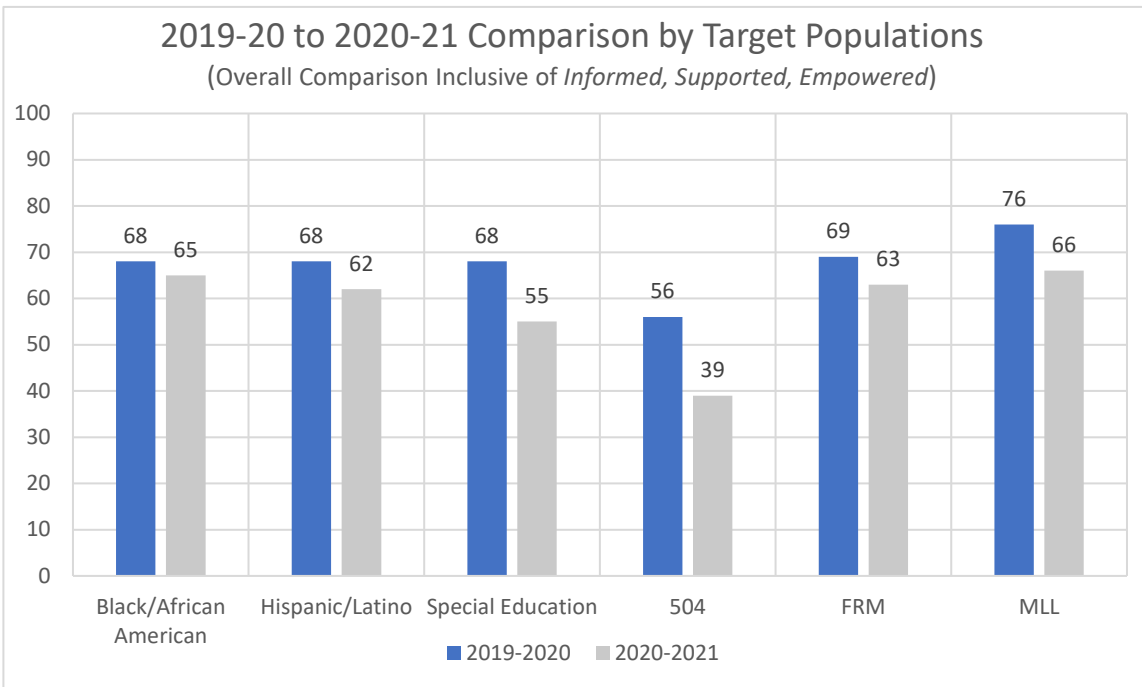
Just as staff engagement dropped in 2020-21, so too did the extent to which our families felt informed, supported, and empowered. The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student’s academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children’s success.

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

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

2021-22 Priority Objective	2021-22 Annual Plan Measures
9. Families are informed, supported, and empowered to contribute to their student's success	Increase percentage of families reporting they feel informed, supported, and empowered to contribute to their student's success <i>Aligns to Equity and Accountability Policy 0130 District Commitment J</i>

Percentage of Favorable Responses on Family Engagement Survey			
	Baseline 2019-20	2020-21	2021-22
Informed	66%	53%	
Supported	64%	51%	
Empowered	66%	46%	



FRM: Free/Reduced Meals MLL: Multilingual Learners

Progress Monitoring and Reporting

<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • School level focus groups and mini surveys • Promotores check-in with families • Implementation monitoring with family engagement staff 	<p>Reporting:</p> <p>Progress Update: December 2022 Summative Report: June 2022</p>
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Appendix A: Key Strategies, Professional Development, and Resources

Key Strategies

Strategies to achieve social-emotional well-being and academic success for all students as they return to school full-time are categorized in three main areas:

Establishing a Culture of Belonging	Improving Teaching and Learning	Engaging and Supporting Families
<ul style="list-style-type: none">• Elevate student voice and agency• Engage students in co-designing school improvement efforts• Strengthen educator/student relationships• Continue to revise and update curriculum to better represent and affirm the richness of diversity in our community and world	<ul style="list-style-type: none">• Administer universal social-emotional and academic screeners and progress monitoring of interventions• Ensure access to rigorous, standards-aligned learning with an emphasis on math and literacy• Engage in teacher and school-wide cycles of improvement (academics, wellness) for both tier 1 and tier 2 instruction• Implement comprehensive P-7 math plan (curriculum adoption, co-teachers, tutoring) with robust, just-in-time professional development for staff• Provide ongoing professional learning on equitable and culturally responsive practices, including instruction, assessment, and grading	<ul style="list-style-type: none">• Elevate family voice and agency• Engage families in co-designing school improvement efforts• Increase family supports (Ombuds, MLL Family Specialist, Promotores, Expand Family Connection Centers)

- Please see the [Bellevue School District 2021-22 Academic and Student Well-Being Recovery Plan](#) for details on how we will identify and support students socially-emotionally and academically throughout the school year. The Recovery Plan describes our universal screening and assessment process, tools, and timelines.

Professional Development Highlights

- Our vision for professional development will be centered on improving instruction to provide learning experiences that lead to **social-emotional** and **academic growth** and **success**. The following three pillars will guide professional development beginning with the summer institute and throughout next school year:
 - Equitable and Inclusive Pedagogy
 - Standards Aligned Instruction & Assessment (social-emotional and academic)
 - Leveraging Technology to Support Student Learning
- We will implement a variety of professional development strategies to continually improve instruction, including:
 - Summer institute for educators
 - Just-in-time professional learning
 - Co-teachers to provide embedded professional learning at all Title I schools
 - Training for school leadership teams to implement best practices with professional learning communities (PLCs)
 - Ongoing professional development sessions (district-directed, educator-directed, and building-based)
 - MTSS coaches to work directly with principals and school teams on rigorous instructional practices, including use of assessments

Resources

- Provide an ombudsman to support families with students served in special education
- Increase mental health staffing and support for elementary and secondary schools, including providing Mental Health Assistance Team (MHAT) counselors at all middle and high schools
- Add co-teachers to focus academic intervention/acceleration at our most impacted schools
- Implement academic tutoring program for elementary and middle school students 1-2 years below standard in math to help them reach proficiency
- Expand MTSS leads (from 10 schools to all 29 schools) to provide leadership coaching and professional learning on assessment and instruction
- Partner with NISO to connect with Spanish-speaking families. A total of 40 hours per week will be provided by ten Promotores (4 hours per week per Promotor)
- Expand family resource support to additional schools