BELLEVUE SCHOOL DISTRICT

SUPERINTENDENT'S COMMUNITY ADVISORY COUNCIL



November 18, 2020

AFFIRM. INSPIRE. THRIVE.

WELCOME BACK!

FRAMING OUR WORK



BACK TO SCHOOL 2020

LINKING STRATEGY TO BUDGET

Harvard Business Review

FRAMING OUR WORK



Survival → Recovery → Renewal

VISION: TO AFFIRM AND INSPIRE EACH AND EVERY STUDENT TO LEARN AND THRIVE AS CREATORS OF THEIR FUTURE WORLD.

BSD's STRATEGIC PRIORITIES

Eva Collins

Deputy Superintendent for Instruction

BSD'S MISSION, VISION AND VALUES

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

VISION: To affirm and inspire each and every student to learn and thrive as creators of their future world.

VALUES: Service, Excellence, Integrity, Respect, Compassion, Collaboration

Strategic Plan Goals 2018-2023

Goal 1: Affirm and Inspire	Goal 2: Learn and Thrive	Goal 3: Creators of Their Future World
Students feel safe, affirmed, and inspired to achieve high levels of **social-emotional well-being regardless of background.**	Students achieve high levels of **academic success** and **outcomes are not predicted by race or income.**	Students effectively **problem solve and lead** for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.
a. The percent of students reporting a positive school climate on the Panorama student survey will increase by at least **5** percentage points at each school level (elementary, middle, high). For each of the following subgroups, the gap between *All Students* and the subgroup will not exceed 4 percentage points: Black, Hispanic, Special Education, English Learners, Low Income. b. Explore adding a measure on how curriculum and instruction affirms and inspires students by the end of Year 3 (2020-21)	c. **90%** of students in the Class of 2029 cohort* will meet or exceed state standards in ELA and math by spring of 2022, with an increase of at least 20 percentage points for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income. d. **90%** of students in the Class of 2026 cohort* will meet or exceed state standards in ELA and math by spring of 2022, with an increase of at least 20 percentage points for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income e. **98%** of the Class of 2022 cohort* will graduate on time, unless their individual plan designates additional time. f. A measure of progress for students receiving ELL service will be identified by the end of Year 2 (June 2020) and will be piloted and refined in Year 3 (2020-21). g. Consider adding a measure in Year 3 by (date) h. Students in grades K-12 will make a year's worth of growth. District will develop indicator measures in key grades and subjects, representing both elementary and secondary grades by the end of Year 3 (2020-21).	i. At least **90%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2nd, 6th, and 12th grade. (Baseline June 2020) j. At least **90%** of students show proficiency in computer science by completing a performance task in 4th grade. (Baseline June 2020) k. At least **90%** 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. (Baseline June 2020)

STRATEGIC PLAN GOALS 2018-2023

Courageous Support for Equitable and Exceptional Education	
4. Exceptional Staff	**5. Family and Community Engagement**
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.	**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.
Baseline measures and targets to be established by April 2020 for the following areas: l. At least **70%** of staff report high levels of engagement on our staff engagement index (Baseline February 2020) m1. 10% reduction in mobility of certified staff in schools and programs for traditionally marginalized students (Baseline April 2020) m2. 15% increase in the diversity of certificated staff by race and ethnicity (Baseline April 2020) m3. 15% increase in the diversity of school administrators by race and ethnicity (Baseline April 2020)	n. At least 75% of families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey and the gap between All Families and the following subgroups will not exceed 5%: Black, Hispanic, Special Education, English Learners, Low Income (Baseline June 2020) o. 10% increase in central office customer service satisfaction rates. (Baseline June 2020)

ADDITIONAL GOALS FOR 2020-21

Students accessing the Early Childhood Education Assistance Program (ECEAP) will increase their social emotional kindergarten readiness from 76% in the 2019-20 school year to 80% with no subgroup falling below 72% in the 2020- 2021 as measured by the TSGold-Social Emotional Benchmark
Receive Average “favorable student response rates” district-wide related to quality of programming of in-person out-of-season conditioning opportunities that are facilitated at the comprehensive high schools to begin 9/28/20 through 11/30/20 aligned to WIAA, local and state regulations/guidelines, and District parameters
Students in grades 3-5 and 10 will be screened and those in need of social-emotional and behavioral support will increase their coping skills as measured by a self-assessment
Develop a baseline for the # of students (grades 4,7,10) that demonstrate an understanding of how to engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices as measured by an instructional technology assessment.
Increase the number of students that report that they understand how to engage in a positive and safe manner online by 3%
Return to school plan fully aligns with the guidelines from the department of health
100% of staff at high risk of coronavirus have appropriate work and leave options to protect their health
Students with health risks and unable to attend in person are equally engaged (no disparity in attendance and engagement rates) in learning as their peers attending in person evidenced by attendance and engagement reports.
Students who access ECEAP will increase their kindergarten readiness in literacy from 83% in the 2019-20 school year to 85% with no subgroup failing below 80% in the 2020-2021 as measured by the TSGold Literacy Benchmark.

ADDITIONAL GOALS FOR 2020-21

90% of all students in the Class of 2022 will be on track to fully complete their High School and Beyond Plan (five of six tasks) by June 2021 (the sixth task will be completed their senior year)
The average daily attendance rate in hybrid, remote, and virtual learning environments is the same or better than first semester of the previous year average
Students with individual learning plans who had data that showed the need for recovery services/compensatory education will receive the required services and recoup lost instruction, improving their performance in goal areas
100% of schools will provide a plan for the successful transition of students to the next level, including college preparedness
90% of students completing the survey in grades 12 report they have the college application information they need regarding how to successfully complete the college application process
Evidence of improvement as shown on feedback loop metrics.
80% of educators report they have the training, professional development, and support they need to serve students in the hybrid, remote, and 100% virtual learning environments as measured by staff surveys.
85% of students report they have the technology support they need to succeed in the remote and hybrid learning environment
85% of families in need will have access to breakfast and lunch through either the school district program or community support, as needed
All families will have access to childcare through the district or community providers
The majority (80%) of families report feeling informed and know how to access services and resources
At least 75% of families in each of the following subgroups - Black, Hispanic, ELL, Low-Income, and Students with Disabilities - report feeling informed and knowing how to access services and resources

ADDITIONAL GOALS FOR 2020-21

Increase athletic/activity participation of students who self-identify as Hispanic/Latinx at the high school level by at least 3% of overall participation by spring of 2021 from 10% during the 2019-20 school year in athletics to 13% and 4% during the 2019-20 school year in activities to 7%
Achieve a minimum average customer service satisfaction rating of 8 for athletic/activity department as measured by Let‘s Talk (baseline determined through October, 2020)
In the 2020-21 school year, 70% of the student athletes that complete the post-season survey report receiving timely communication from coaches.
Following receipt of the written summary of athletic program strengths and opportunities, to include next steps, at least 70% of the athletes will indicate they recognized their input was taken into consideration and/or the improvement plan reflects one or more relevant goal areas
Increase the number of students in grades 2 and 5 from Title I (T1) elementary schools from underrepresented races (Black and Hispanic) who participate in Advanced Learning Domain-specific Services by 35%
Increase the number of 5th grade students from Title I (T1) elementary schools from underrepresented races (Black and Hispanic) who enroll in accelerated math courses as they enter middle school
Increase enrollment by 3% in STEM electives in grades 6-8 for our underrepresented sub-groups (Females, Black, Hispanic and Two or More Races)
80% of elementary students and 70% of secondary students overall and in each subgroup report the curriculum materials help them learn about their own cultural identity (grades 5, 8, and 11) and 92% of students, overall and in each subgroup, report the curriculum materials help them understand US History from multiple perspectives as measured by a student survey.

ADDITIONAL GOALS FOR 2020-21

Our BSD Community holds a shared understanding of how we will update to our curriculum resources to minimize bias, ensure multiple perspectives are included, be more culturally responsive, and accurately reflect the contributions from a broader diversity of people
96% of treatment/medication orders and rescue medication received by first day of in-person schooling.
Reduce the percentage of students at risk for exclusion from school-entry immunization laws from 6% to 3% for Black students and from 29% to 13% for Hispanic students while also decreasing the percentage of students at risk for exclusion for all students from 14% to 9%
Increase by at least 5 percentage points the number of students educated with their general education peers 80% or more of the time from 60% to at least 65% for black students and 64% to 69% for Latinx students
Develop a baseline for the quality of students' experience in the LRE as measured by the Membership and Participation Rubric. Initial goal is 60% for Membership indicators and 50% for Participation indicators, with no significant gaps between racial subgroups.
Improve customer service metrics including response time and time to repair for customers by 20% via better analyzing and utilizing work order data on an ongoing basis.
Reduce number of work orders submitted by 10% by implementing a robust preventative maintenance program.
Schools/buildings are available 95% of the time within the minimum time required by health guidelines.
District will maintain its fund balance as agreed in Board Policy 6022 and will monitor and manage spending to minimize the impact of COVID-19 and other unplanned for events on the financial status of the District, while continuing to invest in the district's vision, mission and strategic goals. By the end of January, we will have a stakeholder designed plan in place to address budget shortfalls so that next year's planning can be done on time and within budget.

ADDITIONAL GOALS FOR 2020-21

Breakfast -- Exceed 16% participation for students eligible for free meals and 11% participation for students eligible for reduced meals in the Breakfast Program when school returns to a hybrid learning model and Nutrition Services transitions to operating under the National School Breakfast & Lunch Program.
Lunch -- Exceed 48% participation for students eligible for free meals and 42% participation for students eligible for reduced meals in the Lunch Program when school returns to a hybrid learning model and Nutrition Services transitions to operating under the National School Breakfast & Lunch Program.
By June 2021, we will have a plan for the SRO Program that is reflective of student and stakeholder voice, including with the experiences and needs of our students and community. By the end of calendar year, December 2020, we will gather data on the program through the formation of an SRO advisory group that includes student, parent, and staff participation and input. By June 2021, we will establish clearly defined purpose, goals, and expectations of the SRO program that is responsive to the needs of our learning community.
Improve customer satisfaction survey ratings from 81% of customers being satisfied to 86% of customers being satisfied by July 1, 2021
Improve average time to resolve (business hours) for parent/student issues from 64 hours to 24 hours by July 1st, 2021.
100% students will be accounted for before and after school and we will know where every student is at any given time.
Customer Inquiries and Satisfaction -- Increase usage of Let's Talk to track parent satisfaction with transportation responses. In first year, achieve an average satisfaction rating of at least 7.5.

STRATEGIC PLAN REFRESH

- **Mission, Vision, Values** – Continue to resonate
- Need a "**North Star**" – To anchor our goals and strategies
- Are we achieving our **vision**?
- What knowledge, skills, and proficiencies do students need for their **future**?
- How can we be more **intentional** and strategic?

KNOWLEDGE, SKILLS & PROFICIENCIES FOR THE FUTURE

"We are currently preparing students for jobs and technologies that don't yet exist… in order to solve problems that we don't even know are problems yet."

"Did you know", widely circulated YouTube posting

CREATORS OF OUR FUTURE WORLD

Bellevue School District Vision:

To affirm and inspire each and every student to learn and thrive as creators of their future world.

What knowledge, skills, and experiences are required to be a creator of your future world?

WHAT IS REQUIRED?

Knowledge, Skills, Experiences

Proficiency:

- Learning Standards (including academic, social emotional well-being, and digital fluency)

Washington State Learning Standards

21st Century Skills:

- Creativity
- Critical Thinking and Problem Solving
- Synthesizing
- Communication
- Collaboration
- Initiative/Leadership

P21 Partnership for 21st Century Learning

Global Competency:

- Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
- Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural differences.
- Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

Mansilla 2012

MAKING CONNECTIONS

Global Competency	
Investigate the world beyond their immediate environment	Language Arts, Science, Social Studies, Technology
framing significant problems	Critical Thinking, Problem Solving, Communication
conducting well-crafted and age-appropriate research.	Information Technology Literacy
Recognize perspectives, others' and their own	Social Emotional
articulating and explaining such perspectives thoughtfully and respectfully	Language Arts, Social Emotional, Communication
Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural differences	Language Arts, Social Studies, World Language, Communication, Technology
Take action to improve conditions	Initiative/Leadership
viewing themselves as players in the world and participating reflectively	Social Emotional

CONSIDER...





PREPARING FOR OUR BREAKOUT GROUPS

Practicing equity and inclusion in meetings

Breakout Room 1

- Randy Eng
- Aristeo Lazo
- Byron Lillie
- Leah Molnar
- John Stokes
- Dani Neil
- Bill McSherry
- Tom Duenwald (Facilitator)
- Shomari Jones (Facilitator)

Breakout Room 2

- Danelle Edwards
- Debbie Lacy
- Ricardo Frazer
- Jennifer Fischer
- Tony Williams
- Kim Lily
- Stephen Miller
- Gjanje Smith
- Eva Collins (Facilitator)

Breakout Room 3

- Julee Seibel
- John Harrison
- Kim Hay
- Barbra Lovern
- Afifah Kashif
- Joe Fain
- Priya Srinivasa
- Heather Sanchez (Facilitator)

BREAKOUT GROUP QUESTIONS

First half (30 min)

LONG-TERM THINKING

Reflect on "creators of our future world"

What resonates with you?

What questions do you have?

What ideas do you have?

Second half (30 min)

SHORT-TERM THINKING

Reflect on your student's experience this fall

What's Step #1 when we get back into buildings?

What should we be thinking about between now and then to sustain students and families?

CREATORS OF OUR FUTURE WORLD

Knowledge, Skills, Experiences

Proficiency:

- Learning Standards (including academic, social emotional well-being, and digital fluency)

Washington State Learning Standards

21st Century Skills:

- Creativity
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Initiative/Leadership

P21 Partnership for 21st Century Learning

Global Competency:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
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CREATORS OF OUR FUTURE WORLD

Global Competency	
Investigate the world beyond their immediate environment	Language Arts, Science, Social Studies, Technology
framing significant problems	Critical Thinking, Problem Solving, Communication
conducting well-crafted and age-appropriate research.	Information Technology Literacy
Recognize perspectives, others' and their own	Social Emotional
articulating and explaining such perspectives thoughtfully and respectfully	Language Arts, Social Emotional, Communication
Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural differences	Language Arts, Social Studies, Communication, Technology
Take action to improve conditions	Initiative/Leadership
viewing themselves as players in the world and participating reflectively	Social Emotional

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BREAKOUT GROUP SHARE OUTS

ROADMAP



SCAC MEETING CADENCE

(Subject to refinement)

Meeting Date	Focus	School Board	Other Notes
Nov 18	· Define "creators of our future world" · Identify short-term priorities for students upon return to buildings		Stakeholder 1:1s (round 1)
Dec 16	· Finalize core strategic priorities · Inform how we will measure student success · Align investment priorities to strategy (1st pass)	Update @ December 15	Stakeholder 1:1s (round 2)
Jan 6 & 20	· Gap analyses – instructional and financial · Align investment priorities to strategy (2nd pass)	Update @ Jan 19	Public opinion research State of the District Superintendent Community Presentations
Feb 3 & 17	· Finalize investment realignment recommendations		Superintendent Community Presentations Stakeholder 1:1s (round 3)
March 3 & 17	· Finalize Strategic Plan re-fresh · Finalize 2021-2022 budget	Update @ March 2	
April 6		Submit for approval @ April 6	
May	· Committee turns its attention to bond spending · Staff drafts Annual Operating Plan & Scorecard		

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THANK YOU!