FOR OUR FUTURE WORLD

Bellevue School District



2025-26 ANNUAL PLAN

Approved on 07.31.25

Introduction

The 2025–26 Annual Plan marks the beginning of a multi-year implementation effort guided by Bellevue School District's 2024-30 Strategic Plan Goals and Measures. Each annual plan will build upon the previous year's progress while advancing our long-term vision:

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

Our Strategic Plan is anchored in three districtwide commitments:

- **Belong**: Each and every member of our school community experiences belonging, is actively engaged in learning, and is empowered to lead in school, community, and the world
- **Learn**: Each and every student achieves meaningful academic growth and thrives in learning environments that are engaging, inclusive, globally relevant, and grounded in high-quality instruction.
- **Lead**: Students are empowered as agents of change in their classrooms, communities, and the world.

Our Theory of Action

If we intentionally build learning environments that are inclusive, engaging, and grounded in high-quality instruction—and expand opportunities for student voice, agency, and leadership—then each and every student will experience belonging, achieve meaningful academic growth, and be empowered to lead in their classrooms, communities, and beyond.

Focus and Foundation Goals

In a time of staffing reductions and budget constraints, this year's plan reflects a shift from doing more to focusing more narrowly on what matters most. We are prioritizing depth over breadth, aligning limited resources toward the strategies most essential to student learning, well-being, and success. To guide implementation, we've organized our strategic goals into two categories:

- **Focus Goals:** *What we aim to achieve and measure this year*. Focus Goals are tied to systemwide, quantifiable outcome measures. These goals are prioritized for board monitoring and leadership accountability in 2025–26 and include specific targets related to financial stability, math and literacy proficiency, and chronic absenteeism. Each Focus Goal will include a mid-year progress report and will be featured in the Annual Plan Summative Report at the end of the school year.
- **Foundation Goals:** *What we must build or strengthen to achieve our strategic goals.* Foundation Goals focus on building essential systems, practices, conditions that support long-term success. While not all Foundation Goals have quantitative outcome measures, they are essential steps in our theory of action and will require meaningful staff time and leadership to achieve. Progress may be captured through qualitative, experiential, or systems-level indicators. Foundation Goals will include an implementation update during the school year and will be reflected in the Annual Plan Summative Report.

Equity-Driven Decision-Making

The Bellevue School District is committed to using Equity-Driven Decision-Making (EDDM) not only as a planning tool, but as a guiding practice for how we implement, engage, and adapt. As described in Equity & Accountability Procedure 0130, EDDM invites us to center the lived experiences of those most impacted, build understanding of historical inequities, co-create solutions, and assess whether our actions advance equity, access, and belonging. This year's plan continues the intentional shift we're making as a district—from centralized decision-making toward more inclusive, collaborative, and community-informed approaches. As we implement the strategies in this annual plan to achieve our strategic goals, we will continue to apply EDDM to engage those most impacted, co-create solutions, and elevate the values and voices of our community.

Key Terms

ARC: ARC Core is a reading and writing program used in schools to help all students—no matter their background—learn to read and write at or above grade level. It uses research-based methods to teach reading skills step-by-step and includes books and lessons in both English and Spanish. This is BSD's second year of using ARC at the elementary level.

CBA: A Collective Bargaining Agreement (CBA) is a formal agreement between the school district and the teachers' union. It outlines things like pay, working hours, class sizes, and how decisions are made. It helps ensure fairness and clarity for both staff and the district.

Character Strong: Character Strong is BSD's middle school social-emotional learning (SEL) curriculum. It helps students build skills like empathy, kindness, and self-awareness. It includes lessons and activities that help students understand themselves and others, and create a positive school culture.

Danielson 1b, 3c, and 4b: The Danielson Framework components are part of teacher evaluation and professional growth tool used in Bellevue and across our country. Each component focuses on a different aspect of effective teaching. For the 2025-26 school year, we will be focusing on three key components:

- Danielson 1b – Knowing and Valuing Students
  Teachers understand who their students are—their backgrounds, interests, learning styles, and needs. This helps teachers connect with students and tailor lessons so everyone can succeed. For students with Individualized Education Programs (IEP) or 504 Plans, for example, this means that teachers know what their students' individual goals and accommodations are and incorporates them into their lessons.

- Danielson 3c – Engaging Students in Learning
  This is about making lessons interesting and meaningful. Students are not just listening—they're doing, thinking, discussing, and working together in ways that help them truly understand the material. This includes teaching practices that we are working on in Bellevue such project-based learning, science of reading strategies, or increasing discourse and teamwork in math.

- Danielson 4b – Documenting Student Progress
  Teachers keep track of how students are doing, using tools like grades, notes, and observations. This helps them adjust instruction and share progress with students and families

Early Warning Indicator: This is a tool that helps schools spot students who might be at risk of falling behind—like missing too many days of school or struggling with grades—so they can get support early, before problems grow. In BSD, we use Early Warning Indicators to flag students who are at risk of becoming chronically absent or receiving a D or F grade.

i-Ready Assessment: i-Ready is an online test that helps teachers understand what students know in reading and math. It adjusts the difficulty of questions based on how a student answers, giving a personalized picture of their strengths and areas where they need more help. iReady replaces Star for reading and math for students in grades K-9.

Problem-Based Learning (PBL): Problem-Based Learning is teaching method where students learn by solving real-world problems. Instead of just listening to lectures, students work in teams to explore challenges, ask questions, and come up with solutions. It builds critical thinking, collaboration, and creativity.

MTSS: MTSS is a way schools organize support for students. It's like a pyramid with three levels:

- Tier 1 (also called Universal): Support for all students—high quality teaching and a positive school environment.
- Tier 2: Extra help for students who need a bit more support.
- Tier 3: Intensive help for students with the greatest needs. The goal is to make sure every student gets the right help at the right time

SchoolLinks: SchooLinks is an online platform that helps students plan for life after high school. It's a one-stop shop where students can explore careers, research colleges, apply for financial aid, and track their progress toward graduation. It also helps counselors and families stay involved by showing where each student is in their planning journey and what support they might need. SchooLinks replaces Naviance this year.

Science of Reading: This refers to a large body of research about how people learn to read. It shows that reading is not something we naturally pick up—we need to be taught specific skills like sounding out words, understanding what we read, and building vocabulary. Programs based on the science of reading use this research to teach reading in a clear, step-by-step way. Educators in BSD have received training on instructional practices aligned with the Science of Reading. 2025-26 marks the third year of implementation of those practices in the classroom.

Strategic Plan **Focus** Goal	Annual Plan Goal	Measurement Blend	Key Strategies
Sustainable Systems: **Financial Stability**	**Increase fund balance** from -$5 million to at least -$3 million by August 30, 2026 (per binding conditions agreement) **Increase enrollment** from 2025 to 2026	**Quantitative:** - Unrestricted fund balance; 30 days cash on hand - Enrollment **Qualitative:** - Community and partner input on budget priorities for 2026-27 **Experiential:** - Stories from students, families, and staff on impact of 2025-26 budget	• Monthly Budget Communication to Community • Audit & Finance Advisory Council • Monthly Finance Study Sessions • Board Budget Parameters Development with Input from Community • Legislative and Community Advocacy • Student and Family Attraction and Retention • Listening Session Outreach in January/February
We Learn: **Literacy & Math Proficiency**	**Improve 3rd grade literacy** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income) **Improve 5th grade math** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income) **Improve 8th grade math** proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)	**Quantitative:** - 3rd grade literacy, 5th and 8th grade math as measured by SBA and iReady - K-2 Early literacy as measured by iReady **Qualitative:** - Student and school case studies exemplifying growth, highlights, barriers, needs for improvement - % of schools implementing decision rule criteria - % of schools piloting Tier 2/3 intervention tools - % of schools implementing iReady **Experiential:** - Student and family interviews on learning engagement, learning successes and struggles	• Implement individualized goals and accommodations written into Individualized Education Programs (IEP) and 504 plans • ARC Literacy Curriculum Adoption Implementation Year 2 • Science of Reading Implementation Year 3 • Spanish Language Literacy Resources Year 2 • Launch i-Ready Assessment Platform • Expand Elementary Literacy/Math Learning Labs • Pilot Middle School Algebra Support Class • District and School Implementation of Multitiered Systems of Support (Interventions with established benchmarks)
We Belong: **Chronic Absenteeism**	**Reduce chronic absenteeism** by 1-2 percentage points for all students and by a minimum of 2-3 percentage points for underserved groups (Black and Hispanic)	**Quantitative:** - Chronic absenteeism by subgroup - Early Warning Indicator data (students at risk for chronic absenteeism) **Qualitative:** - Reasons for absences - Attendance campaigns **Experiential:** - Student and family empathy interviews	• Proactive Family and Student Outreach and Partnership • Improve Consistency of Capturing and Recording Attendance Codes aligned to District Policy • Improve Parent Communication and Engagement • Continue District MTSS Team to Support Schools with Tier 1 and 2 (including use of Early Warning Indicators) • District Development and School Implementation of Intervention Decision Rule Criteria

Strategic Plan **Foundation** Goal	Annual Plan Goal	Key Strategies
We Belong: **Beloved Community** (Belonging and Addressing Harm)	Build system-wide understanding of Beloved Community, interrupt discrimination through improved processes and procedures, and establish belonging and trust baselines using survey data.	• Implementation of Equity Plan and update policies • Initial Implementation of IEP and 504 Meeting Improvements • Black Excellence Year 2 • Develop/Update Student, Staff, and Family Surveys • Improve Synergy Incident Reporting
We Learn: **Student Engagement and the Learning Experience**	Increase student engagement by building a system-wide focus on high-quality instruction with an emphasis on three high-leverage components of the Danielson Framework. Establish baseline % of students reporting they experience a sense of engagement in learning.	• Focused Implementation of Danielson 1b, 3c, and 4b (State Criterion 1, 3, 6) • Expand Problem-Based Learning (PBL) • Expand implementation of Character Strong in middle schools • Launch Grading Practices Handbook • Update Student Engagement Survey with input from students
We Lead: **Student Agency**	Increase equitable opportunities for student leadership and voice in decision-making at the school and district level. Establish baseline % of students reporting they experience a sense of agency in their classroom, school, and/or community.	• Empower students to lead in their classrooms, schools, and community • Student Participation on Advisory Groups and Design Teams • Sustainability Committee Year 3 • Update/Design Student Agency Survey Questions • Equitable outreach to expand access
We Lead: **Future Ready**	Increase equitable access to future ready opportunities for students, including achieving college credits in high school (AP/IB, College in the High School, Running Start) and the Washington State Seal of Biliteracy and Industry Certifications.	• Every student participating in future-ready opportunities • Launch SchoolLinks (Naviance replacement) Year 1 • Develop Postsecondary/Alumni Tracking System • Track Data on Future Ready Opportunities • Equitable outreach to expand access
Sustainable Systems: **Human-Centered Systems**	Establish a standard for human-centered systems in Bellevue School District, starting with the Welcome Center. Develop a baseline % of students, staff, and families reporting district systems are accessible, responsive, equitable, and human-centered.	• Improve communication with Bellevue community • Launch the Welcome Center • Develop System Navigation and Satisfaction Survey Questions • Inclusion and Accessibility IEP & 504 Meeting Improvement • Enhance Volunteerism
Sustainable Systems: **Staff Well-Being and Engagement**	Care for, empower, and support staff through a year of significant staffing reductions. Establish baseline % of staff reporting favorable responses on well-being, workplace satisfaction, and empowerment. Increase % of staff reporting BSD cares about their well-being.	• Periodic All-Staff Huddles • Establish an Employee Well-Being Design Team • Expand Engagement Specialists to Support Educators and Classified Staff from Underrepresented Groups • Update Staff Survey to include Wellbeing, Satisfaction, and Empowerment • Pursue exit feedback strategies (ex. survey)
Sustainable Systems: **Environmental Sustainability**	(See Sustainability Plan)	(See Sustainability Plan)