FOR OUR FUTURE WORLD

Bellevue School District Strategic Plan

2024-2030

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

Introduction

The 2024–2030 Bellevue School District Strategic Plan is more than a set of goals — it's a call for cultural and structural transformation. Developed through an inclusive and innovative community-driven process, this plan centers on the values of belonging, equity, and agency.

Measuring success in this kind of work requires more than traditional dashboards and metrics. While we remain steadfast in our moral obligation to ensure every student achieves proficiency in literacy and math, we also recognize that our commitment must extend beyond foundational academics. In Bellevue, educational excellence means fostering a beloved community of lifelong learners and empowering every student to lead and thrive as a creator of their future world.

To honor both this academic foundation and our broader aspirations, this plan blends **quantitative**, **qualitative**, and **experiential** indicators of success. While annual progress will be reported through the quantitative measures, the qualitative and experiential measures below represent examples of additional forms of evidence that will give depth to the data to tell a fuller, more human-centered story of our progress. Goals are organized around our community commitments — *We Belong, We Learn, We Lead* — and are supported by a fourth domain, *Sustainable Systems*, which reflects our shared responsibility to build a financially, socially, and environmentally sustainable future.

Summary of Goals

- Foster a beloved community of belonging, safety, dignity, and freedom from discrimination
- Reduce chronic absenteeism through engagement-centered and student-led strategies

- Improve literacy and math proficiency with a multi-tiered system of support
- Strengthen student engagement and the learning experience through high quality, culturally responsive instruction

- Increase student agency and access to leadership through meaningful participation and co-design
- Ensure students graduate future ready with academic excellence, global competence, and civil discourse skills

- Align budget decisions to strategic priorities using the Equity-Driven Decision-Making framework
- Build accessible, responsive, and human-centered systems through continuous equity-focused improvement
- Improve staff well-being and engagement by fostering collaborative and innovative workplace practices
- Advance environmental sustainability through districtwide green initiatives and resource-efficient operations

Goals and Measures

WE BELONG

Outcome: 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.

Goal 1:

By 2030, increase the percentage of students, staff, and families who report that Bellevue School District is living into its value of a "Beloved Community" where members of our diverse community care for one another, feel a strong sense of belonging, and experience safety, dignity, and freedom from discrimination or hate.

Measurement Blend:

- **Quantitative:** % of students, staff, and families reporting a strong sense of belonging and safety (survey, disaggregated by group, grade level, and role) disaggregated by subgroup; HIB/discrimination reports tracked and reported including accompanying explanatory contexts for any increases, decreases, or disproportionality; % of staff participating in equity and inclusion-based professional learning to address the importance of student mental and emotional safety
- **Qualitative:** Equity analysis of district and schools conducted by a cross-section of stakeholders; documentation of strengthened and clarified expectations and accountability measures as encoded in policy and procedure; updated policies and procedures; plan for required professional development; reflections from students, staff, and leaders on improvements to systemic responses to harm and repair; observations of inclusive practices and relationship-based responses in classrooms and community space
- **Experiential:** Empathy interviews with students, families, and staff; stories of accountability and healing following harm

Goal 2:

By 2030, reduce chronic absenteeism (missing more than 10% of the school year) from 25% to 20% (pre-pandemic) districtwide for all students and no subgroup exceeding 30% with a focus on early intervention, belonging and engagement-centered strategies, and student-led attendance improvement efforts. Our stretch goal is to reduce chronic absenteeism by 50%.

Measurement Blend:

- **Quantitative:** Chronic absenteeism, disaggregated by student group
- **Qualitative:** Reasons for absences; attendance campaigns, and other school-based attendance engagement initiatives
- **Experiential:** Student and family empathy interviews on what is working or not working in improving attendance and addressing barriers

WE LEARN

Outcome: 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.

Goal 1:

By 2030, improve literacy and math proficiency for all students, with a minimum of 15 percentage point improvements for historically underserved student groups, through science of reading implementation, elevating student engagement in core instruction, stronger standards-alignment, and consistent support and implementation of tiered support systems. Our stretch goal is to improve literacy and math proficiency for all students, with a minimum of 25 percentage point improvements for historically underserved student groups.

Measurement Blend:

- **Quantitative:** 3rd grade literacy proficiency, 5th and 8th grade math proficiency as measured by district and state assessments; progress monitoring via MTSS using multiple measures
- **Qualitative:** Student and school case studies exemplifying growth, highlights, what's working, and what needs to be improved
- **Experiential:** Student and family empathy interviews about student learning successes and struggles

Goal 2:

By 2030, strengthen student engagement and the learning experience by implementing high quality, culturally responsive instructional strategies.

Measurement Blend:

- **Quantitative:** Instructional observation protocol across the system; disaggregated student engagement survey results assessing culturally responsive, inclusive and accessible instruction
- **Qualitative:** Portfolios of school and student work and learning artifacts showcasing voice, inquiry, and connection to real-world issues
- **Experiential:** Student and educator focus groups sharing reflections on classroom culture, instructional relevance, and voice

WE LEAD

Outcome: Students are empowered as agents of change in their classrooms, communities, and the world.

Goal 1:

By 2030, students in grades 6–12 will experience an increased sense of agency by having increased opportunities to lead or participate in improvement design opportunities to improve their classroom, school, or district environment. Formal student leadership opportunities will be accessible to all students, reflecting the cultural and linguistic diversity of our student body.

Measurement Blend:

- **Quantitative:** Participation/survey data disaggregated by student group
- **Qualitative:** Showcase of student-led events and improvement design work
- **Experiential:** Focus groups and empathy interviews to identify student successes and barriers to access leadership opportunities

Goal 2:

By 2030, all students will graduate future ready, equipped with academic excellence, global competency, and the civil discourse skills necessary to thrive as leaders in a diverse and interconnected world.

Measurement Blend:

- **Quantitative:** Percentage of graduates completing advanced coursework and language programs such as AP, IB, College in the High School credits, Seal of Biliteracy, dual credit, or industry certifications; disaggregated graduation and success rates to ensure equitable access and achievement.
- **Qualitative:** Examples of students taking action for the greater good, such as capstone projects or exhibits.
- **Experiential:** Student and family narratives on their journey to graduation, including experiences with access to opportunities, overcoming barriers, and their development as leaders with the skills and competencies to contribute meaningfully in local, national, or global contexts.

SUSTAINABLE SYSTEMS (FINANCIAL, ENVIRONMENTAL, AND SOCIAL)

Outcome: The district operates with financial, environmental, and social sustainability, ensuring efficient, equitable, and innovative systems that support long-term success.

Goal 1:

By 2030, restore a 5% unrestricted fund balance and a minimum of 30 days cash on hand, ensure spending is aligned to recurring revenue and develop a budget development process that aligns to strategic planning priorities and the Equity-Driven Decision-Making (EDDM) framework.

Measurement Blend:

- **Quantitative:** Key financial metrics such as unrestricted fund balance, 30 days cash on hand, budget-to-actuals reporting, and OSPI Financial Health Indicator
- **Qualitative:** Annual equity impact analysis; stakeholder feedback on budget priorities; and reflection on alignment with the district's strategic plan. Input from the Audit & Finance Advisory Council will be documented through the annual reports.
- **Experiential:** Narrative reflections from school board members, community stakeholders, staff, and students capturing perceptions of the district's financial sustainability and transparency efforts.

Goal 2:

By 2030, district systems will be more accessible, responsive, equitable and human-centered. To achieve this, every department will engage in equity-driven, collaborative process improvement.

Measurement Blend:

- **Quantitative:** % of departments engaging in annual equity-focused improvement cycles and equity analyses; system navigation and satisfaction survey results; accessibility audit completion rates; % of families reporting a positive experience with school or district system navigation
- **Qualitative:** Documented examples of redesigned workflows, tools, or practices with a focus on equity, usability, and care; equity and customer satisfaction audits on departments: Student and family focus group data
- **Experiential:** Reflections and feedback from students, families, and staff on system responsiveness and relational trust

Goal 3:

By 2030, improve staff well-being and engagement by implementing innovations that enhance workplace collaboration and satisfaction.

Measurement Blend:

- **Quantitative:** Retention data with a focus on new employees and staff who reflect the diversity of our students, survey feedback on staff well-being, and workplace satisfaction and empowerment
- **Qualitative:** Increase shared leadership opportunities at the district level (ex. curriculum teams, district initiatives, equity analyses)
- **Experiential:** Empathy interviews and focus groups

Goal 4:

By 2030, advance environmental sustainability by implementing green initiatives across all schools and operational departments, with annual progress monitored through districtwide sustainability metrics.

Measurement Blend:

- Quantitative: Energy use reduction data, waste diversion rates, % of schools implementing green practices (e.g., composting, LED upgrades). These metrics can be refined by the operations team in collaboration with the sustainability committee.
- Qualitative: Student- and staff-led sustainability projects documented through photos, videos, and reflective narratives
- Experiential: Student and staff reflections on sustainability practices collected through surveys and focus groups

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Appendix A: Understanding Phases of Implementation

Implementation Science provides a structured way to understand how innovations and interventions are adopted, implemented, and sustained. One widely accepted model comes from **Fixsen et al. (2005)** and has been further adapted by various organizations such as the **National Implementation Research Network (NIRN)** and **Active Implementation Hub**.

The Four Stages (Phases) of Implementation

Source: Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature.* University of South Florida.

1. Exploration Phase

Definition: This phase focuses on assessing the needs, considering possible interventions or programs, and deciding whether to move forward with implementation.

Key Characteristics:

- Identify community or organizational needs
- Conduct needs assessments and readiness assessments
- Engage stakeholders and decision-makers
- Evaluate evidence for possible practices or programs
- Make "go/no-go" decisions about implementation

Goal: Determine fit and feasibility.

2. Installation Phase

Definition: Focuses on establishing the infrastructure necessary to begin implementing the chosen practice or program.

Key Characteristics:

- Secure resources (funding, staffing, training capacity)
- Create implementation teams
- Develop and refine data systems
- Prepare for initial training and coaching
- Establish necessary policies, procedures, and logistics

Goal: Build capacity and infrastructure for high-fidelity implementation.

3. Initial Implementation Phase

Definition: The practice or program begins to be used in real-world settings. Often a challenging phase where problems and resistance may arise.

Key Characteristics:

- Begin delivery of the practice with initial participants or sites
- Provide intensive coaching and support
- Monitor fidelity and outcomes
- Adjust based on data and feedback
- Identify and address barriers to practice use

Goal: Move from theory to practice with iterative improvement.

4. Full Implementation Phase

Definition: The new practice is fully integrated into the system or organization and consistently used as intended.

Key Characteristics:

- High fidelity and consistent use across practitioners
- Ongoing training, coaching, and fidelity monitoring
- Policy and funding align to support sustained use
- Staff and leadership have internalized the innovation

Goal: Achieve sustainability and population-level outcomes.

Optional or Extended Phase: Sustainability

Although not always listed as a standalone phase, sustainability is a critical consideration.

Sustainability includes:

- Continued leadership and funding support
- Ongoing capacity for staff turnover and retraining
- Embedding practices into policy, supervision, and culture
- Continuous data use and improvement

Additional Resources:

- **Fixsen et al. (2005):** Implementation Research Synthesis PDF
- **NIRN & Active Implementation Hub:** https://nirn.fpg.unc.edu/ai-hub
- Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). *An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems*.

Appendix A: Understanding Measure Types

To take a human-centered and innovative approach, the strategic plan incorporates a range of measures that go beyond traditional quantitative metrics. This appendix provides definitions, examples, and sources that inform the development of **quantitative**, **qualitative**, and **experiential** measures.

Quantitative Measures

Definition:
Quantitative measures are numerical indicators that track progress using data that can be counted, measured, or compared statistically over time.

Examples:

- Graduation rates by student group
- Percentage of students meeting grade-level standards in math or reading
- Chronic absenteeism rates

Usefulness:
Quantitative data helps identify trends and disparities, measure growth, and evaluate progress toward defined targets.

Qualitative Measures

Definition:
Qualitative measures are descriptive indicators that capture stakeholder perspectives, insights, and lived experiences through open-ended or thematic responses.

Examples:

- Themes from student or staff focus groups
- Narratives from parent interviews about school communication
- Observational notes from classroom walkthroughs

Usefulness:
These measures add depth and context to numerical data, helping stakeholders understand the “why” behind outcomes.

Experiential Measures

Definition:
Experiential measures focus on how individuals actually experience systems, environments, and interactions. These measures are often grounded in real-time feedback, user journeys, or empathy-based insights, and may be quantitative, qualitative, or a mix of both.

Examples:

- Student self-reports of belonging during a typical school day
- Real-time family feedback on IEP or enrollment processes
- Observations or shadowing protocols that capture the student experience

Usefulness:

Experiential data is particularly valuable in equity-focused and human-centered design, as it reveals system impact from the learner, family, or staff member's point of view.

Summary Table

Type	What it Tells You	Source	Example
Quantitative	What can be counted or measured objectively	Assessments, databases	% of students at grade level in reading
Qualitative	What people say and how they describe things	Interviews, focus groups, open response survey questions	Themes from staff focus groups on professional growth
Experiential	What people feel or encounter in real time	Surveys, user journeys, observations	A student's sense of belonging during the school day

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References

- Centers for Disease Control and Prevention (CDC). (2011). *Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*. Retrieved from https://www.cdc.gov/evaluation/
- Patton, M. Q. (2008). *Utilization-Focused Evaluation* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Transcend. (2021). *Designing for Learning: Measuring What Matters Most*. Retrieved from https://transcendeducation.org
- IDEO & Riverdale Country School. (2012). *Design Thinking for Educators Toolkit*. Retrieved from https://designthinkingforeducators.com

Appendix B: Student and Staff Sense of Belonging Data

District Staff Engagement Survey: % Favorable Responses

- The 2020 survey was administered prior to the impacts of the COVID-19 pandemic.
- Staff racial demographics were included beginning in 2022.

Engagement Domain**						
Staff Group	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
All staff	82%	65%	65%	70%	73%	73%
Asian			72%	72%	78%	79%
Black			72%	66%	52%	79%
Hispanic			68%	71%	74%	78%
Pacific Islander			*	*	*	77%
Two or More Races			51%	*	*	49%
White			63%	69%	72%	71%

* Confidentiality protected

** Includes:

I am proud to work for BSD.
I would recommend BSD to others as a good place to work.
Most days, I see positive results because of my work.
I rarely think about looking for a job somewhere else.
I see myself still working at BSD in two years' time.

Alignment statement: BSD cares about the personal well-being of its team members.						
Staff Group	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
All staff	64%	36%	39%	43%	51%	45%
Asian			48%	50%	62%	57%
Black			64%	50%	29%	67%
Hispanic			38%	45%	46%	52%
Pacific Islander			*	*	*	67%
Two or More Races			29%	*	*	38%
White			37%	41%	49*	40%

* Confidentiality protected

Alignment statement: I feel like I belong here.						
Staff Group	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
All staff	76%	65%	71%	74%	73%	78%
Asian			75%	74%	71%	81%
Black			75%	69%	53%	78%
Hispanic			67%	71%	69%	77%
Pacific Islander			*	*	*	100%
Two or More Races			71%	*	*	69%
White			70%	74%	74%	77%

* Confidentiality protected

Alignment statement: At BSD, diversity and inclusiveness are appreciated and encouraged.						
Staff Group	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
All staff	79%	56%	62%	64%	71%	74%
Asian			68%	64%	74%	76%
Black			64%	38%	35%	72%
Hispanic			55%	61%	60%	64%
Pacific Islander			*	*	*	100%
Two or More Races			43%	*	*	69%
White			61%	65%	71%	74%

* Confidentiality protected

Student School Climate Survey: % Favorable Responses

Sense of Belonging Domain: % Favorable Responses**				
	Grades 3-5		**Grades 6-12**	
Student Group	**Fall 2024**	**Spring 2025**	**Fall 2024**	**Spring 2025**
All students	65%	64%	58%	57%
Asian	67%	67%	59%	59%
Black	59%	55%	53%	52%
Hispanic	59%	62%	54%	53%
Pacific Islander	33%	*	57%	65%
Two or More Races	68%	67%	55%	55%
White	63%	62%	57%	57%
MLL	61%	63%	55%	54%
Not MLL	66%	65%	58%	57%
IEP	60%	58%	53%	52%
No IEP	65%	65%	58%	58%
Low Income	60%	60%	53%	54%
Not Low Income	66%	65%	59%	58%
Male	64%	65%	60%	59%
Female	*	*	55%	54%
Gender X	*	*	43%	41%

* Confidentiality protected

** Includes:

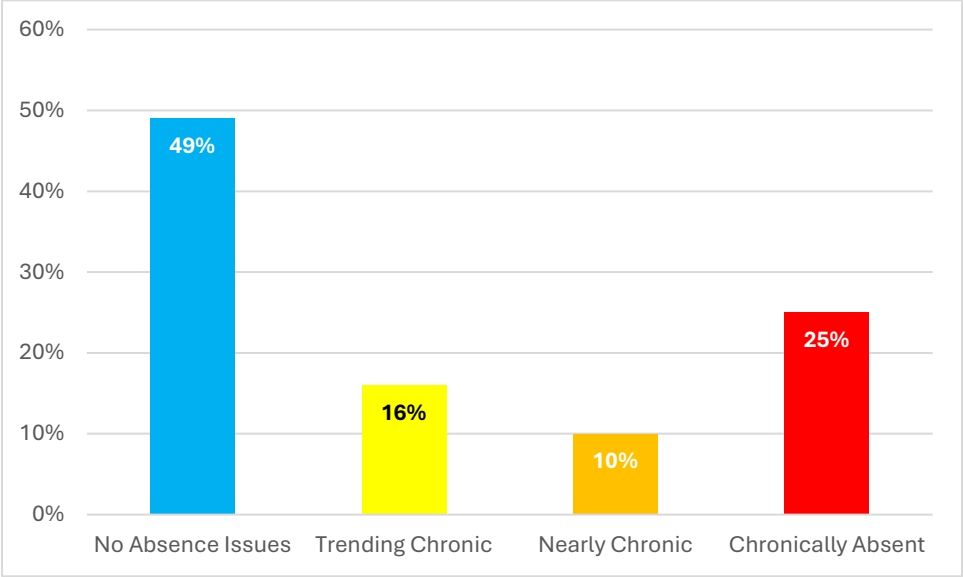
How well do people at your school understand the kind of person you are?
How much support do the adults at your school give you?
How much respect do students at your school show you?
When you are at school, how much do you feel like you belong?

Appendix C: Absentee Data*

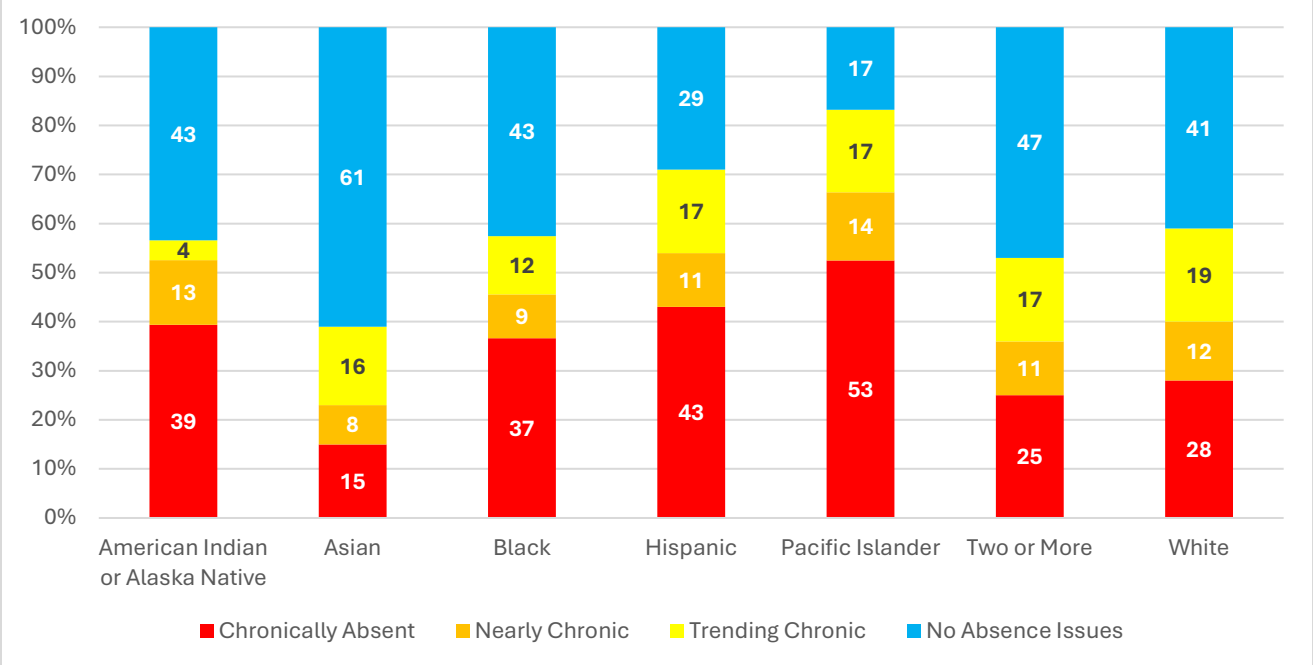
- No absence issues – greater than 95% attendance
- Trending chronic – 92.5% to 95% attendance
- Nearly chronic – 90% to 92.5% attendance
- Chronically absent – less than 90% attendance, or more than 18 days absent

*Attendance data below includes all students K-12 who were enrolled in the district any time during the 2024-25 school year.

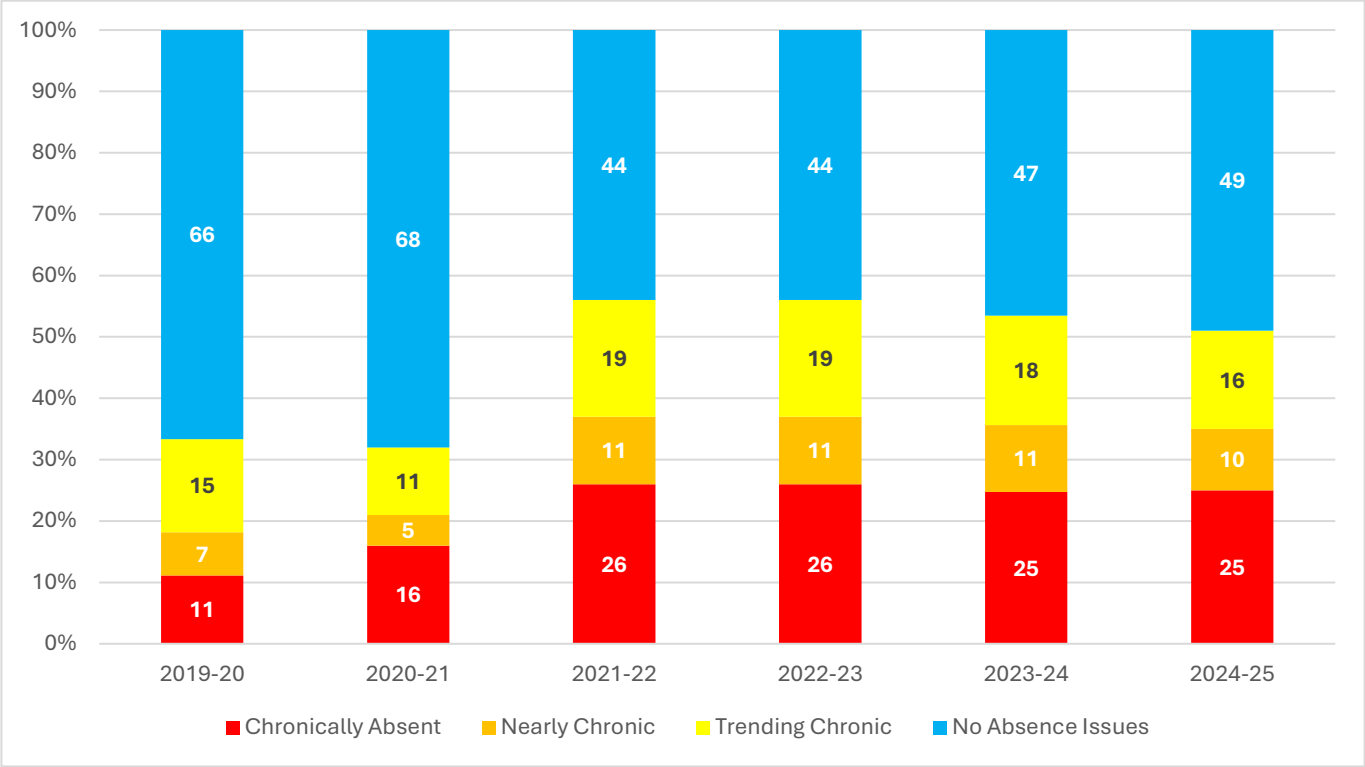
Percentage of K-12 students by 2024-25 attendance level, as of May 28, 2025



Percentage of K-12 students by 2024-25 attendance level and racial subgroup as of May 28, 2025



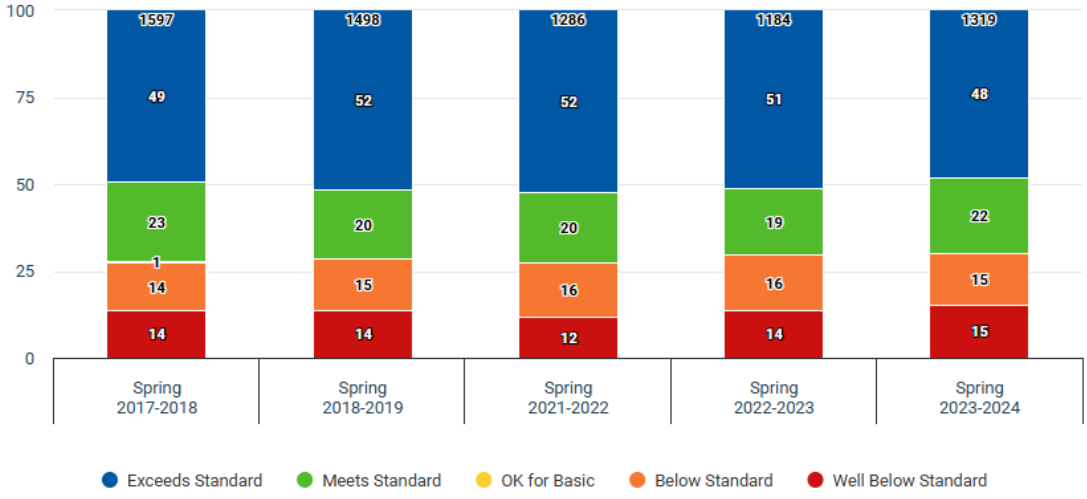
Percentage of K-12 students by attendance level over time



Appendix D: Proficiency Data

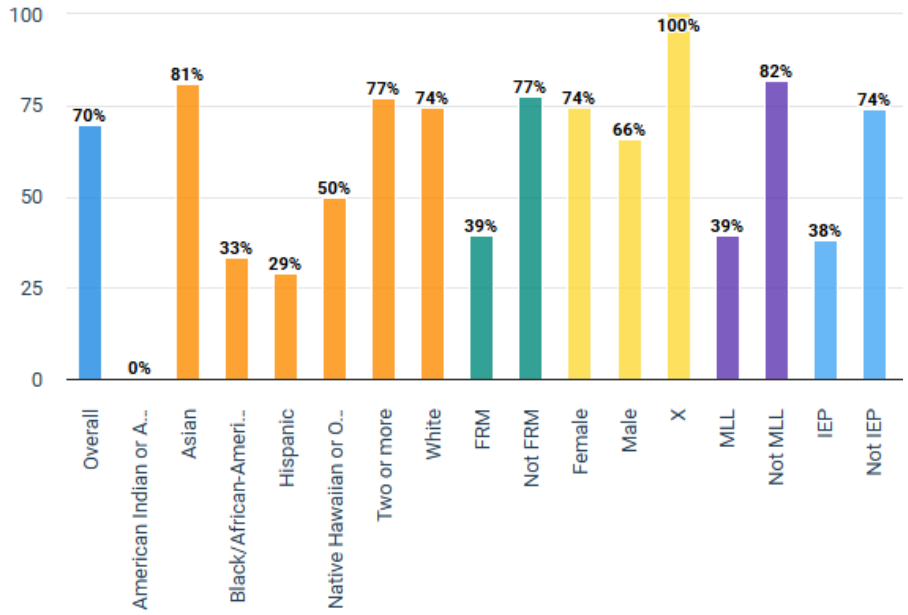
Grade 3 LITERACY Proficiency Over Time

State Smarter Balanced Assessment English Language Arts



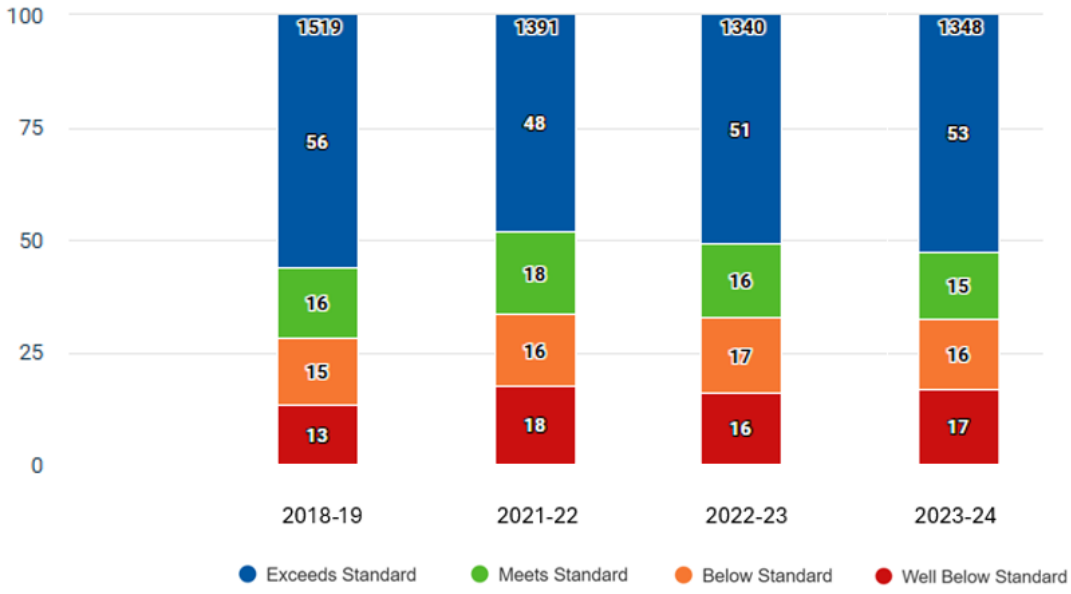
Grade 3 LITERACY Proficiency by Subgroup

State Smarter Balanced Assessment English Language Arts, Spring 2024



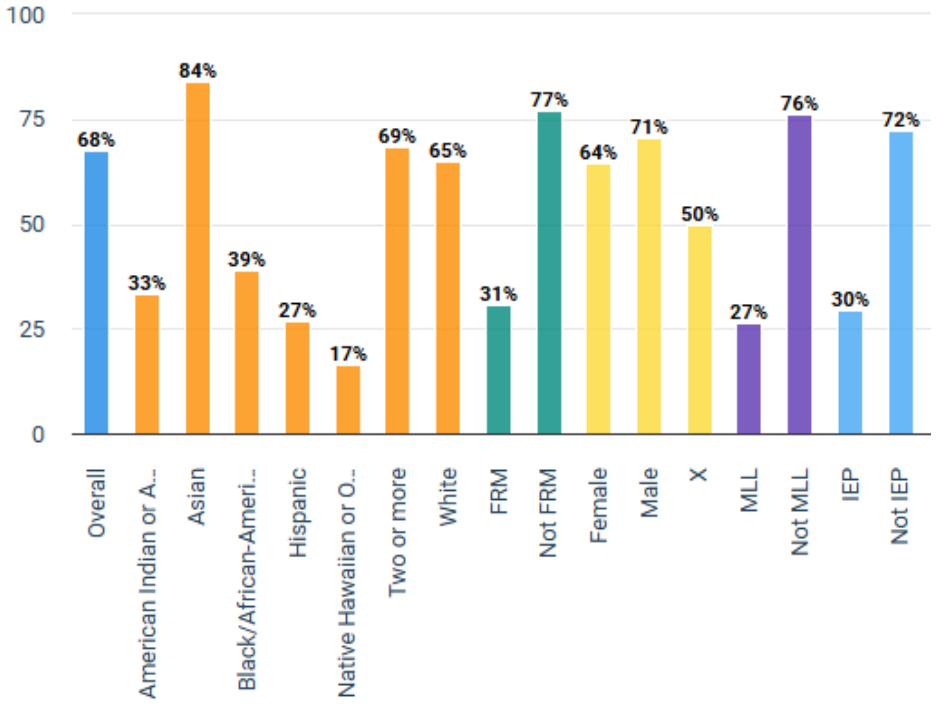
Grade 5 MATH Proficiency Over Time

State Smarter Balanced Assessment Mathematics



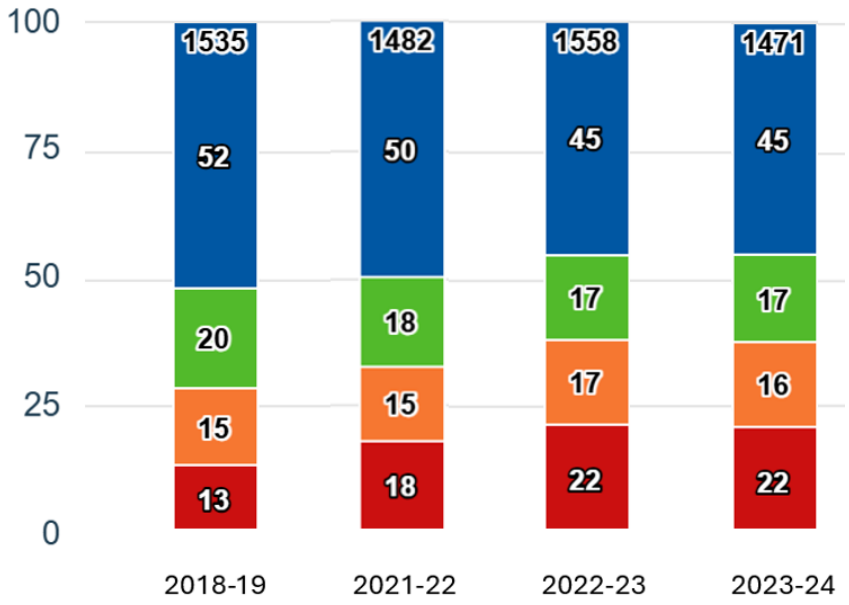
Grade 5 MATH Proficiency by Subgroup

State Smarter Balanced Assessment Mathematics, Spring 2024



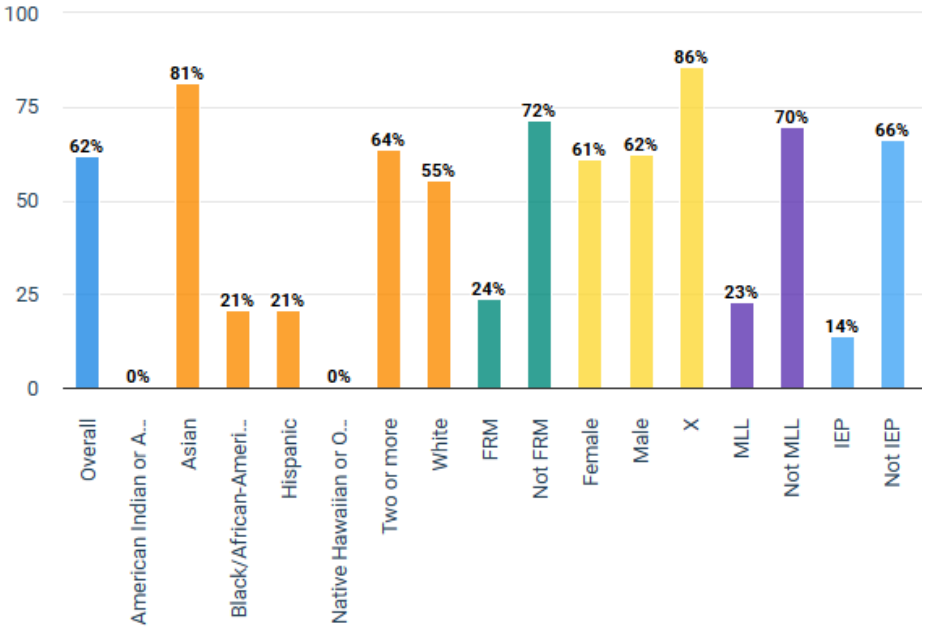
Grade 8 MATH Proficiency Over Time

State Smarter Balanced Assessment Mathematics



Grade 8 MATH Proficiency by Subgroup

State Smarter Balanced Assessment Mathematics, Spring 2024



Appendix E: High-Quality Learning Experience and Environment

Bellevue School District follows the Danielson Framework for Teaching to describe high-quality, high-engagement instructional practices. The framework's Domain 3c, Engaging Students in Learning, outlines the district's philosophy on teaching and learning and what students should experience in the classroom:

> *Ultimately, teachers are responsible for the learning and development of students, which requires students' active, intellectual engagement in learning experiences. When teachers arrange for ambitious instruction with each of their students in mind and cultivate safe, supportive, and challenging learning environments, the conditions exist for this type of engagement to occur. As such, all other components of the Framework for Teaching contribute to this one, and many have referred to it as the "heart" of the Framework. This designation reinforces the fundamental principles and constructivist foundation of the Framework, especially the idea that it is the learner who does the learning.*
>
> *True engagement is present when students are intellectually active and emotionally invested in learning important and challenging content, not simply when they are "busy" or "on task." The critical distinction between experiences in which students are compliant and those in which they are engaged is that in the latter, students are developing their understanding through rich learning experiences, collaboration and teamwork, and thinking and reflection. They are not simply completing an assignment or passively receiving content. When students engage at a deeper level, they are encouraged to be curious, supported to assume responsibility for their learning, and motivated to increase the challenge, complexity, and relevance of learning experiences themselves.*
>
> *Successful teachers provide multiple ways for students to engage with the content and represent their ideas. Even so, engaging learning experiences typically have a discernible, coherent structure that teachers have carefully prepared. Tasks and activities provide cognitive challenge and students are encouraged to reflect on what they have learned. That is, the experience has closure, in which teachers encourage students to derive the important learning from the tasks, discussion, or materials. The best evidence of engagement is not what teachers are saying or doing (or even what they have planned) but what students are saying and doing as a result.*
>
> ***Elements of Success:***
>
> ***Rich Learning Experiences:*** *Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.*
>
> ***Collaboration and Teamwork:*** *Student collaboration is a key component of learning and engagement, and students take initiatives to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.*

Use of Instructional Materials and Resources: *Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.*

Opportunities for Thinking and Reflection: *Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think reflect, and consolidate understanding.*