2024 – 2025 Annual Plan

Belong • Learn • Lead

SUMMATIVE REPORT

JULY 31, 2025

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EXECUTIVE SUMMARY

The Bellevue School District's 2024–25 Annual Plan marked the first year of implementation for our five-year Strategic Plan: *We Belong, We Learn, We Lead*. Co-created by a coalition of students, families, staff, and community members, the strategic plan is grounded in empathy interviews that surfaced the lived experiences, aspirations, and challenges of those we serve—moving beyond traditional performance metrics to elevate street-level data as the foundation for system transformation.

Built around three transformative priorities—*Building Human-Centered Systems and Relationships (We Belong)*, *Cultivating Student Engagement and Learning (We Learn)*, and *Strengthening Collective Leadership (We Lead)*—the 2024–25 Annual Plan featured 20 initiatives designed to bring these priorities to life. While this level of ambition reflected our commitment to bold, meaningful change, it also proved challenging to sustain, especially given the district's midyear pivot to address a significant budget shortfall.

Not having yet developed five-year goals and measures at the time of initial planning made Year 1 an important learning year. It was an opportunity to prototype strategies, establish foundational systems, and build collective capacity across the organization. As the year unfolded, the reality of spending reductions required us to shift focus and reallocate resources—forcing challenging decisions that impacted staff, students, and programs. As a result, we needed to reprioritize some of our planned initiatives and expected outcomes for the year. Even in this difficult context, we remained committed to our values, using Equity-Driven Decision-Making (EDDM) to center around the voices of those most impacted, and to lead with transparency and care.

This Annual Plan Summative Report reflects our collective efforts, learnings, and areas of growth from Year 1. It highlights the people, programs, and partnerships working to expand opportunity, deepen belonging, and elevate student voice. Just as importantly, it sets the stage for what comes next. Each initiative begins with a brief descriptive statement, goals, and expected outcomes, how we planned to measure progress, and then includes highlights, areas of opportunity, and next steps. Supporting data is included in the appendices.

2024-25 SUMMARY OF INITIATIVES

Below are the 20 initiatives we set out to achieve this year.

WE BELONG: HUMAN-CENTERED SYSTEMS AND RELATIONSHIPS

1. **Human-Centered Systems & Relationships**: District departments will develop goals to build human-centered systems and relationships
2. **Inclusion and Accessibility**: Redesign the 504 and IEP processes and meetings to improve experiences for students, families, and staff; evaluate and improve accessibility for our diverse community
3. **Welcome Center**: Develop and launch a new district-level Welcome Center to enfold families and students into the district; use the Welcome Center to build out a vision for human centered systems and relationships
4. **Multilingualism for All**: Expand and improve multilingual experiences for students, including launching Korean, Hindi, and American Sign Language
5. **Recruitment, Hiring and Retention**: Increase the percentage of leaders and staff from diverse backgrounds
6. **Black Excellence in Bellevue**: Establish a welcoming, supportive, and strengths-based environment for Black students, families, and staff; expand strategies that work to other historically marginalized groups
7. **Advisory-Based Middle Schools (Reimagine Middle School)**: Prepare the system for implementation

8. **Comprehensive Equity Plan**: Develop and implement equity-based professional learning, including supporting the expanded use of Equity-Driven Decision Making, and track and effectively address racism, microaggressions, in service of building a Beloved Community

WE LEARN: STUDENT ENGAGEMENT AND LEARNING

9. **School Improvement Plans (SIPs):** Develop SIPs that enhance student engagement and learning and address equity imperatives; build strategies using human-centered systems and relationships as well as collective leadership
10. **Pre-School:** Increase access to high quality, inclusive, opportunity-gap closing, multilingual preschool
11. **Elementary Literacy:** Improve literacy (reading and writing) outcomes and shrink opportunity gaps through implementation of structured literacy and the new K-5 literacy curriculum with equitable, system-wide intervention support
12. **Secondary Math:** Improve math outcomes and shrink opportunity gaps through the implementation of the newly adopted secondary math curriculum with equitable, system-wide intervention support
13. **Problem-Based Learning (Reimagine Middle School):** Begin the initial implementation of project-based learning in middle schools
14. **Culturally Responsive and Sustaining Teaching & Learning:** Prepare for the launch of the updated Danielson framework, which centers culturally responsive teaching and learning and equity in the classroom; system-wide focus on Domain 3: The Student Learning Experience
15. **Multiple Pathways for Student Success:** Pursue innovative and equitable ways for students to demonstrate learning, understanding, achievement and mastery (ex. digital portfolios, capstone projects, industry certifications); improve consistency in high school grading practices

WE LEAD: COLLECTIVE LEADERSHIP FOR PEOPLE AND PLANET

16. **For Our Future World:** Beyond achievement in all subjects and disciplines (ex. science, social studies, the arts, athletics), prepare students across all disciplines to understand and lead for improved conditions for people (themselves and others) and planet
17. **Equity-Driven Decision Making:** Expand the implementation of Equity Driven Decision Making (EDDM) at the district level by applying EDDM to 4 strategic plan initiatives (minimum); begin to train schools on the principles of EDDM in decision making
18. **Student Voice & Agency:** Student voice and agency with the school board and superintendent's cabinet; student voice and agency in school improvement efforts; student voice and agency in the strategic planning process and the environmental sustainability plan implementation
19. **Voice of Our Diverse Community:** In addition to EDDM guidance on elevating community voice, form critical committees to bring community input into the decision-making
20. **Sustainability Plans in Schools and District Departments:** Engage students in the co-design of school-based sustainability goals to be codified in the school improvement plans; set department sustainability goals, including building a district dashboard to monitor goals

WE BELONG

1. HUMAN-CENTERED SYSTEMS AND RELATIONSHIPS

District departments will develop goals to build human-centered systems and relationships. Schools will embed human-centered systems and relationships in their strategies to improve student learning.

Goals/Expected Outcomes: Students, families, and staff feel valued, known, part of a community who cares for them, and proud to be in the Bellevue School District

As Measured By: Empathy interviews, surveys

Highlights:

This year, the Bellevue School District set forth a strategic goal to create human-centered systems, aiming to foster an environment that centers on the needs and relationships of individuals within the district. District department leaders met together two times (once in the summer and once in the fall) with the consulting support of the University of Washington's Center for Educational Leadership which specializes in systems that prioritize the support of students, families, and staff in schools. We developed a definition of human centered systems that included four components: (1) hospitality, (2) being known and cared for, (3) expert support, (4) culturally responsive and sustaining. Due to budget constraints that arose in November, we paused our partnership with the UW and refocused the work of human centered systems on creating a model through the Welcome Center and emphasizing human centered work through our design team empathy interview process.

Areas of Opportunity:

To be human centered rather than transactional in our interactions requires time and emotional bandwidth. This will be challenging during a year of significant staffing cuts and fewer supports for students, families, and staff. However, we have an opportunity to continue the work through messaging, a common focus on being human centered, and the targeting of specific areas of improvement such as improving the human centered approach to the IEP meeting.

Next Steps:

BSD is working in partnership with BEA, BCPTSA, and BSF on a potential district-wide focus on "hospitality" or "service" – the act of going out of our way to take care of one another. As we're going through challenging times, caring for one another will be a greatly needed support across the system.

2. INCLUSION AND ACCESSIBILITY

Redesign the 504 and IEP processes and meetings to improve experiences for students, families, and staff; evaluate and improve inclusion and accessibility in the classroom

Goals/Expected Outcomes: Students, families, and staff feel valued and heard throughout the IEP and 504 process. Students, families, and staff feel comfortable, safe, and included in district spaces

As Measured By: Empathy interviews, surveys

Highlights:

This year, the Inclusion and Accessibility Design Team made meaningful strides toward reimagining 504 and IEP meetings, aiming to create more inclusive, student-centered, and collaborative experiences for students, families, and staff. Aligned with the district's strategic priorities—building human-centered systems, fostering student engagement, and strengthening collective leadership—the team focused its efforts on redesigning key processes that directly impact educational equity.

With more than 20 members representing a diverse cross-section of stakeholders—including students, families, and staff—the team grounded its work in community voice. Through empathy interviews, they gathered insights with particular attention to historically underrepresented perspectives. A collaborative share-out of these interviews revealed key themes, which informed the development of initial problem statements by subgroups. Through continued synthesis and alignment, the team coalesced around a unified problem statement:

"Everyone involved in a 504 or IEP meeting process wants an experience that is inclusive, student-centered, and collaborative—where voices are heard and student needs are met—but inconsistent systems and practices can result in misunderstandings, unmet needs, and mistrust."

Guided by this statement, the team explored root causes and surfaced three core barriers:

- Compliance-driven, transactional relationships
- Lack of role clarity, training, and consistency
- Systemic ableism and deficit-based mindsets

From there, the team generated a wide range of potential solutions and identified three strategic focus areas for the coming year:

- Student-Centered Meetings
- Informational Support
- Training

Looking ahead, the team will transition into dedicated work groups to begin designing and implementing solutions. This marks a significant step toward transforming how 504 and IEP meetings serve students and families—anchored in empathy, equity, and shared responsibility.

Areas of Opportunity:

Building on the identified root causes, the team began developing and refining potential solutions through multiple iterations. This process led to a focused set of three solution areas:

- **Student-Centered Meetings:**
    - Develop a districtwide IEP/504 meeting framework (e.g., agenda templates, opening language focused on student belonging)
    - Embed options for student voice (pre-meeting forms, visuals, videos, or presentations)
    - Create space for rapport-building and equitable participation among team members
- **Training:**
    - Professional development for staff on inclusive practices, IEP facilitation, UDL, assistive tech, and legal basics
    - Training for principals on effective IEP meetings
    - Family resources such as IEP 101 and communication strategies
    - Delivery in varied formats (e.g., in-person, recorded, podcasts, reels)
    - Include cultural liaisons and parent panels as co-facilitators

- **Informational Support:**
    - Centralized digital hub for tools and information
    - Family-friendly roadmaps, jargon guides, and procedural explanations
    - Templates, timelines, and sample meetings
    - Embedded supports in IEP documents and ParentVue
    - Regular accessible communication to families about student progress

Next Steps:

The 2025–26 school year will be a foundational implementation year. Work will kick off with building leaders at the August Nuts & Bolts meeting and continue with educator teams at the August 25 professional development day for Special Education staff. The Design Team will shift into three implementation work groups—aligned to Student-Centered Meetings, Informational Support, and Training. These groups will design, co-create, and deliver resources and professional learning. The full team will reconvene twice during the year to reflect, assess progress, and plan next steps for 2026–27.

3. WELCOME CENTER

Develop and launch a new district Welcome Center to enfold families and students into the district; use the Welcome Center to build out a vision for human-centered systems and relationships

Goals/Expected Outcomes: Students and families feel welcome, connected, and able to navigate our school system

As Measured By: Empathy interviews, surveys

Highlights:

This year's work was anchored in the formation of the Welcome Center Design Team (WCDT), a group of families, staff, and community partners reflecting the district's diversity. Through empathy interviews and survey data, the team co-developed a shared vision for the Welcome Center that centers on inclusion, belonging, and human-centered systems.

The Welcome Center is more than just a physical space; it represents a guiding philosophy, shared values, and a deep commitment to transforming how families experience our district. Shaped by meaningful input from families, staff, and community members, and developed in collaboration with the Welcome Center Design Team, this model reflects what our community told us matters most.

Grounded in a foundation of Follow-Through, the Welcome Center is built around three core pillars: Service, Communication, and Relationship-Building. These pillars are more than ideals; they are the lens through which interactions should be shaped. They represent what students and families should consistently see, hear, and feel when they engage with our systems: a district that listens, follows through, and builds trust through genuine connection.

- **Serve**
    - *Looks like:* Acknowledgment, full attention, inclusive support, intention, and clear purpose
    - *Sounds like:* Open and inclusive communication, empathy, stories, and lived experiences

- *Feels like:* Belonging, welcome, support, clarity, safety

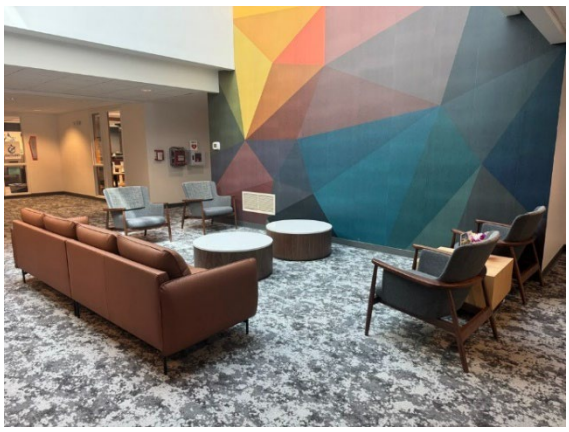
- **Communicate**
  - *Looks like:* Culturally responsive interaction, engaged body language, physical accessibility, safe
  - *Sounds like:* Warm greetings, curiosity, consistent messaging, follow-up
  - *Feels like: P*ersonalized care, connection, confidence

- **Building Meaningful Relationships**
  - *Looks like:* Respect, confidentiality, warm hand-offs, active listening with empathy
  - *Sounds like:* Affirmation, shared understanding, culturally responsive interactions
  - *Feels like:* Seen, heard, valued, and emotionally safe

A key operational function of the Welcome Center is to improve the onboarding process for new families, so they feel welcome and validated, and they experience a smooth and efficient enrollment process. This year, efforts focused on improving the onboarding and enrollment experience for families. Strengthening partnerships with community-based organizations also helped deepen outreach and connections across the district.

Construction and preparation for the physical Welcome Center remains on track, with an official launch scheduled for September 26, 2025.





Areas of Opportunity:

To ensure consistent experiences across all schools, continued collaboration is needed with school teams and departments to embed human-centered practices districtwide. This includes protocols that help every family feel respected, supported, and informed—regardless of where they begin their journey.

Next Steps:

Phase Two of the Welcome Center initiative includes:

- Launching the Welcome Center Café in partnership with the Transitions Program
- Remodeling community spaces to enhance usability and accessibility
- Developing a Parent Learning Hub and digital resource library
- Work toward consistent implementation of protocols across schools and departments

4. MULTILINGUALISM FOR ALL

Expand and improve multilingual experiences for students, including launching Korean, Hindi, and American Sign Language

Goals/Expected Outcomes: Students will have increased access to multilingual learning opportunities. Multilingual students, families, and staff will feel a stronger sense of belonging in our school environment

As Measured By: Surveys, language program enrollment data, Seals of Biliteracy

Highlights:

This year marked important progress toward expanding multilingual learning experiences and affirming the diverse linguistic identities of our students and families. Teaching and Learning launched the Multilingualism for All Design Team, a collaborative group of students, families, and educators working together to shape the district's vision for inclusive, community-rooted language programming.

Two new programs were launched: Korean at Newport Heights Elementary and Hindi at Ardmore Elementary. These were co-developed with strong community input and have created vibrant opportunities for cultural and linguistic exploration. The Arabic language program, already popular, has a kindergarten waitlist and will expand instructional minutes. Korean at Newport Heights has grown from one to two classes (See Appendix C: Language Program Enrollment Data). Early feedback from families and student survey results shows an encouraging trend: students in MLL and Dual Language programs reported stable or increased feelings of belonging, while those outside these programs experienced a slight decline (See Appendix B: Student Survey Data).

Additional accomplishments include:

- ISA (International Spanish Academies) designation awarded to Stevenson, Sherwood Forest, and Lake Hills Elementary Schools, and Highland Middle School by the Spanish Ministry of Education and Vocational Training.
- In secondary Chinese, French, and Korean classes, educators collaboratively designed a competency-based crediting and grading model that allows students to earn class credit based on demonstrated proficiency, regardless of time in the course, providing access to advance higher levels of language learning.
- Teaching and Learning established new international partnerships, including with the City of Seongnam and Taipei, to broaden cultural and linguistic opportunities.

Looking ahead, we are excited to continue expanding access to high-quality multilingual learning, including the launch of a Japanese dual language program in 2025–26. These efforts reflect our district's broader commitment to global citizenship, equity, and student belonging.

Areas of Opportunity:

As the district continues to grow and strengthen its multilingual programs, several key opportunities have emerged to support equitable access, instructional quality, and long-term sustainability:

- **Program Expansion:** Identify additional school sites and communities where new language programs could be offered, expanding access districtwide.

- **Staff and Administrator Support:** Strengthen professional learning and resources for educators to ensure successful implementation and instructional excellence in all language programs.
- **Sustainability:** Monitor enrollment trends and develop strategies to sustain and adapt programs based on demand, staffing, and community needs.

Next Steps:

In 2025–26, the district will continue to advance its commitment to multilingualism by finalizing and launching the Japanese dual language program and exploring additional program sites aligned with community interest and staffing capacity. To support high-quality implementation, educators and administrators will receive targeted professional development and instructional resources tailored to multilingual learning environments. Sustainability efforts will be strengthened through a partnership with the Communications Department, Welcome Center, and Student Placement team to promote multilingual programs, expand outreach, and deepen family engagement across the district.

5. RECRUITMENT, HIRING, AND RETENTION

Increase the percentage of leaders and staff from diverse backgrounds

Goals/Expected Outcomes: Students of diverse backgrounds feel a stronger sense of belonging in our school environment

As Measured By: Surveys, Hiring and Retention Data

Highlights:

This year brought significant shifts in staffing and organizational structure, largely driven by the need for substantial budget reductions. At the time this initiative was identified, we had not anticipated the scope of layoffs and staffing ratio increases required. The resulting changes most likely contributed to the decline in overall staff engagement, particularly in central office, which after several years of growth, experienced a 9% decrease in engagement from the previous year. Despite these challenges, there were some notable celebrations:

- **Significant Growth in Engagement for Black Staff (Districtwide):** Engagement for Black staff rose dramatically from 52% in 2024 to 79% in 2025, a 27-percentage point increase, marking the largest year-over-year improvement among all demographic groups
- **Continued Gains for Hispanic Staff (Districtwide):** Hispanic staff engagement improved steadily, increasing from 74% in 2024 to 78% in 2025, a 4-percentage point increase, showing sustained progress over time

See Appendix A for Staff Engagement Survey Results.

Targeted support for BIPOC educators contributed to these bright spots. Our Engagement Specialists for BIPOC Educators (ESBE) played a meaningful role in fostering connection and support among staff. BIPOC educators who participated in ESBE activities reported higher levels of engagement and an increased sense of being valued by the district. Notably, a majority indicated they would choose to remain in the district if given the opportunity. See Appendix A for ESBE Survey Results.

Additional points of pride this year included the 10th annual staff recognition program, honoring years of service across the district—including one individual who celebrated 55 years of service, a milestone marked with a custom-

made pin. These efforts reflect our continued commitment to honoring the contributions of all staff, even in the face of difficult circumstances.

Areas of Opportunity:

To strengthen belonging and engagement among both students and staff in the coming year, several opportunities have emerged:

- **CBA Implementation:** The new Collective Bargaining Agreement (CBA) with the Bellevue Education Association includes key shifts that will impact staff experience and retention. These include improved work-life balance, strengthened MTSS supports, enhanced collaboration structures, and more human-centered staffing and transfer processes.
- **Expanded Support for Classified Staff:** Building on the success of ESBE, there is an opportunity to expand this support model to include classified employees—extending culturally affirming spaces for all staff.
- **Student Belonging:** While our theory of action posits that increasing staff diversity supports student belonging, our belonging data remains flat across most student groups. This reinforces the need for continued focus on culturally responsive practices and inclusive school environments.

Next Steps:

Final staffing data and demographic impacts from the 2024–25 contract year will be available in September 2025. Once analyzed, the district will finalize a revised recruitment and retention plan for implementation beginning in December. Additional next steps include:

- Continuing the ESBE Team and expanding its structure to support classified employees, with an updated plan for 2025–26.
- Supporting the growth of affinity groups that meet both the professional and personal needs of BIPOC educators and leaders.
- Revising and updating the district's Affirmative Action Plan to ensure alignment with current goals and practices.

6. BLACK EXCELLENCE IN BELLEVUE SCHOOL DISTRICT

Establish a welcoming, supportive, and strengths-based environment for Black students, families, and staff

Goals/Expected Outcomes: Black students, families, and staff experience a deeper sense of belonging, connection, learning, and empowerment while promoting and celebrating Black Excellence

As Measured By: Empathy Interviews, Surveys

Highlights:

The Black Excellence initiative reflects Bellevue School District's commitment to creating a welcoming, strengths-based, and affirming environment where Black students, families, and staff can thrive. Grounded in belonging, empowerment, and high expectations, the initiative centers community voice and lived experience as a foundation for systemic change.

In 2024–25, the district convened the Black Excellence Committee, launched new student and staff affinity programs, and expanded efforts to amplify and celebrate Black identity, culture, and achievement. Programs were informed by empathy interviews with students, staff, and families and are designed to elevate joy, connection, and academic success.

Although overall student belonging survey scores showed minimal change from fall to spring, the disaggregated data highlight deeper systemic inequities—especially for Black students whose reported sense of belonging declined in both elementary and secondary grades (Grades 3–5: 59% to 55%; Grades 6–12: 53% to 52%), reinforcing the importance of targeted strategies and identity-affirming environments. (See Appendix B: Student Survey Data.

The 2025 BOOM Experience offered a powerful counterpoint, demonstrating what's possible when students feel truly seen and supported. Designed to foster student-mentor connections and meaningful peer dialogue, BOOM provided a safe, affirming space that nurtured healing, cultural pride, and confidence. Survey responses showed 77% of students were highly satisfied with the event, and 74% rated their experience as a "5" on a 5-point scale. Many students described BOOM as the first time they felt heard, valued, and empowered to share their voice.

Key accomplishments this year include:

- Student Programs & Experiences:
    - Black Student Unions (BSUs) active in 4 of 6 high schools
    - Districtwide Black student events including BOOM, BSU Summit, and Black Student Graduation
    - Initiation of a student alumni group to support postsecondary connection and mentorship
- Staff Support and Affinity Spaces:
    - Launch of the Black Affinity Group and continued growth of Black Leaders in Bellevue
- Family Engagement:
    - Formation of Black Parent Affinity Groups at the elementary and secondary levels
- Academic Supports:
    - College and career readiness initiatives, high school tutoring, and SIP-aligned supports for Black students
- Systems Change:
    - Use of the Equity-Driven Decision-Making (EDDM) Framework to reassess practices and guide planning

Together, these efforts mark a shift toward centering Black brilliance, leadership, and belonging across schools, systems, and relationships.

Areas of Opportunity:

As this initiative continues to grow, key areas of opportunity include:

- **Integrating Equity Learning:** Ensure findings from Black Excellence empathy interviews inform equity-focused professional development through the broader Equity Plan.
- **Expanding Safe and Affirming Spaces:** Continue developing physical and relational spaces where Black students, staff, and families feel seen, heard, and valued.
- **Academic Acceleration:** Strengthen support systems that promote achievement in math, English, and science, particularly in middle and high school.

- **Leadership Representation:** Increase Black representation in instructional, leadership, and decision-making roles across the district.
- **Well-being and Joy:** Prioritize the emotional wellness of Black students and staff through culturally responsive mental health and social-emotional supports.

Next Steps:

The 2025–26 school year marks the second phase of the Black Excellence initiative, focused on deepening impact through targeted professional learning, expanded student programming, sustained family and staff engagement, and responsive data collection. This includes launching learning opportunities for administrators and Teaching & Learning leaders, growing BSUs and Groundbreakers in middle schools, and continuing supports such as tutoring, postsecondary preparation, and Black Affinity Groups. The district will also strengthen Black family engagement, begin developing a districtwide Black Staff Directory, and gather ongoing feedback through surveys and empathy interviews. In future years (2026–2029), the initiative will expand to include programming for middle school girls, scale successful practices, and embed the infrastructure of Black Excellence into district systems to cultivate lasting belonging, academic achievement, and joyful leadership.

7. ADVISORY-BASED MIDDLE SCHOOLS (REIMAGINE MIDDLE SCHOOLS)

Prepare the system for implementation.

Goals/Expected Outcomes: Staff build capacity by receiving training and support to implement Advisory-Based middle schools in 2025-26

As Measured By: Professional Development Attendance, Curriculum and Instruction Resources

Highlights:

The Advisory-Based Middle Schools initiative was originally designed to foster student connection, belonging, and executive functioning through dedicated advisory time in middle schools. Over the past year, the Reimagining Middle Schools (RMS) Implementation Team collaborated with school leaders and staff to explore advisory structures aligned with their building's Equity Imperative and Multi-Tiered Systems of Support (MTSS).

While the district will not move forward with a formal advisory model in the 2024–25 school year, the foundational goals of the initiative remain central: nurturing student well-being, identity development, and relational learning. These priorities will continue through the implementation of CharacterStrong, the district's secondary SEL curriculum.

Areas of Opportunity:

As we transition from an advisory-specific model to a more integrated SEL approach, key opportunities remain:

- **SEL Integration:** Support staff in embedding CharacterStrong and SEL practices into existing classroom environments in ways that build relationships and community.
- **Tiered Supports:** Align SEL implementation to the MTSS structure to ensure students receive differentiated social-emotional support as needed.
- **Professional Learning:** Provide staff with resources and training to deliver SEL content effectively and responsively.

- **Stakeholder Voice:** Gather input from students and educators to continuously improve the SEL experience and ensure relevance and impact

Next Steps:

In 2025–26, the district will shift from advisory-based learning to a more integrated approach to social-emotional learning (SEL), embedding CharacterStrong practices into classroom instruction in ways that foster belonging, relationships, and student well-being. As part of this shift, three middle schools—Tillicum, Chinook, and Highland—will participate in CharacterStrong's "Brain and Behavior" training during professional learning days, deepening staff understanding of adolescent development and supporting schoolwide SEL integration through each school's Equity Imperative. Professional learning across the district will build staff capacity to implement SEL in developmentally and culturally responsive ways, aligned with Bellevue School District's Multi-Tiered System of Supports (MTSS). This alignment will ensure students receive differentiated social-emotional supports as needed. Ongoing input from students and educators will inform and refine SEL implementation to ensure practices are relevant, inclusive, and responsive to student needs.

8. EQUITY PLAN

Engage with the community to develop and implement equity-based professional learning, including supporting the expanded use of Equity-Driven Decision Making; track and effectively address racism and microaggressions in service of building a Beloved Community

Goals/Expected Outcomes: Educators, administrators, and staff feel better equipped with the knowledge, experiences, skills, and opportunities needed to foster a racially equitable environment within their school communities. Students of color feel a stronger sense of belonging in the Bellevue School District. Students report a decrease in racial microaggressions and incidences.

As Measured By: Empathy Interviews, Surveys, Professional Development Data

Highlights:

This year, the Bellevue School District deepened its commitment to becoming a more racially equitable and inclusive system through the development of a comprehensive, community-informed Equity Plan. The Equity Design Team—composed of BSD educators, central office leaders, and community partners—co-designed the plan with a focus on building staff capacity, increasing accountability, and addressing systemic barriers that contribute to inequities in student experiences and outcomes.

The plan centers two critical areas of focus:

- **Equity-Based Professional Development:** Establishing a consistent framework for professional learning across the district, with an emphasis on shared language, anti-racist practices, and culturally responsive teaching
- **Accountability and Reporting Structures:** Building tools and systems to more effectively track and respond to racialized incidents, ensuring students, families, and staff experience timely and supportive responses

This year's efforts included aligning equity practices with the Danielson Framework for Teaching, integrating the Equity Imperative into School Improvement Plans (SIPs), and laying the groundwork for incorporating the CCDEI standards into staff learning. The Equity Plan also outlined short-, mid-, and long-term strategies for strengthening

districtwide equity capacity, building a Beloved Community, and closing longstanding opportunity gaps affecting students of color.

Areas of Opportunity:

To make meaningful progress, the following opportunities will shape implementation over the coming years:

- **Leadership for Equity:** Expand leadership development through the Summer Institute, Leadership Institute, and ongoing administrator learning, with one-third of 2025–26 certificated administrator learning focused on equity-centered leadership
- **Systemwide Professional Learning:** Ensure all staff have access to consistent, practical equity-focused training that goes beyond awareness to support real-time application
- **Data-Informed Practice:** Improve the collection and analysis of disaggregated data to identify racialized patterns in discipline, attendance, academic performance, and student experience
- **Responsive Structures:** Develop districtwide protocols for addressing racial harm, including clear expectations, tracking tools, and support systems for students and staff
- **BIPOC Staff and Student Belonging:** Respond to feedback from BIPOC staff and students who report feeling isolated or undervalued by implementing targeted supports, affinity spaces, and cultural responsiveness practices

Next Steps:

Implementation of the Equity Plan will follow a phased approach aligned with district priorities. In the coming year, Bellevue will launch an updated Equity Concern Reporting and Tracking System, provide professional learning on equity response practices, and establish Equity Accountability Teams at both the school and district levels. These teams will use disaggregated data to inform continuous improvement. Future priorities include publishing standardized districtwide Equity Response Protocols, creating public Equity Dashboards, and embedding equity-centered competencies into educator evaluations and student growth goals. Additionally, the district will begin development of a Student Life Ombudsman Office and deepen partnerships with community organizations to support anti-racist leadership development. Over the next several years, Bellevue will conduct districtwide equity audits, expand career and certification pathways grounded in equity leadership, and formalize feedback loops through student town halls, family listening sessions, and affinity-based focus groups—ensuring our systems are shaped by those most impacted.

WE LEARN

9. SCHOOL IMPROVEMENT PLANS (SIPS)

Develop SIPs to enhance student engagement and learning and address equity imperatives; build strategies using human-centered systems and relationships as well as collective leadership

Goals/Expected Outcomes*:* Students feel a greater sense of agency and voice in their learning, resulting in a higher sense of engagement, joy, and success

As Measured By: SIPs, Empathy Interviews, Surveys, Math and Literacy Achievement Data, Attendance Data

ELEMENTARY

Highlights:

The 2024–25 School Improvement Plans (SIP) across Bellevue elementary schools reflect a unified commitment to equity, student-centered learning, and inclusive instructional practices. Each school anchored its plan around an equity imperative, aligning instructional strategies and supports accordingly. A key focus across schools was improving outcomes for Multilingual Learners (MLLs), students with IEPs/504s, and historically marginalized groups. Schools used a blend of SATELLITE (e.g., SBA, WIDA), MAP (e.g., STAR, DIBELS, TRC), and STREET (e.g., empathy interviews, student focus groups) data to guide continuous improvement. Schools are also investing in professional development, family engagement, and culturally responsive teaching to ensure all students feel a sense of belonging and are empowered to thrive academically and socially. Highlights from the year include:

- **Student Voice and Agency**: Schools are embedding student voice through empathy interviews, student-led initiatives (e.g., Bulldog TV, Student Leadership Councils, Peace Squads), and classroom practices that prioritize choice, identity, and cultural expression.
- **Professional Learning and Inclusive Practices**: District-wide implementation of ARC, GLAD, UDL, and Science of Reading-aligned practices is being supported through structured PLCs, learning labs, and targeted PD series like Breaking Barriers, Building Community, and Blazing Trails
- **Data-Driven Instruction**: Schools are using STAR, SBA, DIBELS, TRC, and WIDA assessments to monitor progress and adjust instruction. Many schools are piloting or expanding MTSS cycles and Individualized Improvement Plans (IIPs) to support struggling readers
- **Family and Community Engagement**: Listening circles, family literacy nights, and multilingual communication tools (e.g., Talking Points) are being used to strengthen partnerships with families, particularly those of MLLs and students with disabilities
- **Belonging and Well-Being**: Programs like SPEER/Remaking Recess, Check and Connect, and Eagle Clubs foster inclusive environments. Panorama data and empathy interviews are being regularly used to monitor belonging and engagement

Areas of Opportunity:

- **Achievement Gaps for MLLs and Students with IEPs**: Despite growth in some areas, MLLs and students with IEPs continue to underperform in literacy and math across multiple schools. This highlights the need for more differentiated instruction and targeted interventions
- **Disparities in Belonging**: Students from low-income households and those with IEPs report lower levels of belonging and engagement. Some Dual Language students feel a strong sense of belonging within their program but not in the broader school community
- **Data Alignment**: Discrepancies between performance on classroom-based assessments (e.g., TRC, DIBELS) and standardized tests (e.g., STAR, SBA) indicate a need to better align assessment practices and instructional expectations

Next Steps:

To build on this momentum, elementary schools will focus on scaling inclusive instructional strategies, strengthening tiered supports, and elevating student and family voice. This includes expanding the use of UDL and GLAD, deepening Tier 1 instruction with attention to language access and cultural relevance, and refining MTSS cycles through data-informed interventions. Empathy interviews and listening circles will inform PD and schoolwide practices, while student cultures will be more visibly celebrated through school events and displays. Staff will receive expanded training in trauma-informed and SEL practices, and programs like SPEER and Eagle Clubs will continue to grow. Schools will continue to use SATELLITE, MAP, and STREET data to monitor progress, conduct implementation walkthroughs, and align PLC and PD agendas with their SIP equity imperatives.

SECONDARY

Highlights:

Secondary school students are gaining more agency and voice in their learning, leading to increased engagement and academic success. This shift is evident in the use of more student-centered instructional strategies, the continued implementation of inclusive practices, and the expansion of leadership opportunities. Schools have embraced strategies such as Universal Design for Learning (UDL), Problem-Based Learning (PBL), Social Emotional Learning (SEL), and culturally responsive teaching (CRT) with many schools integrating student-centered approaches into professional learning and instructional planning. Highlights from the year include:

- **Implementation of social-emotional learning (SEL) programs** like Character Strong and student-led initiatives such as Earth Day events and leadership councils
- **Increased use of student feedback** in course design and school improvement planning
- **Professional learning communities (PLCs)** focusing on culturally responsive teaching and equitable grading
- **Expansion of real-world learning opportunities** through internships and interest-driven projects
- **Growth in AP participation and inclusive instructional practices** that promote intellectual engagement

Areas of Opportunity

Ensuring consistency and depth of implementation across all schools remains a key opportunity for growth. While many schools have piloted promising practices, broader adoption and institutionalization are needed. Specific areas include:

- **Expand SEL and engagement strategies** across all classrooms
- **Strengthen systems** for capturing and acting on student feedback
- **Address persistent disparities** in access and outcomes, particularly for historically marginalized groups
- **Build shared, measurable definitions** of engagement and agency to guide schoolwide efforts

Next Steps:

In the coming year, secondary schools will focus on deepening and sustaining student-centered practices through continued professional learning aligned with equity imperatives and engagement goals. Schools will use both qualitative and quantitative data—such as student feedback and academic outcomes—to monitor progress and inform continuous improvement. Successful practices including equitable grading, culturally responsive teaching, and student-led initiatives will be scaled across classrooms and departments. Leadership structures like Building Leadership Teams (BLTs) will be strengthened to foster coherence and collective ownership of school improvement efforts. Ensuring that student voice is authentically embedded in school governance and instructional design remains a central priority. Additionally, the district will leverage the revised Danielson Framework for Teaching—with its focus on equity, student identity, intellectual engagement, and collaborative learning environments—to guide instructional practices and professional growth.

10. PRESCHOOL

Increase access to high quality, inclusive, opportunity-gap closing, multilingual preschool

Goals/Expected Outcomes: Increased enrollment in preschool, particularly for students from underrepresented groups

As Measured By: Enrollment Numbers

Highlights:

In 2024–25, Bellevue School District made significant progress in expanding access to high-quality, inclusive preschools, with a focus on reaching historically underserved communities. Through a combination of streamlined systems, increased staff capacity, and proactive family engagement, preschool enrollment increased substantially across all programs—including ECEAP, special education, and tuition-based options.

Enrollment Growth Data:

Program	Year	February	April	June
Total Enrollment	2025-26	299	547	624
	2024-25	143	482	582
ECEAP	2025-26	80	130	151
	2024-25	31	69	105
Special Education	2025-26	63	66	112
	2024-25	14	43	77

Data Summary:

- Tuition Enrollment increased by 42 students by June.
- ECEAP Enrollment grew by 46 students, indicating improved access for income-eligible families.
- Special Education Enrollment rose by 35 students, reflecting more inclusive preschool practices and early intervention.

The increased access to preschool in 2025–2026 can be attributed to several system-level and operational improvements:

- **Returning Student Rollover:** Families returning to preschool programs were automatically processed, reducing application volume and improving speed of placement
- **Quicker Deposit Processing:** Returners used stored autopay methods, decreasing delays in payment confirmation and placement
- **Efficient Application Flow:** With "Heart" coordinating application traffic, staff were able to process and route applications more quickly and accurately
- **Family Engagement Specialist (FES) Outreach:** FES teams played a critical role in proactively connecting with families and walking them through the process
- **Increased Staff Support at Key Sites:** More capacity at the Welcome Center, HUB, and school locations enabled families to receive real-time help with computers and applications
- **Greater Team Familiarity:** As teams became more experienced with the application system, they were able to work more efficiently and reduce family confusion or duplication

Areas of Opportunity:

To continue expanding access and improving equity in preschool enrollment and attendance, key areas of focus include:

- **Data Disaggregation**: Collect and analyze enrollment trends by race, home language, and neighborhood to identify gaps in access and outreach
- **Support for New Families:** Continue to improve onboarding and language access supports for families enrolling for the first time

- **Enrollment-to-Attendance Conversion:** Focus on ensuring enrolled students remain engaged and attend consistently, particularly in ECEAP and SPED programs
- **Outreach to Under-Enrolled Communities:** Target marketing and support to ZIP codes, schools, or demographics with low preschool participation
- **Technology Equity:** Ensure families without digital access or fluency receive adequate in-person or phone-based support

Next Steps:

In the year ahead, the district will develop targeted outreach campaigns in collaboration with Family Engagement Specialists (FES) and community partners to more effectively reach underserved populations. Efforts will also focus on expanding multilingual support materials and interpretation access, particularly during key enrollment periods, to ensure families can navigate the process with confidence. To support continuity of enrollment, the district will refine and automate systems for returning student rollover and deposit collection. Preschool staff will receive additional training on the range of program options—including tuition-based, ECEAP, and Special Education pathways—as well as troubleshooting strategies to support families through the application process. Finally, the district will explore deeper partnerships with early learning providers and community-based organizations to strengthen recruitment efforts and align outreach with trusted messengers in the community.

11. ELEMENTARY LITERACY

Improve literacy outcomes and shrink opportunity gaps through implementation of structured literacy and the new K-5 literacy curriculum with equitable intervention support

Goals/Expected Outcomes: Students, particularly those facing the greatest opportunity gaps, will demonstrate increased proficiency in literacy

As Measured By: Reading Achievement Data

Highlights:

In 2024–25, Bellevue School District launched the first year of a multi-year strategy to improve literacy outcomes through the implementation of a structured literacy approach, a new aligned K–5 curriculum, and targeted interventions designed to close opportunity gaps. The work reflects a districtwide commitment to ensuring all students—particularly those furthest from educational justice—develop strong foundational skills and thrive as readers and writers.

Key accomplishments include:

- **Structured Literacy Integration:** All K–2 classrooms implemented foundational skills instruction using Heggerty and UFLI (English) and *El Camino*/*El Próximo Paso* (Spanish)
- **Aligned K–5 Literacy Curriculum:** The adoption of ARC Core ensures alignment with research-based best practices to strengthen vocabulary, comprehension, and writing development

- **Equitable Intervention Support:** Focused intervention for students not at grade level with progress monitoring and collaboration between classroom educator, MLL Facilitator, Co-teaching and/or LAP Facilitator
- **Literacy Learning Labs:** Nine districtwide labs facilitated advance best practices through collegial collaboration, instructional observation, coaching/leadership development and deepening content expertise. Strong interest expressed in continuing Learning Labs as a core component of professional learning for ITCLs, facilitators and administrators

Data Summary:

Steady Growth Across English Foundational Literacy Skills: All DIBELS subtests demonstrated measurable growth from Fall 2024 to Spring 2025, indicating effective instructional impact across K–2 classrooms. Highlights include:

- Letter Name Fluency (K–1): Increased from 62% to 76%
- Nonsense Word Fluency – CLS (K–2): Improved from 67% to 79%
- Nonsense Word Fluency – WRC (K–2): Jumped from 61% to 80%
- Word Reading (K–2): Increased from 61% to 75%

K-2 Subgroups with notable increases in DIBELS Proficiency Fall 2024 – spring 2025):

- Black students showed steady growth, improving from 53% to 64%
- Hispanic students made notable gains, rising from 30% to 45%
- Low-income students improved significantly, from 35% to 54%
- English Learners showed consistent progress, increasing from 51% to 65%
- Students with Disabilities improved from 51% to 61%

Overall, all groups demonstrated growth over the year, with particularly strong gains among low-income, Hispanic, and English Learner students.

Stable Performance Across Spanish Foundational Literacy Skills:

- Kindergarten remained strong, ending at 74%
- Grade 1 grew modestly from 50% in Winter to 52% in Spring
- Grade 2 demonstrated steady progress from 59% to 65%

Grades 3-5 English Reading Progress — Fall 2024 to Spring 2025: Overall performance remained stable across the year (70% proficiency), with modest gains for Hispanic students, English Learners, Students with Disabilities, and Grade 5 students.

Priority Student Groups:

- Low-income students remained flat at 34%-35% across the year
- Students with Disabilities showed slight growth from 38% to 40% in Spring
- English Learners improved from 23% to 28%

By Grade Level:

- Grade 3 remained steady at 67%
- Grade 4 maintained at 71%
- Grade 5 increased slightly from 71% to 74%

See Appendix F: Elementary Literacy Achievement Data

Areas of Opportunity:

As we move into Year 2 of implementation, opportunities remain to deepen impact and increase consistency across classrooms and student groups, including:

- **Data Practices:** Enhance data analysis protocols to more effectively monitor and respond to student progress with integrating i-Ready data to support differentiated learning and progress monitoring for both intervention and extension, prioritizing subgroups identify by the data
- **Program Differentiation:** Offer differentiated implementation support tailored to specific school models, including Dual Language and language-specific programs, to ensure high-instructional integrity of ARC
- **Instructional Pacing:** Refine and align pacing to address the diverse needs of each grade level and maximize instructional impact
- **Family Engagement:** Expand strategies to strengthen home-school partnerships in support of literacy development

Next Steps:

To build on the momentum from Year 1, the district will prioritize a series of high-leverage actions to deepen and strengthen literacy instruction. This includes providing ongoing professional development to ensure consistent implementation of structured literacy practices and effective strategies for supporting language learners. Schools will receive targeted support through collaborative planning sessions and instructional resources tailored to their specific contexts and needs. The district will also work to strengthen data analysis practices to better inform instructional decisions and guide timely, targeted interventions. Adjustments to pacing guidance and implementation supports will be made to reflect student needs, school models, and curriculum demands. New staff will benefit from onboarding and training focused on structured literacy, ARC Core, and foundational skills instruction. Additionally, tools such as i-Ready will be integrated into instructional planning and progress monitoring systems to support differentiated instruction and intervention planning.

12. SECONDARY MATH

Improve math outcomes and shrink opportunity gaps through the implementation of the newly adopted secondary math curriculum with equitable intervention support

Goals/Expected Outcomes: Students, particularly those facing the greatest opportunity gaps, will demonstrate increased proficiency in math

As Measured By: Math Walkthroughs, Math Achievement Data

Highlights:

In 2024–25, Bellevue School District continued its efforts to strengthen secondary math instruction and close opportunity gaps through the implementation of the newly adopted curriculum, targeted professional development, and equitable intervention supports. These efforts are part of a broader strategy to increase student engagement, deepen mathematical thinking, and ensure every student has access to rigorous, relevant math learning experiences.

Key highlights from this year's implementation include:

- **Instructional Practices and Curriculum Use:**

- High engagement with the newly adopted curriculum and support tools, including Desmos, observed during classroom walkthroughs and coaching cycles
- Teacher professional learning centered on Building Thinking Classrooms (BTC) to promote student discourse and problem solving
- Realignment of middle school curriculum developed collaboratively with educators to ensure coherence and readiness

- **Coaching and Professional Learning**
  - Continued coaching cycles for middle school math teachers at Highland, Odle and Chinook.

Data Summary:

- Grades 6–8: STAR assessment data shows continued growth over the past two years, with a rising percentage of students performing at or above standard.
- Grade 8 SBA: Preliminary SBA[1] data also shows a small improvement of 2% (62% to 64%) more students in 8th grade meeting the proficient level. This was true of all subgroups, except for one.
- Grade 10: Preliminary SBA remained steady this year with 68% of students meeting standard. Significant improvement for some subgroups has been seen. Students with disabilities doubled the number of students meeting standard from 11% to 22% and students who identified as Low income saw a 7% increase from 27% to 34%.
- Interim math assessment results in IMT 1 and IMT 2 showed narrowing gaps between student subgroups, signaling promising progress toward equity goals.

See Appendix G: Secondary Math Achievement Data

Areas of Opportunity:
To deepen the impact of math improvement efforts and support all learners, key areas of focus moving forward include:

- **Strengthening Tier 1 Instruction:** Continue investing in BTC-aligned professional learning and coaching, with an emphasis on student subgroups experiencing the largest opportunity gaps
- **Data Practices:** Enhance data analysis protocols to more effectively monitor and respond to student progress with integrating i-Ready data to support differentiated learning and progress monitoring for both intervention and extension, prioritizing subgroups identify by the data
- **Dual Language Math Pathway Review:** Analyze the Spanish Dual Language math sequence, particularly the transition from Spanish to English instruction in IMT 1 and IMT 2, to understand its impact on student outcomes
- **Algebra 1 Support Course Implementation:** Launch a new Tier 3 support course in middle school with clear entry/exit criteria, ongoing teacher training, and impact analysis

Next Steps:

[1] Spring 2025 SBA results are preliminary through June 16, 2025

To strengthen mathematics instruction and support student growth, the district will introduce i-Ready as the universal assessment tool for middle school math through Algebra 1. This move will provide a consistent system for data use and progress monitoring across schools. In alignment with these assessments, the district will develop teacher-ready Tier 2 interventions that map directly to assessment cycles, enabling educators to deliver timely, differentiated support based on student need. Instructional coaching will continue at Highland and Odle middle schools, with a dual focus on enhancing Tier 1 instructional practices and implementing targeted Tier 2 interventions that close learning gaps and support equitable outcomes.

13. PROBLEM-BASED LEARNING (REIMAGINE MIDDLE SCHOOLS)

Begin the initial implementation of project-based learning in middle schools

Goals/Expected Outcomes: Middle school students experience higher levels of student engagement and more relevant learning

As Measured By: Surveys, Classroom Observation

Highlights:
As part of the Reimagining Middle Schools initiative, Bellevue School District launched its first phase of Problem-Based Learning (PBL) implementation in 2024–25. PBL is designed to engage students in real-world problem solving, deepen interdisciplinary learning, and foster agency through authentic inquiry and public presentation of work.

This year's implementation focused on building leadership capacity, clarifying a shared vision, and preparing teachers and administrators for instructional shifts. Key accomplishments include:

- **Vision and Leadership:** A clear, districtwide vision for PBL was co-developed with the 2023–24 PBL Design Team and refined through professional learning, staff input, and site visits. The vision emphasizes relevance, student choice, and real-world application.
- **Professional Learning:**
    - Biweekly Teaching & Learning sessions supported instructional planning and strategy development
    - Monthly certificated administrator sessions centered on leading and evaluating PBL through Danielson-aligned practices (especially Domains 2 and 3)
    - Leadership activities like the "Costume Challenge," Chalk Talks, and rubric calibration fostered shared understanding and alignment
- **Site Visits and Reflection:** School teams visited Lincoln High School in Seattle and BSD's Big Picture school to explore models of PBL and advisory in action. Learnings from these visits informed local planning.
- **Student Voice and Public Learning:** PBL pilot units across schools included student exhibitions and presentations, reinforcing the value of student-led inquiry and learning made visible to peers, staff, and families.

Areas of Opportunity:

As the district works to deepen and scale PBL implementation, the following opportunities will help ensure consistency, clarity, and equity:

- **Clarity and Consistency:** Staff expressed the need for clearer district expectations, pacing guidance, and support tools. While some schools are actively piloting, others remain in the early planning stages.

- **Time and Collaboration:** Limited PD time and competing initiatives remain barriers. Teachers consistently requested more structured time for unit co-design, interdisciplinary planning, and peer collaboration.
- **Equity and Relevance**: Continued emphasis is needed on ensuring PBL units are culturally responsive and grounded in students lived experiences. The intersection of PBL with SEL and MTSS is a promising and underdeveloped area.
- **Evaluation and Alignment:** Aligning PBL practices with Danielson components and the TPEP evaluation process will support clearer instructional expectations and teacher growth.

Next Steps:

In the coming year, the district will continue to build momentum around Problem-Based Learning by scaling professional development aligned to the Danielson Framework, with an emphasis on Domains 1b (Knowing and Valuing Students), 2b (Fostering a Culture for Learning), 3c (Engaging Students in Learning), and 4b (Documenting Student Progress). PBL goals will be integrated into TPEP planning and coaching cycles to ensure alignment between professional growth and instructional practice. To support consistent implementation across middle schools, the district will refine and distribute shared tools such as planning frameworks, look-fors, and rubrics. Upcoming professional learning will center on equity and assessment, focusing on culturally responsive PBL design, student feedback, and formative assessment strategies. While broader RMS implementation is on pause due to budget constraints, the district remains committed to sustaining PBL as an instructional priority by fostering cross-school collaboration, encouraging reflective practice, and embedding student voice in lesson and unit design.

14. CULTURALLY RESPONSIVE AND SUSTAINING TEACHING

Prepare the system through professional learning for the launch of the updated Danielson framework, which centers culturally responsive teaching and learning and equity in the classroom; system-wide focus on Domain 3: The Student Learning Experience

Goals/Expected Outcomes: Staff in every school will be trained on Domain 3 of the revised Danielson Framework and will feel prepared for implementation in the 2025-26 school year.

As Measured By: Participation Data, Surveys

Highlights:

Throughout the 2023–24 school year, professional learning across all levels, elementary, middle, and high school, was intentionally designed to build foundational understanding of the revised Danielson Framework, with a deep emphasis on Domain 3: The Student Learning Experience. This focus marks a strategic shift toward culturally responsive and sustaining instruction that centers on student voice, engagement, and identity in the learning process.

Key accomplishments include:

- **Systemwide Professional Development**: Staff across all levels engaged in learning centered on Domain 3, particularly Component 3C: Engaging Students in Learning. The development of PBL lessons in the middle schools are examples of proficient to distinguished level instructional opportunities for students.
- **Principal Learning:** Building leaders participated in deep professional learning aligned to Domain 3 and connected it to broader instructional leadership goals across the Danielson Framework.

- **Leadership Institute Integration:** The 2024 Leadership Institute helped leaders align the Strategic Plan, Annual Plan, and SIPs, laying the groundwork for Domain 3 implementation through culturally responsive leadership and pedagogies of voice.

- **Curriculum and Instruction Alignment:** Domain 3-aligned practices were embedded in content areas and courses ranging from preschool to AP African American Studies, reinforcing the district's commitment to aligning curriculum, pedagogy, and equity.

This year's work created a shared foundation for 2025–26, when all schools will begin full implementation of the revised framework.

Areas of Opportunity:

As the district moves toward full implementation, several opportunities can help strengthen and sustain the work:

- **System Integration with MTSS:** Aligning Danielson practices with MTSS tier 1 and 2 supports can enhance differentiated instruction and ensure students receive responsive, tiered academic and social-emotional supports
- **Leadership Capacity:** Ongoing professional learning and coaching for principals and teacher leaders will be essential to build coherence and foster culturally responsive, human-centered school cultures
- **Inclusive Staff Engagement:** While many educators have engaged deeply, targeted strategies may be needed to ensure all staff feel equipped and supported for implementation in 2025–26

Next Steps:

To strengthen culturally responsive and sustaining teaching practices, the district will differentiate Summer Institute learning opportunities for certificated staff, offering a mix of asynchronous modules and dedicated school-based planning time during August professional learning days (PLDs). Fall 2025 PLDs will center on Cultural Competency, Diversity, Equity, and Inclusion (CCDEI), supporting educators in making explicit connections between CCDEI standards, the Danielson Framework, and their school's Equity Imperative. These efforts will also be aligned across systems, with an emphasis on connecting Danielson implementation to MTSS structures, School Improvement Plans (SIPs), and broader instructional equity goals.

15. MULTIPLE PATHWAYS FOR STUDENT SUCCESS

Pursue innovative and equitable ways for students to demonstrate learning, understanding, achievement and mastery (ex. digital portfolios, capstone projects, industry certifications); improve consistency in high school grading practices

Goals/Expected Outcomes: Students and families will experience consistent grading practices by subject area (ex. math, art) in every high school building

As Measured By: Updated district procedure, Surveys

Highlights:

This year, Bellevue School District advanced its commitment to equitable, meaningful, and consistent measures of student success through the work of the Grading Practices Team and continued exploration of multiple pathways for students to demonstrate learning. Building on nearly a decade of districtwide efforts, the team was charged with creating guidance for grading practices that reflect what students know and can do—consistently and fairly across classrooms and schools.

Key accomplishments from the year include:

- **Centering Student Voice:** Feedback from student focus groups helped shape the direction and language of the district's emerging grading guidance, ensuring relevance and clarity from the learner's perspective
- **Development of Guiding Documents:**
    - The team authored the Overview of Secondary Grading Practices in Bellevue Schools and a detailed Secondary Grading Practices Handbook, which outline four core practices designed to improve equity and consistency in grading
    - These documents address common questions, clarify the rationale for grading shifts, and highlight the potential positive impact for multilingual learners, students with IEPs, and students at the margins
- **Districtwide Engagement:**
    - Educator autonomy and collaboration were emphasized throughout the year. Unpacking sessions and PD opportunities were designed to support staff in exploring the practices and adapting them to their contexts
    - The School Board received an update and engaged in thoughtful dialogue during a June 5 study session on the grading guidance and handbook
- **Connection to Broader Goals:** This work supports the district's broader goal of offering multiple, innovative pathways for demonstrating mastery, including capstone projects, portfolios, and industry certifications

Areas of Opportunity:

As the district prepares for continued learning and training in 2025–26, several opportunities have emerged to ensure strong, sustainable implementation:

- **Clarity and Communication:** Reinforce that 2025–26 will be a learning and professional development year, not one of mandated implementation; existing grading scales will remain in place
- **Leadership Development:** Administrator training and support were identified as critical next steps. Leaders were encouraged to make grading practices a professional learning theme for the coming year
- **Equity in Practice:** Continue supporting educators in applying equitable grading practices that reduce variability and ensure all students are assessed based on demonstrated learning
- **Stakeholder Engagement:** Maintain transparency and shared ownership by keeping students, families, and staff informed throughout the process

Next Steps:

In the coming year, the district will continue refining the grading handbook, incorporating feedback from educators, students, and families to ensure clarity and usability. Targeted training and support will be provided to administrators and staff, with a particular focus on alignment to the Danielson Framework. Open communication with stakeholders will remain a priority, including regular updates to the School Board and opportunities for community engagement. Implementation efforts will be closely monitored, and data will be gathered to inform future policy discussions and ensure that the system continues to evolve in response to student needs.

WE LEAD

16. FOR OUR FUTURE WORLD

Prepare students across all disciplines to lead for improved conditions for people (themselves and others) and planet

Goals/Expected Outcomes: Students and staff will share examples of leading for improved conditions for people and planet

As Measured By: Student work

Highlights:

In 2024–25, Bellevue schools took significant steps to empower students as environmental stewards and equity-driven changemakers. For the first time, all schools were required to include environmental sustainability goals in their School Improvement Plans (SIPs), creating a systemwide commitment to preparing students to lead for a healthier, more just future. Efforts across the district were grounded in the United Nations Sustainable Development Goals (SDGs), particularly Goal 12: Responsible Consumption and Production.

At the **elementary level**, sustainability is increasingly woven into classroom learning, student leadership, and schoolwide culture. Schools launched initiatives such as food share programs, waste reduction campaigns, and community-based partnerships. Students are leading the way through Green Teams, Global Goals Squads, and creative clubs like SOAP (Students Organized Against Pollution) and the "Get Trashy" Club. Instructional integration of sustainability is occurring through ARC units, science explorations, and student-driven projects connected to real-world environmental issues. Partnerships with organizations like Hopelink, Ridwell, Jubilee Reach, and the City of Bellevue helped bring these ideas to life, while bioswale maintenance, tree planting, and salmon tank stewardship offered hands-on environmental learning.

In **secondary schools**, students deepened their leadership through Earth Day events, Green Team initiatives, energy conservation campaigns, and food recovery programs. Through AP courses, math modeling, interdisciplinary projects, and problem-based learning, students connected sustainability to core academics. Many secondary students led schoolwide campaigns, analyzed environmental data, and proposed solutions—showcasing both environmental literacy and a sense of collective responsibility.

Areas of Opportunity:

While progress is evident, several areas remain for growth:

- **Equity in Engagement:** Student participation in sustainability efforts is growing but can be broadened across grade levels and student groups, particularly among MLL and IEP students
- **Mentorship & Tracking Consistency:** Some schools rely on informal observations or lack the necessary infrastructure (e.g., food share equipment), making it difficult to measure impact or sustain momentum
- **Cross-School Collaboration:** Schools are making great strides individually, but there is an opportunity to improve coordination, mentorship, and shared learning across campuses

Next Steps:

To build on current momentum, the district will focus on expanding student leadership by growing and diversifying Green Teams and other student-led sustainability groups, while promoting visibility and peer mentorship through school assemblies and events. Curriculum integration will be deepened by embedding sustainability themes across literacy, science, and interdisciplinary learning at all grade levels. In parallel, we will enhance our ability to measure progress by developing consistent tools to track impact—such as food waste reduction and CO_2 savings—and engage students in data collection and reflection. Community engagement will also be prioritized through sustainability-focused events, newsletters, and volunteer opportunities, along with strengthened partnerships with local organizations. Finally, we will continue to celebrate and elevate student voice by sharing their efforts and achievements through district showcases, digital platforms, and community communications.

17. EQUITY-DRIVEN DECISION-MAKING

Expand the implementation of Equity Driven Decision Making (EDDM) at the district level by applying EDDM to 4 strategic plan initiatives (minimum). Begin to train schools on the principles of EDDM in decision making.

Goals/Expected Outcomes: Students, staff, families, and community members, particularly those from groups that have not had voice and agency in decision making in the past, feel represented and included in the decision-making process

As Measured By: Empathy Interviews, Surveys

Highlights:

In 2024-25, Bellevue School District made significant progress in embedding Equity-Driven Decision-Making (EDDM) into its systems and culture. Grounded in the belief that those most impacted by decisions should be meaningfully involved in shaping them, EDDM shifted how the district designs, plans, and evaluates major initiatives. This year's efforts marked a shift from theory to practice, modeling what it looks like to lead with empathy, humility, and shared ownership.

Four major strategic initiatives were guided by EDDM principles:

- Big Picture Redesign
- Black Excellence
- Inclusion and Accessibility: 504/IEP Meeting Process
- Welcome Center Design

Each of these initiatives began with a diverse design team, often including students, families, community partners, and staff. The teams began their work by listening deeply—through empathy interviews and targeted outreach—to those most impacted by existing systems. Community input informed every stage of planning, from ideation to design.

One of the most comprehensive examples of EDDM in action was the Spending Reduction Proposal, which unfolded in two distinct phases of engagement:

- Phase 1: Listening and Learning – The district conducted targeted outreach to understand community priorities and experiences, with special attention to groups historically excluded from decision-making processes.
- Phase 2: Feedback and Refinement – After publishing a draft proposal, the district returned to impacted groups to gather feedback and make revisions before finalizing the recommendations.

By centering the voices of students, families, and staff during such a difficult process, the district modeled how EDDM can build trust, even during times of challenge.

Areas of Opportunity:

As EDDM becomes more deeply embedded across the system, continued attention is needed in the following areas:

- Closing the Loop: While community input shaped many critical decisions this year, communication following final decisions—particularly related to the Spending Reduction Proposal—was experienced by many staff as unclear or incomplete. Those most impacted were often left without formal closure, contributing to feelings of uncertainty, disconnection, and grief.
- Sustaining Internal Capacity: As more initiatives adopt EDDM, schools and departments will need ongoing coaching and time to build the skills required to engage in deep listening and community-centered design.
- Consistent Practice Across Schools: As EDDM expands beyond central office initiatives, schools will need tools, training, and examples to guide implementation in building-based decisions.

Next Steps:

As we move into 2025–26 and beyond, EDDM will continue to serve as the foundation for how we make decisions across the district—rooted in community voice, shared responsibility, and a commitment to educational justice. In the coming year, we will expand EDDM implementation to additional strategic plan initiatives, following the same design cycle of empathy interviews, diverse design teams, and co-created solutions. Professional learning will be deepened to include leadership development and decision-making workshops that embed EDDM practices. To strengthen trust and transparency, we will develop clearer feedback loops—particularly following high-impact decisions—using compassionate and accessible communication. Finally, we will continue to measure the impact of this work through empathy interviews and surveys, paying close attention to whether students, families, and staff, especially those historically underserved, feel included, respected, and heard.

18. STUDENT VOICE AND AGENCY

Student voice and agency with the school board and superintendent's cabinet; student voice and agency in school improvement efforts; student voice and agency in the strategic planning process and the environmental sustainability plan implementation

Goals/Expected Outcomes: Students will have increased voice and agency at the school and district level

As Measured By: Empathy interviews, Surveys, Student representation data

Highlights:
In 2024-25, Bellevue School District took meaningful steps to elevate student voice and agency at both the school and district levels. Rooted in the belief that students should be partners in shaping the learning environments and systems that impact them, this work focused on increasing authentic opportunities for students to contribute to decision-making, planning, and continuous improvement.

Key highlights include:

- **Student Involvement in Strategic Planning:** Students participated as key contributors in the development of the 2024–2030 Strategic Plan Goals and Measures, offering input during empathy interviews, focus groups, and visioning sessions. Their perspectives helped shape the district's priorities around belonging, learning, leadership, and sustainability.
- **Environmental Sustainability Plan:** Students played an active role in designing and refining the district's Sustainability Plan, with opportunities to speak at School Board meetings, collaborate with staff, and participate in implementation efforts that link climate action to student-led learning.
- **School Improvement and Advisory Roles:** In many secondary schools, students engaged in leadership roles such as advisory councils, student-led initiatives, and participation in School Improvement Plan (SIP) development. These efforts created space for students to provide feedback on instructional practices, school culture, and equity goals.
- **Engagement with District Leadership:** The Superintendent's Cabinet and School Board sought out and listened to student voice throughout the year, including through presentations, listening sessions, and direct testimony. This signaled a systemwide commitment to not just listening to students—but centering their lived experiences in policy and practice.

Areas of Opportunity:

As the district works to deepen this culture of partnership, the following opportunities emerged:

- **Systematizing Student Input:** While there are strong examples of student engagement, practices vary across schools. There is an opportunity to create more consistent structures for elevating student voice in school-based decision-making.
- **Feedback and Follow-Through:** Students shared a desire for greater transparency around how their input is used. Closing the loop after students offer feedback—particularly on issues of equity, curriculum, and school climate—will help build trust and increase participation.
- **Representation:** Efforts to expand student voice must continue to prioritize inclusive outreach, ensuring that students of color, multilingual learners, students with disabilities, and others who are often underrepresented in leadership roles are meaningfully included.
- **Measurement:** The district currently lacks student-specific survey data to assess the reach and impact of student voice initiatives. Collecting this data will be essential to guiding next steps.

Next Steps:

To deepen and sustain student voice across the system, the district will develop formal structures such as student advisory boards, ambassador programs, and leadership pathways to ensure students are engaged in meaningful and ongoing ways. School leaders will be supported in involving students in School Improvement Plan (SIP) development and in gathering instructional feedback to inform teaching and learning. Clear feedback loops will be established, so students see how their input shapes decisions at both the school and district levels. Student involvement will be expanded across high-impact initiatives, including instructional improvement efforts, sustainability projects, and equity-focused work. To assess progress, future empathy interviews and surveys will include dedicated student voice metrics that measure engagement, representation, and impact.

19. VOICE OF OUR DIVERSE COMMUNITY

In addition to EDDM guidance on elevating community voice, form critical committees to bring community voice into the decision-making

Goals/Expected Outcomes: Community members and leaders, representative of our diverse community, will feel represented and included in the decision-making process

As Measured By: Empathy interviews, Surveys

Highlights:
In 2024–25, Bellevue School District expanded its commitment to ensuring that community voice—especially those historically excluded from decision-making—guides district priorities and practices. Building on the success of the strategic planning process, the district launched and sustained multiple structures to elevate authentic voice and co-create solutions to systemic challenges.

Design Team Model:
BSD adopted a design team approach rooted in equitable representation and deep listening. Using a sortition process to assemble diverse teams, these groups brought together students, families, educators, and community partners to co-design solutions grounded in lived experience. These design teams centered their work on empathy interviews to understand the experiences of those most impacted by inequitable systems and began generating recommendations for change.

The following design teams served as powerful examples of inclusive engagement:

- Welcome Center
- Black Excellence
- Environmental Sustainability
- Inclusion and Accessibility (504 and IEP processes)
- Multilingualism for All
- Strategic Plan Goals and Measures

Additional Highlights:

- The **Student Advisory Team**, made up of students of color from across BSD's middle and high schools, continued its work tackling equity issues and shaping district strategies through the lens of student experience
- The newly formed **Audit and Finance Advisory Committee**, which includes both community members and students, helped strengthen transparency and community oversight in fiscal matters
- BSD applied its **Equity-Driven Decision-Making (EDDM)** process to reach beyond traditional engagement. In the development of the district's budget reduction proposal, BSD conducted targeted outreach to families who are often underrepresented in public forums. Community partners, affinity groups, and trusted messengers helped ensure meaningful participation and culturally responsive engagement

These efforts reflect a systemwide shift toward engaging with—not simply informing—our community, especially those historically marginalized by institutional processes.

Areas of Opportunity:
As the district deepens this work, several opportunities have emerged to further strengthen community engagement:

- **Closing the Loop:** Families and community members expressed appreciation for being included in early decision-making but emphasized the need for consistent communication about how their input influenced final outcomes
- **Sustaining Participation:** As design teams transition from insight gathering to recommendation development, ongoing support and connection with the broader community will be key to maintaining trust and momentum
- **Inclusive Representation:** While sortition has supported diverse participation, continued efforts are needed to ensure design teams consistently reflect the linguistic, cultural, and geographic diversity of BSD's community
- **Measurement of Impact:** More robust tools are needed to measure how participants experience these engagement opportunities and whether they feel genuinely heard and represented

Next Steps:

In 2025–26, the district will prioritize strategies that honor and elevate community voice. A key focus will be developing communication practices that "close the loop" with students, families, and partners—ensuring transparency around how input is used and what decisions result. Structures that center student and family voice will be strengthened, including continued investment in the Student Advisory Team and deeper engagement with family affinity groups. To support this work, staff will receive training in inclusive engagement strategies grounded in community partnerships, Equity-Driven Decision Making (EDDM), and culturally responsive facilitation. Additionally,

the district will develop tools to measure the engagement experience and its impact, helping ensure community feedback drives ongoing reflection and improvement.

20. SUSTAINABILITY PLANS IN SCHOOLS AND DISTRICT DEPARTMENTS

Engage students in the co-design of school-based sustainability goals to be codified in the school improvement plans; set department sustainability goals, including building a district dashboard to monitor goals

Goals/Expected Outcomes: Students have voice and agency in developing and implementing sustainability goals Central office staff play a key role in our commitment to reducing our carbon footprint

As Measured By: School-based Sustainability Goals, Sustainability Dashboard, Goals and Measures

Highlights:
This year, Bellevue School District made major strides in translating its sustainability commitments into action:

- **Student Voice and Leadership**: Students were deeply involved in the development of the district's first Sustainability Goals Report. Their advocacy and insights helped shape building-level goals and strategic recommendations.
- **Co-Design of School-Based Goals**: In partnership with the Teaching and Learning team, schools developed sustainability goals that will be embedded in their 2025–26 School Improvement Plans. This process was student-led and grounded in real-world environmental challenges.
- **Central Office Commitments**: Key departments—including Transportation, Nutrition Services, Technology, and Facilities—set concrete sustainability goals aligned with the Strategic Plan's "Sustainable Human-Centered Systems" pillar.
- **Districtwide Dashboard Development**: The district began the process of developing a sustainability dashboard that will track progress on key indicators such as waste reduction, energy use, and student engagement in sustainability.
- **Cross-Sector Collaboration**: Community partnerships and interdepartmental collaboration played a significant role in moving this work forward—showcasing a whole-system approach to environmental stewardship.

Areas of Opportunity:

- **Formalize Reporting**: Establish annual reporting structures for school and departmental sustainability goals, including integration with School Improvement Plan updates and cabinet-level check-ins
- **Capacity Building**: Provide schools with tools and resources to help implement their sustainability goals, especially those that may need more support or staffing capacity
- **Dashboard Launch and Utilization**: Ensure the sustainability dashboard is launched in 2025–26 and used by schools and departments to inform decision-making and increase accountability
- **Equity in Sustainability**: Ensure sustainability work centers environmental justice and equity—recognizing and addressing the disproportionate environmental burdens experienced by historically marginalized communities

Next Steps:

In the coming year, the district will continue to include sustainability goals in every School Improvement Plan, ensuring each plan reflects meaningful connections to both equity and instructional priorities. This alignment will help schools and departments take ownership of their role in advancing climate action while reinforcing the district's broader educational mission. Additionally, we will begin work on the first version of the BSD Sustainability Dashboard , offering baseline data and public-facing insights into our progress. This tool will increase transparency, support shared accountability, and empower schools to track and celebrate their sustainability efforts.

ADVANCING OUR EQUITY COMMITMENTS

The 2024–25 Annual Plan marked a pivotal year in Bellevue School District's ongoing commitment to equity and accountability. Aligned to the strategic priorities of *We Belong, We Learn, We Lead*, this year's efforts advanced key long-term equity outcomes identified in the Equity and Accountability Procedure 0130P (link here) across multiple domains. The ongoing progress to the district's commitments to equity and accountability is monitored and reflected in the annual plan reporting as well as in individual department reports. Below are highlights of progress made toward each commitment.

Culturally Affirming Curriculum & Instruction (Commitment A):
The district centered culturally responsive teaching practices through professional development aligned with the revised Danielson Framework, especially Domain 3: The Student Learning Experience. Initiatives such as Problem-Based Learning, AP African American Studies, and the inclusion of multilingual and disability perspectives in curriculum planning affirmed students' identities and honored their lived experiences. In addition, we continued work this year from last year with members of our Jewish community to review curriculum materials to mitigate bias, to uplift Jewish culture, and to combat antisemitism through our curriculum materials and supplemental resources.

Equitable Access and Support (Commitments B–D):
From targeted interventions in secondary math to expanded enrollment in preschool programs (ECEAP and Special Education), the district implemented strategies to meet students' diverse needs. Use of data disaggregated by subgroup helped identify gaps and guide supports. The Inclusion & Accessibility Design Team took a systems approach to improving IEP/504 experiences through empathy interviews and community-informed solutions.

Disciplinary Equity and Inclusive Climate (Commitment E):
While discipline-specific data wasn't the focus of this year's plan, work around inclusion, student voice, and belonging—especially through the Student Advisory Team and Black Excellence initiative—contributed to more positive, inclusive school climates. This is going to be a leading focus in the upcoming annual plan in 2025-26, with goals around addressing racial microaggressions and slurs and ensuring accountability for students who exhibit discriminatory behaviors.

Staff Training and Professional Growth (Commitment F):
Professional learning embedded across initiatives emphasized implicit bias, cultural responsiveness, and inclusive practices. Principals, educators, and classified staff received differentiated training in equity-centered frameworks such as Building Thinking Classrooms, equity-driven grading practices, and Universal Design for Learning (UDL). Freedom Johnson led optional workshops across the district on how to disrupt racial microaggressions. We are building this as universal training for the upcoming school year.

Diverse and Representative Staffing (Commitment G):
Though not deeply outlined in this year's initiatives, continued attention to leadership development and equity-driven hiring practices remains a strategic goal moving forward.

Equity in Systems, Budgeting, and Procedures (Commitments H–I):
Equity-Driven Decision Making (EDDM) guided major system redesign efforts, including the budget reduction process. Design teams—such as Welcome Center, Environmental Sustainability, and Multilingualism for All—applied EDDM to ensure diverse voices shaped priorities. The district prioritized transparency, trust-building, and inclusive problem-solving.

Family and Community Partnerships (Commitment J):
Through intentional outreach, the district partnered with families and community groups, particularly during challenging conversations about budget reductions to understand their needs, perspective, and priorities. Sortition-based design teams reflected the diversity of the community and included voices often excluded from traditional engagement methods. The Student Advisory Team was another example of centering youth leadership.

Together, these efforts laid a strong foundation for sustained equity-focused transformation, even in the face of fiscal constraints. Bellevue's strategic and empathetic approach continues to model how school systems can live their values while navigating complex realities.

LOOKING AHEAD TO 2025-26

In spring 2025, Bellevue School District finalized the 2024–30 Strategic Plan Goals and Measures—marking a major milestone in translating our community's vision into focused, measurable outcomes. These long-term goals now provide greater clarity and alignment across the system, anchoring our efforts in the hopes and aspirations of students, families, and staff.

With this foundation in place, we look ahead to 2025–26 as the first official year of implementing our strategic plan goals. This bold and community-rooted plan is grounded in a shared commitment to equity, student voice, and sustainable systems that support every learner and educator.

The Strategic Plan is organized around four interconnected pillars:

- **We 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.
- **We 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.
- **We Lead**: Students are empowered as agents of change in their classrooms, communities, and the world.
- **Sustainable Human-Centered Systems**: The district operates with financial, environmental, and social sustainability, ensuring efficient, equitable, and innovative systems that support long-term success.

To bring these goals to life, the district is developing a 2025–26 Annual Plan that honors the current impact of spending reductions and identifies a set of clear priorities to focus our collective efforts, allocate limited resources strategically, and sustain progress on what matters most to our students and community.

As we enter this new chapter, we do so with a shared commitment to continuous improvement, authentic engagement, and a belief in what's possible when students, staff, families, and community come together in service of each and every child.

APPENDIX A: STAFF SURVEY DATA

STAFF ENGAGEMENT

The 2020 survey was administered prior to the impacts of the COVID-19 pandemic.
Staff racial demographics were included beginning in 2022.
The spring 2025 survey was administered March 10 – 21, 2025

Staff Engagement Survey: All Staff						
Engagement Domain: % Favorable Responses**						
All 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%

Staff Engagement Survey: Central Office Staff						
Engagement Domain: % Favorable Reponses**						
Central Office Staff	2020	2021	2022	2023	2024	2025
All staff	82%	67%	67%	74%	76%	67%
Asian				66%	79%	71%
Black				*	*	*
Hispanic				84%	74%	*
Pacific Islander				*	*	*
Two or More Races				*	*	*
White				74%	76%	66%

*Confidentiality protected

** Domain questions include:

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.

ENGAGEMENT SPECIALISTS FOR BIPOC EDUCATORS (ESBE)

The Spring 2025 ESBE Survey received a total of 108 responses.

ESBE Survey Responses		
	(n) size*	% of responses

Black/African American	7	7%
American Indian or Alaska Native	1	0.1%
Native Hawaiian or other Pacific Islander	4	4%
Asian	62	57%
Hispanic/Latino/a	35	32%
Other	9	8%

*Respondents could select "all that apply"

ESBE Survey Results		
"What role, if any, does the ESBE program play in your level of job satisfaction?"		
	(n) size	% of responses
A large role	44	41%
A small role	38	35%
No role at all	21	19%
Other	5	5%

ESBE Survey Results		
"How supported to do feel by the ESBE program?		
	(n) size	% of responses
Very supported	47	44%
Somewhat supported	26	24%
Neutral	31	29%
A little supported	3	3%
Not supported at all	1	0.01%

ESBE Survey Results		
"What role, if any, does the ESBE program play in your sense of belonging in the Bellevue School District?"		
	(n) size	% of responses
A large role	50	46%
A small role	42	39%
No role at all	13	12%
Other	3	3%

ESBE Survey Results		
"If given the option to continue your employment, how likely are you to remain in Bellevue School District next year?		
	(n) size	% of responses
Very likely	86	80%
Somewhat likely	14	13%

Neither likely nor unlikely	4	4%
Somewhat unlikely	2	2%
Very unlikely	0	0%
Other	2	2%

APPENDIX B: STUDENT SURVEY DATA

STUDENT SENSE OF BELONGING

Student School Climate Survey				
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%
Dual Language***	62%	63%	52%	52%
Not Dual Language	65%	64%	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

** Domain questions include:

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?

***Dual Language includes Spanish and Mandarin Dual Language Immersion programs, as well as the Heritage Language Programs (Arabic, Hindi, and Korean).

STUDENT CONNECTION, LEARNING, AND EMPOWERMENT

Student School Climate Survey

Diversity and Inclusion Domain: % Favorable Responses**		
	Grades 6-12	
Student Group	Fall 2024	Spring 2025
All students	81%	81%
Asian	80%	80%
Black	75%	71%
Hispanic	76%	76%
Pacific Islander	73%	75%
Two or More Races	83%	82%
White	86%	85%
MLL	70%	71%
Not MLL	83%	82%
Dual Language	71%	73%
Not Dual Language	82%	81%
IEP	74%	74%
No IEP	82%	81%
Low Income	75%	76%
Not Low Income	83%	82%
Male	80%	79%
Female	82%	82%
Gender X	85%	87%

* Confidentiality protected

** Domain questions include:

How often do you spend time at school with students from different races, ethnicities, or culture?

How often do you have classes with students from different racial, ethnic, or cultural backgrounds?

At your school, how often do students from different races, ethnicities, or cultures hang out with each other?

At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?

How fairly do students at your school treat people from different races, ethnicities, or culture?

How fairly do adults at your school treat people from different races, ethnicities, or culture?

Student School Climate Survey		
Cultural Awareness and Action Domain: % Favorable Responses**		
	Grades 6-12	
Student Group	Fall 2024	Spring 2025
All students	64%	65%
Asian	64%	66%
Black	59%	60%
Hispanic	65%	65%
Pacific Islander	67%	67%
Two or More Races	61%	62%
White	64%	65%
MLL	66%	66%
Not MLL	63%	65%
Dual Language	62%	63%

Not Dual Language	64%	65%
IEP	60%	62%
No IEP	64%	65%
Low Income	63%	65%
Not Low Income	64%	65%
Male	64%	65%
Female	64%	65%
Gender X	63%	68%

* Confidentiality protected

**Domain questions include:

How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?

How often do you think about what someone of a different race, ethnicity, or culture experiences?

How confident are you that students at your school can have honest conversations with each other about race?

At your school, how often are you encouraged to think more deeply about race-related topics?

How comfortable are you sharing your thoughts about race-related topics with other students at your school?

How often do students at your school have important conversations about race, even when they might be uncomfortable?

When there are major news events related to race, of often do adults at your school talk about them with students?

How well does your school help students speak out against racism?

STUDENT ENGAGEMENT

Student School Climate Survey				
Student Engagement Domain: % Favorable Responses**				
	Grades 3-5		Grades 6-12	
Student Group	Fall 2024	Spring 2025	Fall 2024	Spring 2025
All students	53%	51%	33%	32%
Asian	55%	54%	37%	35%
Black	54%	48%	32%	29%
Hispanic	50%	47%	28%	26%
Pacific Islander	23%	*	30%	33%
Two or More Races	52%	51*	31%	29%
White	49%	47%	31%	30%
MLL	53%	52%	33%	32%
Not MLL	53%	51%	33%	32%
Dual Language	50%	48%	27%	27%
Not Dual Language	53%	51%	34%	32%
IEP	42%	42%	29%	28%
No IEP	54%	52%	34%	32%
Low Income	52%	49%	29%	29%
Not Low Income	53%	52%	35%	33%
Male	49%	48%	34%	33%

Female	*	*	33%	31%
Gender X	*	*	31%	37%

* Confidentiality protected

Student School Climate Survey: Middle Schols Only		
Student Engagement Domain: % Favorable Responses**		
	Grades 6-8	
School	Fall 2024	Spring 2025
Big Picture (6-12)	35%	35%
Chinook	37%	31%
Digital Discovery (6-12)	37%	42%
Highland	30%	31%
International (6-12)	35%	34%
Odle	41%	39%
Tillicum	33%	28%
Tyee	35%	30%

** Domain questions include:

How excited are you about going to your classes?

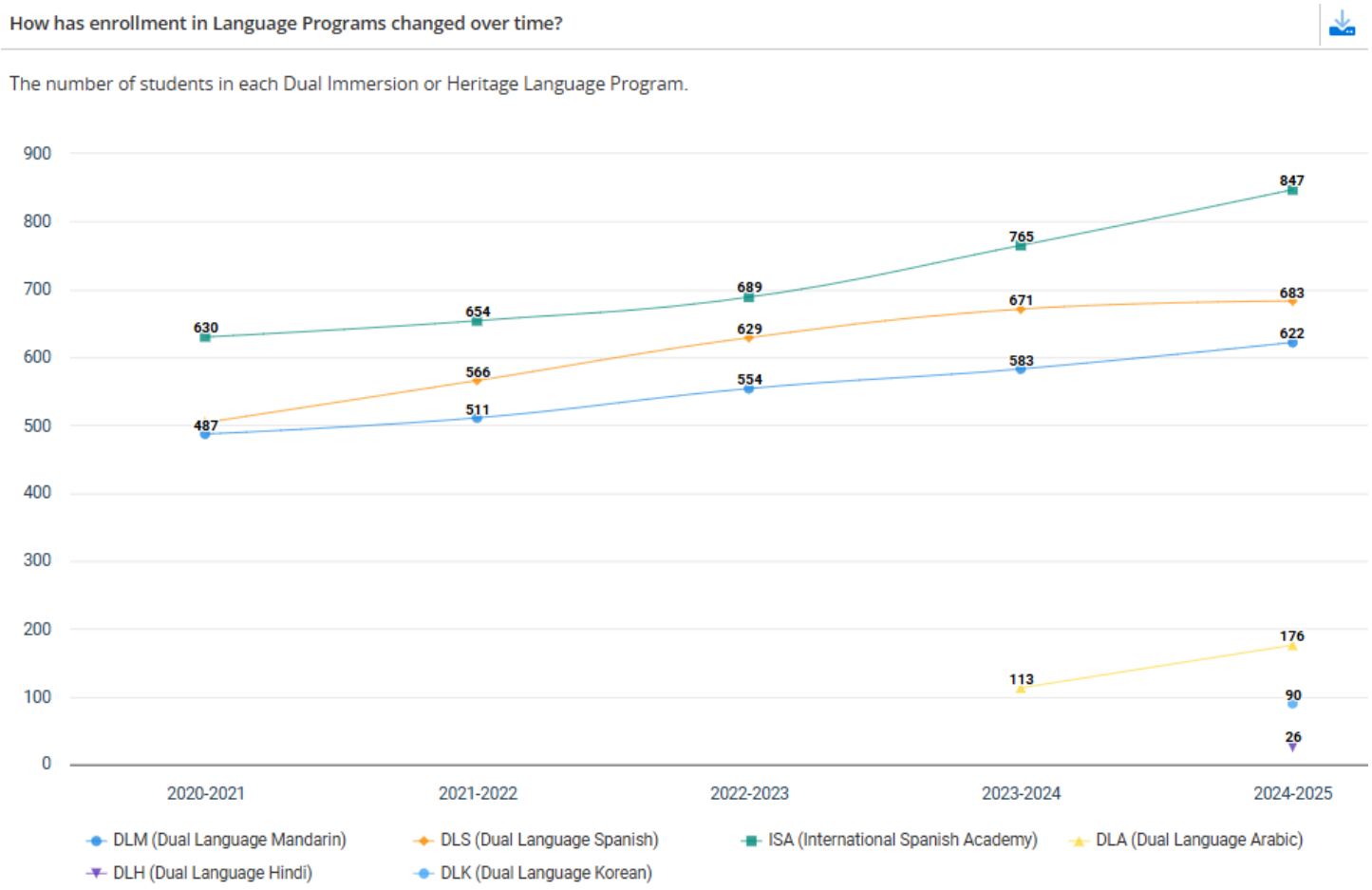
How focused are you on the activities in your classes?

In your classes, how excited are you to participate?

When you are not in school, how often do you talk about ideas from your classes?

How interested are you in your classes?

APPENDIX C: LANGUAGE PROGRAM ENROLLMENT DATA



APPENDIX D: SEAL OF BILITERACY DATA

Seal of Biliteracy Earned

Student Groups	2023 Graduates Earning Seal %	2024 Graduates Earning Seal %	2025 Graduate Demographic	2025 Graduates Earning Seal
All students	34%	35%	100% (1,640)	21%
Asian	55%	60%	43% (713)	28%
Black	1%	1%	4% (61)	20%
Hispanic	11%	11%	13% (219)	26%
Multi-ethnic	7%	9%	11% (174)	5%
White	24%	21%	28% (462)	15%
Students with Disabilities	0%	0	8% (133)	7%
English Learners	5%	4%	8% (134)	69%
Low Income	11%	9%	19% (313)	33%

APPENDIX E: STAFF HIRING AND RETENTION DATA

Data will be available in October 2025.

APPENDIX F: ELEMENTARY LITERACY ACHIEVEMENT DATA

Grades K-2: Percentage of students meeting or exceeding standards on DIBELS Subtests

Grades K-2: Percentage of students meeting or exceeding standards on **DIBELS Subtests**			
Subtest	**Fall 2024**	**Winter 2025**	**Spring 2025**
Letter Name Fluency (K-1)	62% (2,396)	68% (2,402)	76% (2,392)
Phonemic Awareness (K-1)	66% (2,396)	66% (2,402)	71% (2,392)
Nonsense Word Fluency-CLS (K-2)	67% (3,644)	69% (3,638)	79% (3,514)
Nonsense Word Fluency-WRC (K-2)	61% (3,644)	71% (3,638)	80% (3,514)
Word Reading (K-2)	61% (3,644)	72% (3,638)	75% (3,514)

Grades K-2: Percentage of students meeting or exceeding standards on DIBELS

Grades K-2: Percentage of students meeting or exceeding standards on **DIBELS**			
Student Groups	**Fall 2024**	**Winter 2025**	**Spring 2025**
All Grade K-2	**69% (3,622)**	**71% (3,637)**	**79% (3,514)**
Asian	83% (1,698)	84% (1,695)	89% (1,620)

Black	53% (171)	51% (171)	64% (163)
Hispanic	30% (570)	33% (590)	45% (560)
Multi-Ethnic	75% (404)	78% (408)	87% (406)
Native American	n=1	n=1	n=2
Pacific Islander	67% (12)	60% (10)	70% (10)
White	66% (766)	70% (762)	82% (753)
Low Income	35% (783)	40% (823)	54% (831)
English Learners	51% (1,091)	55% (1,198)	65% (1,176)
Students with Disabilities	51% (346)	50% (346)	61% (401)
Grade K	60% (1,149)	66% (1,154)	75% (1,156)
Grade 1	70% (1,232)	71% (1,243)	81% (1,236)
Grade 2	76% (1,241)	76% (1,240)	81% (1,122)

Grades K-2: Percentage of students meeting or exceeding standards on Lectura

Grades K-2: Percentage of students meeting or exceeding standards on **Lectura (Spanish)**			
Student Groups	**Fall 2024**	**Winter 2025**	**Spring 2025**
All Grade K-2	**65% (449)**	**62% (448)**	**64% (424)**
Asian	80% (45)	79% (43)	77% (43)
Black	80% (10)	70% (10)	60% (10)
Hispanic	56% (261)	53% (262)	57% (238)
Multi-Ethnic	79% (39)	84% (38)	74% (38)
Native American	n/a	n/a	n/a

Pacific Islander	n/a	n/a	n/a
White	76% (94)	69% (95)	71% (95)
Low Income	51% (186)	47% (173)	49% (162)
English Learners	50% (171)	48% (180)	52% (162)
Students with Disabilities	54% (41)	41% (46)	48% (48)
Grade K	76% (165)	75% (164)	74% (165)
Grade 1	58% (162)	50% (161)	52% (159)
Grade 2	59% (122)	61% (123)	65% (100)

Grades 3-5: Percentage of students meeting or exceeding standards on Star Reading English

Grades 3-5: Percentage of students meeting or exceeding standards on **Star Reading English**			
Student Groups	**Fall 2024**	**Winter 2025**	**Spring 2025**
All Grade 3-5	**69% (3,981)**	**70% (4,022)**	**70% (3,965)**
Asian	79% (1,844)	80% (1,889)	80% (1,884)
Black	42% (159)	42% (165)	39% (153)
Hispanic	31% (578)	34% (573)	34% (541)
Multi-Ethnic	80% (436)	81% (434)	82% (431)
Native American	*	*	*
Pacific Islander	*	*	*
White	72% (949)	74% (948)	72% (944)
Low Income	35% (864)	34% (826)	34% (835)
English Learners	23% (899)	26% (962)	28% (949)

Students with Disabilities	38% (471)	36% (441)	40% (502)
Grade 3	65% (1,325)	67% (1,335)	67% (1,321)
Grade 4	70% (1,356)	71% (1,371)	71% (1,369)
Grade 5	71% (1,300)	72% (1,316)	74% (1,275)

Grades 3-5: Percentage of students meeting or exceeding standards on Star Reading Spanish

Star Reading Spanish Proficiency Level (Grades 3-5): % at/above benchmark			
School	**Fall 2024**	**Winter 2025**	**Spring 2025**
Lake Hills	n/a	59% (61)	54% (57)
Puesta del Sol	n/a	48% (186)	41% (179)
Sherwood Forest	n/a	35% (57)	39% (61)
Stevenson	41% (51)	52% (69)	41% (39)

Grade 3: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025*
All Grade 3	72%	72%	70%	70%	66%
Asian	82%	84%	82%	81%	79%
Black	44%	58%	29%	35%	43%
Hispanic	37%	38%	32%	30%	27%
Multi-Ethnic	78%	75%	82%	77%	75%
White	72%	71%	72%	74%	64%
Low Income	33%	37%	39%	38%	27%
English Learners	33%	38%	47%	40%	34%

Students with Disabilities	29%	35%	30%	40%	38%

*NOTE: Spring 2025 Results are preliminary through June 16, 2025

APPENDIX G: SECONDARY MATH ACHIEVEMENT DATA

Grade 8: Percentage of students meeting or exceeding standard on **SBA Math**					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025*
All Grade 8	**71%**	**65%**	**60%**	**62%**	**64%**
Asian	87%	86%	83%	81%	85%
Black	30%	19%	25%	20%	22%
Hispanic	40%	26%	19%	20%	23%
Multi-Ethnic	71%	69%	57%	67%	64%
White	68%	60%	55%	55%	58%
Low Income	32%	31%	28%	20%	28%
English Learners	39%	21%	24%	23%	25%
Students with Disabilities	18%	15%	13%	14%	16%

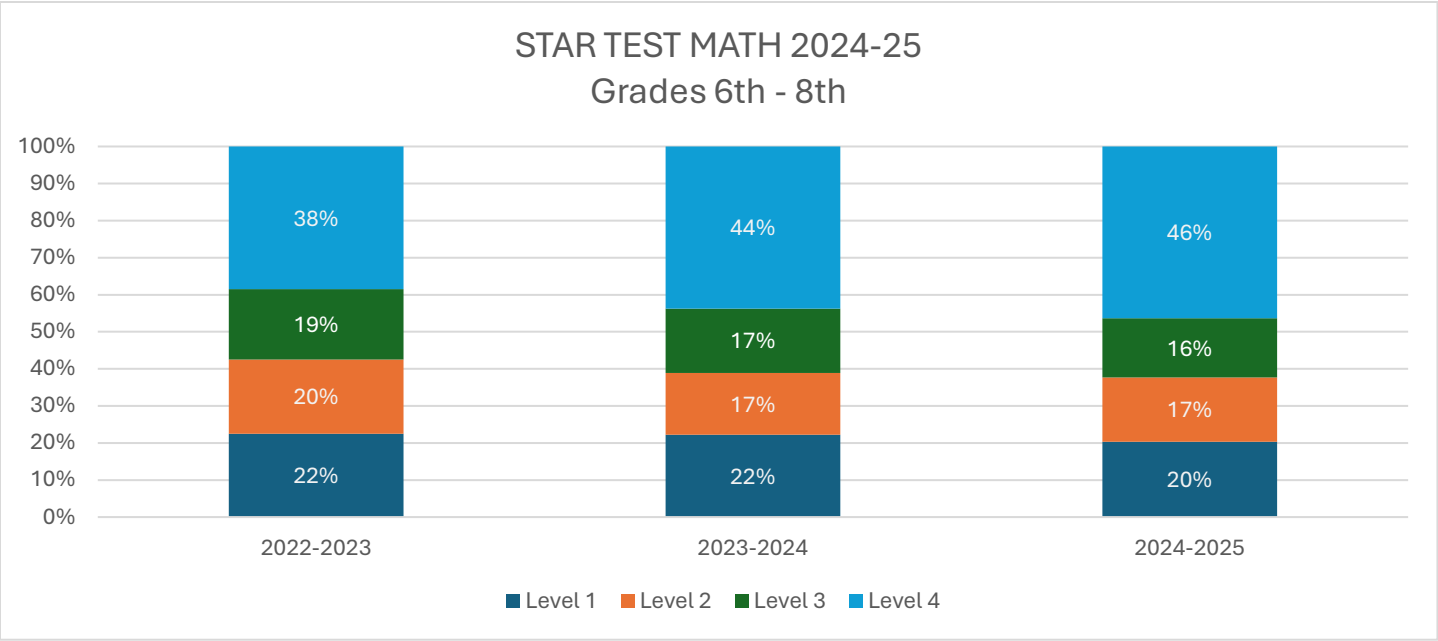
*NOTE: Spring 2025 Results are preliminary through June 16, 2025

Grade 10: Percentage of students meeting or exceeding standard on **SBA Math**					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025*
All Grade 10	**70%**	**61%**	**60%**	**68%**	**68%**
Asian	87%	86%	82%	85%	84%
Black	39%	22%	19%	22%	22%

Hispanic	35%	31%	29%	23%	25%
Multi-Ethnic	77%	70%	60%	70%	69%
White	68%	61%	63%	63%	60%
Low Income	35%	36%	32%	27%	34%
English Learners	33%	29%	29%	28%	30%
Students with Disabilities	17%	17%	16%	11%	22%

*NOTE: Spring 2025 Results are preliminary through June 16, 2025

	STAR Testing Spring 2025	Mathematics			
		On Track		Off Track	
Subgroup		%	#	%	#
Overall		62%	2,152	38%	1,302
Grade 6		64%	765	36%	428
Grade 7		62%	721	38%	442
Grade 8		61%	666	39%	432
American Indian or Alaska Native		Values Removed due to limited students in this subgroup.			
Asian		82%	1,385	18%	304
Black/African-American		26%	30	74%	85
Hispanic		21%	96	79%	364
Native Hawaiian or Other Pacific Islander		Values Removed due to limited students in this subgroup.			
Two or more		57%	203	43%	152
White		53%	435	47%	382
Female		61%	966	39%	624
Male		64%	1,180	36%	674
X		Values Removed due to limited students in this subgroup.			
MLL		27%	141	73%	390
Not MLL		69%	2,011	31%	912
IEP		27%	96	73%	259
Not IEP		66%	2,056	34%	1,043
504		57%	155	43%	115
Not 504		63%	1,997	37%	1,187
Adv Learning		97%	1,057	3%	29
Traditional		46%	1,095	54%	1,273


STAR TEST MATH 2024-25
Grades 6th - 8th
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
38%
19%
20%
22%
44%
17%
17%
22%
46%
16%
17%
20%
2022-2023
2023-2024
2024-2025
Level 1
Level 2
Level 3
Level 4

APPENDIX H: ATTENDANCE DATA

