Strategic Plan Update
Board Meeting
May 29, 2025

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Purpose

The purpose of this presentation is to provide an update on progress towards the achievement of our district's Mission as outlined in Results 1.

- Share an update on the district's Spring engagement plan

- Share an update on work in two priority areas: "Student Well-Being" and "Academic Opportunities".

Mission & Vision

Vision

All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world.

Mission

Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment.

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1 Student Well-Being

2 Academic Opportunities

3 Diverse Talent

4 Authentic Engagement

5 Organizational Effectiveness

Strategic Plan

Our School Board approved 3-year Strategic Plan, developed by administration with input from students, families, staff and community.

This plan is aligned with board vision and goals, and priority areas and strategies with a focus on implementation and progress to:

- Improve student belonging, address opportunity gaps and maintain academic excellence
- Alleviate student stress
- Increase workforce diversity
- Step up engagement and feedback loops
- Enhance customer service and operational consistency

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Alignment of Strategic Plan Priority Areas to Results/OE's

Priority Area	Goals	Results	OE's
Student Well-Being (Sharine Carver)	Students will feel safe and have a sense of belonging.	R1 R2 R3 R4	OE12 OE13
	Students will have access to resources that support their basic needs, social-emotional, and mental and behavioral health.	R1 R2 R3 R4	OE12 OE16
Academic Opportunity (Dana Bailey)	Increase student achievement of meaningful milestones of 3rd grade reading, Algebra 1 and 9th grade on-track to graduation and decrease opportunity gaps.	R1 R2 R3 R4	OE12 OE14 OE15 OE16
	Students will have equitable access to resources and pathways that support individualized post-high school goals.	R1 R2 R3 R4	OE9 OE10 OE12 OE14 OE16
Diverse Talent (Donna Hood)	District leadership and staff will diversify our workforce, so it more closely aligns with our student population which is 58% students of color.		OE3 OE16
	District leadership and staff will foster a sense of belonging and inclusivity, leading to retention of diverse staff.		OE2 OE3
Authentic Engagement (Sherri Kokx)	District leaders and staff will listen and follow up on input from constituent groups.	R3	OE2 OE3 OE16
	District leaders and staff will lead effective engagement practices that provide opportunity, partnership and access for all, while reaching diverse members of the community.		OE5 OE9
Organizational Effectiveness (Martin Turney)	District leaders and staff will model continuous improvement practices to enhance student, staff and family experiences.		OE2 OE4 OE6 OE13
	District leaders and staff will increase engagement in decisions that support effective resource allocation based on priorities and needs to support students and staff.	**All Results and OEs**	

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Last updated on 1.30.25

Spring Events & Opportunities to Capture Feedback

Spring engagement push: February-May

- Issaquah Schools Foundation leadership - 2/13 initial meeting
- WAAG - 2/24
- ISD Insider - 2/26
- ISD School Board- 3/5 (Board Retreat)
- PTSA General Assembly and Leadership Committee - 3/27
- Issaquah Schools Foundation Board – 4/22
- District Administrators and building leaders - 4/28 (District office meeting)
- Family Partnership Advisory Group - 4/29
- Teachers Union Leadership (meet and confer) – 5/8
- Students Feedback – May 29

Spring Events & Opportunities to Capture Feedback

Issaquah Schools Foundation Board – 4/22
- Feedback on broadening pathways to success—college and career—and modernizing academics to reflect real-world challenges.

District Administrators and building leaders - 4/28 (District office meeting)
- Provided Feedback on proactive ideas to increase district enrollment (e.g., launch a marketing campaign that spotlights school strengths, combats misinformation, and builds pride.)

Family Partnership Advisory Group - 4/29
- Feedback currently being received asynchronously online.

Teachers Union Leadership (meet and confer) – 5/8
- Importance of communication when rolling out changes (e.g., Equity Based Budget, SAEBRS).

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Priority Area 1: Student Well-Being

- **Goal 1: Students will feel safe and have a sense of belonging.**

- **Strategies:**

  o Create and implement a system for schools to work with each student and their family to annually develop goals that align with that student's strengths and interests.

  o Analyze and refine district wide school safety plans to include emotional safety, physical safety, school climate, and student supports.

Priority Area 1: Student Well-Being

- **Goal 2: Students will have access to resources that support their basic needs, social-emotional, and mental and behavioral health.**

- <u>**Strategies:**</u>

  o Ensure students and families are able to access the services and resources they need to meet their basic needs.

  o Implement social-emotional learning for all students utilizing resources that are responsive and sustaining to student identities.

Priority Area 1: Key Mid-Year Progress & Initiatives

Student-Centered Goal Development:
Established systemwide structures for full-scale Social, Academic, and Emotional Behavior Risk Screener (SAEBRs) implementation while expanding focus to strengths-based student goal development.

School Safety Enhancement:
Implemented new student survey metrics to assess perceptions of physical and emotional safety, with data analytics capabilities to drive safety insights into actionable improvements.

Basic Needs & Support Services:
Formed Community Advisory Board to guide resource hub development, expanding partnerships and preparing for August support initiatives.

Social-Emotional Learning Integration:
Expanded integrated Secondary Social Emotional Learning (SEL) instruction to cover four state standards with a targeted pilot program that will be evaluated for impact and feasibility.

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P1: Strategy Spotlight:
Personalized Strengths-Based Goal Setting Framework

Expanding our current strength-based systems to create annual, asset-based goals
for every student in partnership with families

✓ Phase 1: Complete

SAEBRs Universal Screener successfully launched district-wide, providing comprehensive assessment foundation for personalized learning pathways.

→ Phase 2: Implementation

Student-Family Goal Partnership system enabling annual collaborative goal development aligned with individual strengths and interests.

Built on Proven Foundation

Strengths-Based IEPs
Established district expertise in individualized, strengths-based planning

→

Universal Application
Expanding asset-based approach to all students and families

"Leveraging our strengths-based foundation to ensure every student has a personalized roadmap for success"

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Priority Area 2: Academic Opportunities

- **Goal 1: Increase student achievement of meaningful milestones of 3rd grade reading, Algebra 1 and 9th grade on-track to graduation and decrease opportunity gaps.**

- **<u>Strategies:</u>**
  - Design and implement Universal Design for Learning and culturally responsive education in all classrooms
  - Design and implement academic interventions for literacy and math at each grade level
  - Examine district curriculum and assessment practices to better serve diverse students and address opportunity gaps

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Priority Area 2: Academic Opportunities

- **Goal 2: Students will have equitable access to resources and pathways that support individualized post-high school goals.**

  Strategies:

  - Establish a baseline of offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools.

  - Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals.

  - Design and implement a system to deliver focused supports to ensure 9th-grade students are on-track to graduate.

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Priority Area 2: Key Mid-Year Progress & Initiatives

- 3rd grade Reading: Winter iReady 3rd grade phonics shows a May 2024 to May 2025 increase of 2% more students meeting standard

- 9th grade on track: fewer failing grades this year first semester than last (semester 1 students at high risk is 7%; failing more than one class)

- Algebra 1 in high school: more students passing at the semester than last year

- Common course guide launched this year, moving into common electives next

- Launched and expanded teacher led career planning lessons, launching aerospace manufacturing class

- Data tracking tool that allows nimble and frequent data analysis to track and support student success

P2: Strategy Spotlight
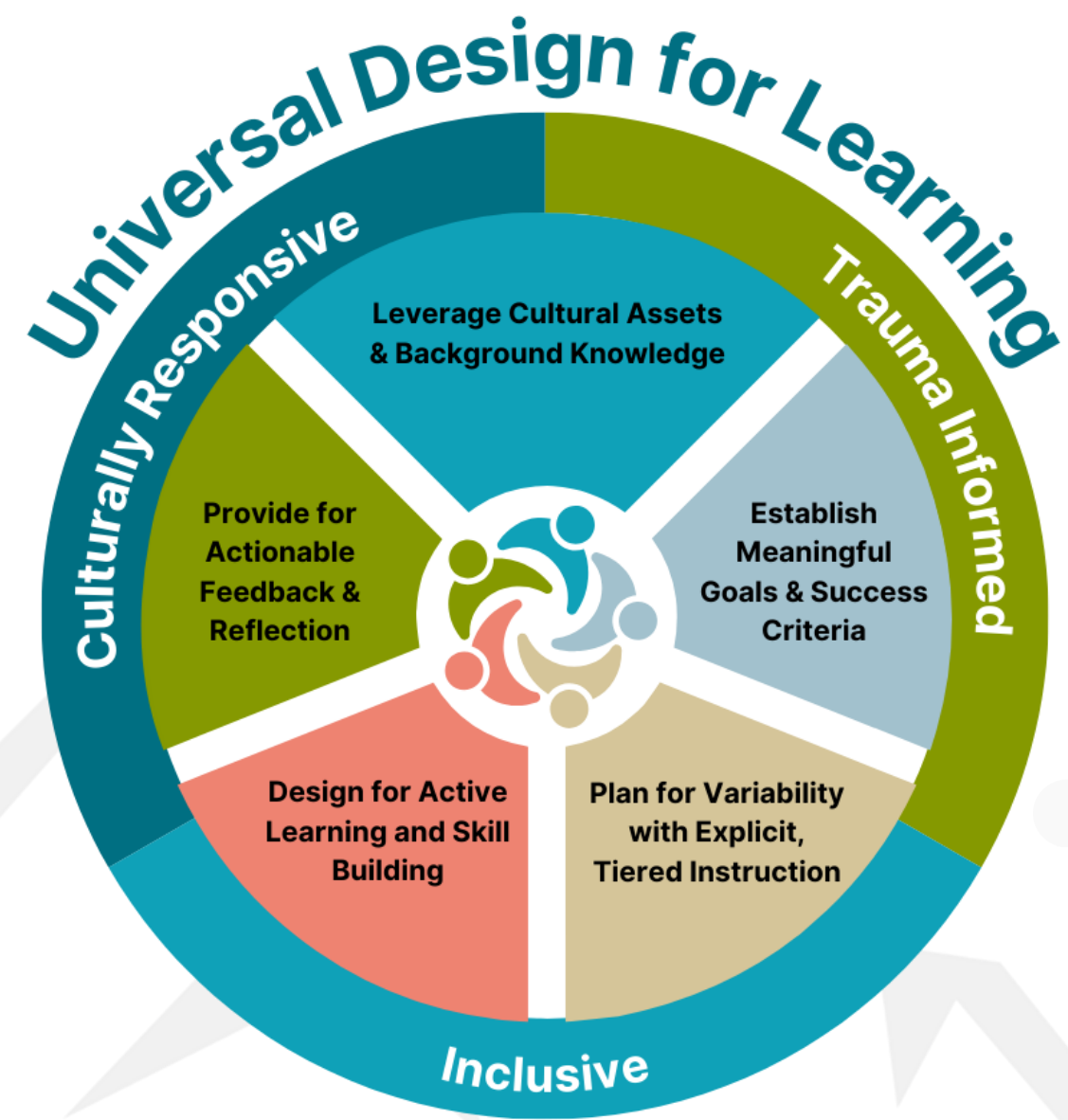
P2: Strategy Spotlight - Ignite

Purpose

- Support the next steps of Universal Design for Learning district-wide implementation (Strategic plan priority 2a)

- Grow teacher leaders and strengthen teacher leader/building administrator instructional partnerships focused on UDL

- Embed technology tools within UDL at the outset to leverage and continue modeling the Digital Learning Experience work (Operational Expectation 15 and district Technology Plan)

- Provide venues for teachers to see UDL in action through job-embedded professional development opportunities within the district

- Continue to develop teacher use of technology to support learners with an inclusive and culturally responsive mindset

- Expand teacher understanding as they support Tier 2 strategies in the classroom (Strategic plan priority 2b)

P2: Strategy Spotlight - Ignite

By the Numbers 2024-25

- 64 elementary and secondary cohort teachers

- 14 directors and specialists

- 9 elementary building administrators

- 7 secondary building administrators

- 110 elementary teachers participated in a Classroom Workshop

- 71 secondary teachers participated in a Classroom Workshop

2025-26

- 79 cohort teachers

Summary of Next Steps

- Plan for Fall strategic plan engagement
- Continue to monitor data around programs and initiatives most impactful to students
- Present Results 1 monitoring report at the June 10th board meeting

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Questions