

Results 1 Presentation Board Meeting June 10, 2025



ISSAQUAH
SCHOOL DISTRICT 411

Purpose

The purpose of this presentation is to present progress towards the achievement of our district's Mission as outlined in Results 1

- Present year 2 strategic plan progress by priority area.
- Share our high-level system indicators used to track system performance.



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.



Strategic Plan

Our School Board approved a 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.



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 OE's	



Celebrations – Improved Outcomes for Students

- Congratulations to 13 of our schools, which were recognized by The Washington State Board of Education for their performance during the 2023-24 school year! [State Board of Education Recognizes 13 ISD Schools | News Article](#).
 - **Closing Gaps:** Recognized for significant progress in areas needing improvement, such as assessment scores, English learner progress, dual credit completion, or graduation rates.
 - **Growth:** Schools with at least one student group making some of the state's largest annual gains in performance measures like attendance, assessments, dual credit completion, or graduation rates.
 - **Achievement:** These schools have some of the state's highest performance in at least two key areas, including attendance, dual credit completion, assessment scores in English language arts or math, graduation rates, or ninth-grade credit attainment, and are above average across all reportable student groups on the 2024 [Washington School Improvement Framework](#).



Celebrations – Alignment and Student Voice

- Improved alignment across our high schools:
 - 9th grade on track strategy being led by a high school principal, helping to bring alignment across our high schools. The team developed a data tool designed for building level MTSS teams to easily monitor attendance, behavior, course performance and SEL. Tool was so well received that one has now been designed for middle schools.
 - Course guide catalog and guide established a foundation for continued alignment moving forward by aligning course titles, descriptions, grade level opportunities, and crediting. The course catalog and guide were awarded the Publication and Digital Media Award of Merit by NSPRA.
 - Strengthening teacher leaders and instructional partnerships through Ignite program supporting district-wide implementation of Universal Design for Learning.
- Intentional efforts to elevate and include student voice:
 - Continued growth of the Student Representatives to the School Board program.
 - Opportunities created for students to share their feedback directly with staff leading the strategic plan strategies.
 - Creation and delivery of survey questions focused on student well-being and belonging.



Lessons Learned This Year

The Power of Coordinated Effort:

- We held monthly strategic plan meetings involving all 18 strategies. The meetings helped to create alignment across the system.

Equity as an Ongoing Journey:

- Assessment of gaps between intention and impact in diversity and inclusion efforts has helped in our organizational growth. The recognition that hiring diverse staff is only the beginning—creating truly inclusive environments requires sustained, systematic effort.

Capacity and Resource Constraints

- Data collection design, purpose and reliability to gain systemic insight and make informed decisions is an area of opportunity.
- Implementation timelines need to be reviewed and occasionally adjusted based on competing priorities.

Systemic Integration Needs

- Continued effort to ensure strategic plan goals and work directly connect and support daily classroom practices.
- Need for enhanced data infrastructure to support comprehensive tracking and analysis.
- Ongoing need to communicate district-level initiatives clearly to building-level teams for successful implementation.



Priority Area 1: Student Well-Being

- **Goal 1: Students will feel safe and have a sense of belonging.**
- **Strategies:**
 - 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.
 - 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.**
- **Strategies:**
 - Ensure students and families are able to access the services and resources they need to meet their basic needs.
 - Implement social-emotional learning for all students utilizing resources that are responsive and sustaining to student identities.



Priority Area 1: Lessons Learned and Adjustments

Lessons learned:

- Hardware and broadband infrastructure issues create significant barriers to assessment participation, requiring proactive troubleshooting and support systems.
- Survey participation rates vary significantly by grade level, indicating need for targeted strategies for different age groups.
- Shifting from deficit-based (discrepancy) to asset-based (support and strengths) models will require intentional collaboration with students and families.
- Understanding high school students' social emotional needs requires different approaches than elementary assessment methods.

Adjustments for next year:

- Enhancing communication and training efforts to increase participation and engagement.
- Establishing building-level data analysis capabilities alongside district-wide reporting.
- Ensuring universal access to district community resource hub across all schools.
- Implementing all six Washington State SEL Standards integration into high school classes.



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.**
- **Strategies:**
 - 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.



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.




Priority Area 2: Lessons Learned and Adjustments

Lessons learned:

- Learning walks require clear focus and structured frameworks; High Leverage Practices and Equity Walk protocols provide necessary structure for effective implementation.
- Goal setting and feedback processes increase engagement but also reveal implementation misconceptions that must be addressed.
- Curriculum adoption creates optimal opportunities for deep implementation and comprehensive professional development on Universal Design for Learning principles.
- Large-scope course audit and catalog projects require adequate team capacity and realistic timelines.

Adjustments for next year:

- Center implementation on High Leverage Practices v2 with crosswalks for CAST and Danielson frameworks and clear UDL implementation criteria.
- Analyze and refine data tool capabilities for effectiveness and user-friendliness.
- Generate support documents for families and staff to assist students in pathway planning.
- Integrate additional partners in Ignite planning to ensure deep integration with inclusive and culturally responsive practices.



Priority Area 3: Diverse Talent

- **Goal 1:** District leadership and staff will diversify our workforce, so it more closely aligns with our student population which is 58% students of color.
 - Strategies:
 - Train hiring managers on effective hiring practices including how to reduce bias.
 - Recruit with a focus on our commitment to diversity and inclusion.
- **Goal 2:** District leadership and staff will foster a sense of belonging and inclusivity, leading to retention of diverse staff.
 - Strategies:
 - Offer professional development that improves a sense of belonging among all staff and facilitate access to affinity spaces and communities of support.
 - Create pathways for internship and mentoring for those in our trade.



Priority Area 3: Lessons Learned and Adjustments

Lessons learned:

- Third round of anti-bias training generated high interest and confidence among hiring managers who felt well-equipped to implement changes in their buildings.
- Event selection significantly impacts recruitment success; City University proved most effective for attracting diverse future applicants.
- Cross-referencing administrator feedback with staff experience surveys reveals important discrepancies that single data sources miss.
- Local partnerships remain important and require ongoing cultivation efforts.

Adjustments for next year:

- Align staff welcoming work with language and practices used in student belonging initiatives.
- Continue evaluating and monitoring screening processes conducted by hiring managers.
- Establish regular check-ins between leadership and BIPOC staff to calibrate practices with experiences.
- Offer differentiated follow-up professional development focused on moving from awareness to action.



Priority Area 4: Authentic Engagement

- **Goal 1:** District leaders and staff will listen and follow up on input from constituent groups.
 - Strategies:
 - Create and implement a co-design model to support staff at all levels to engage with students, families, staff, and the community to support student success.
- **Goal 2:** District leaders and staff will lead effective engagement practices that provide opportunity, partnership and access for all, while reaching diverse members of the community.
 - Strategies:
 - Develop and foster relationships to forge purposeful partnerships.



Priority Area 4: Lessons Learned and Adjustments

Lessons learned:

- Including building leaders in work teams significantly enhances project effectiveness and implementation success.
- Pre-planned co-design meetings with partners generate more meaningful collaboration than ad-hoc interactions.
- Strategic partnerships like Microsoft can provide system-wide expertise that benefits the entire organization.
- Partnership development and management require dedicated time and resources that are often underestimated in initial planning.
- External partnerships can provide specialized expertise that would be difficult or expensive to develop internally.

Adjustments for next year:

- Adjustment of collaboration approaches to maximize stakeholder engagement.
- Maintain and strengthen partnership with Community Advisory Board following Spring 2025 strategy group integration.
- Leverage Microsoft partnership to gain deeper system-wide product expertise.
- Create systematic approaches for maintaining multiple high-value partnerships simultaneously.



Strategy 5: Organizational Effectiveness

- **Goal 1: District leaders and staff will model continuous improvement practices to enhance student, staff and family experiences.**

Over the next three years, ISD leaders and educators will:

- Develop a continuous improvement cycle throughout the organization.

- **Goal 2: District leaders and staff will increase engagement in decisions that support effective resource allocation based on priorities and needs to support students and staff**

Over the next three years, ISD leaders and educators will:

- Develop a transparent equity-based budget framework to ensure alignment of funding to areas of highest student need.



Priority Area 5: Lessons Learned and Adjustments

Lessons learned:

- Traditional collaboration approaches may be insufficient when stakeholders have competing time demands.
- Equity budget framework readiness for implementation requires advance preparation to align with budget cycle timing.
- Stakeholder time availability is often the limiting factor in collaborative projects rather than technical or content challenges.
- Early identification and planning for stakeholder availability is critical for project success.

Adjustments for next year:

- Establish project tracking and measurement systems to quantify time and cost savings.
- Implement lean training for all ISD employees to establish consistent operational practices.
- Implement Equity-Based Budget framework into annual budget process.
- Create evaluation metrics to assess framework effectiveness and guide continuous improvement.



Next Steps

- Continue to create ways to authentically engage with students, families, and community.
- Continue to invest in staff training and professional learning.
- Expand successful interventions like classroom-based interventions in reading to additional subject areas.
- Implement equity-based budget framework to ensure resource allocation aligns with highest student needs.
- Deepen community partnerships to support students.
- Continue to look for ways to improve the ISD student experience.
 - e.g., program offerings




Questions



Appendix

Shared at previous board meetings.



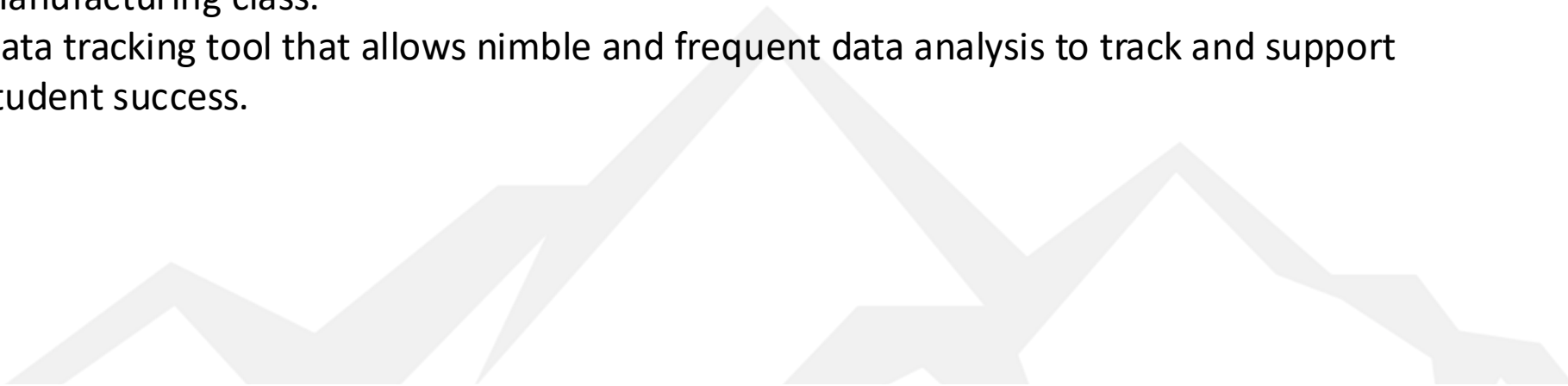


Priority Area 1: Key Highlights & Initiatives

- **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.



Priority Area 2: Key Highlights & 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.
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Priority Area 3: Key Highlights & Initiatives

In 22-23 we looked at the origins and conditions that have caused our profession to be filled largely by white people and we looked at the types of bias that the human brain is prone to and strategies for interrupting them, especially when screening and hiring.

- 3.1 % increase in cert staff of color
- 3% increase in classified staff of color

In 23-24 we looked at all the ways discrimination can show up today and locally and why it matters that our staff represent our students in all their diversity. We looked at tools to mitigate bias in screening.

- Another 2% increase in classified staff of color for a total of 5% increase
- Declined by 3.5% in cert staff of color, taking us below our baseline by .4%
- The diversity of cert staff applicant pools, however, increased by 10%!

- HR staff continue to monitor the work as when we hire fewer cert staff each hire matters that much more to the overall effort outlined here. We hired 107 certs in the last season (24-25) as opposed to c. 150 the season before (22-23).



Priority Area 4: Key Highlights & Initiatives

- Administered survey to assess building partnership needs hearing from 100% of our schools. We are in the process of mapping building needs to available resources.
- Provided guidance to building administrators regarding our contract agreement process.
- Expansion of Authentic Engagement work team to include school leaders.
- Presented Opportunity Matrix to school leaders and listened to their feedback.
- After reviewing feedback from district administrators, we are creating an easy-to use companion document to help administrators authentically engage.



Strategy 5: Key Highlights & Initiatives

- Partnered with an established IT professional to provide his expertise and guidance on our district use of technology. Helping us bring greater alignment to efforts across the organization in the use of technology for staff.
 - Partnered with Informed K12 to help us transform key district processes.
 - Currently developing a Lean Continuous improvement training plan, including the selection and training of continuous improvement leads in each district department.
 - Continuation of Equity based budget framework work and engagement; ready for FY25-26 budget prep.
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