Results 1: Mission
Policy Type: Results

Annual Internal Review for School Year 2023-2024 – June 10, 2025

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

Interpretation:

We must prepare each and every student for success as they leave our school system by providing meaningful learning opportunities that unlocks their passion and potential. Our students will be prepared for career and civic engagement equipped with durable skills and values.

Executive Summary:

Results 1 is the overall monitoring of the Board and District's mission. In 2023, the Board and District developed a strategic plan to serve as the "how" to the Board's "what" as outlined in Results 2, 3, and 4. This report provides an update on implementation efforts across all five strategic plan priority areas. The report also focuses on key outcomes related to the health of the system.

Building on lessons from the 2023-24 strategic plan implementation efforts, there have been significant improvements across several key areas this year. The benefit of a strategic plan allows the staff at a district level to work together and bring greater prioritization and coherence to the work. The additional articulation of a problem of practice to bring even more focus on significant areas of need in the district for student growth and achievement made the connection between the strategic plan, school improvement plans and student learning.

In support of this, the district strengthened data infrastructure by partnering with an outside data consultant to develop visualizations in support of school improvement plans and conducted more frequent and robust conversations about student data to discuss areas of focus and the problem of practice.

Strategic plan coordination has been enhanced by changing Critical Milestone Meetings into comprehensive monthly gatherings involving all priority areas owners and 18 strategy leads. These meetings provided an opportunity to spotlight areas of progress and problem solving and review cross-functional connections while aligning effort around the district's problem of practice. Adding Stocktake data reviews at All Administrator meetings increased accountability, engagement and transparency around the progress and opportunities across all strategies. Additionally, stronger alignment occurred between the strategic plan and School Improvement Plans by directly connecting SIP goals with the problem of practice and connecting all improvement action plans to strategies within the Student Well-Being and Academic Opportunities priority areas. This helped individual buildings connect their work to the overarching district goals.

The district also celebrates improved outcomes for kids, with 13 schools being 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). Moving forward, the district remains committed to improving and providing equitable educational opportunities and outcomes for all Issaquah School District students, with the five priority areas—Student Well-Being, Academic Opportunities, Diverse Talent, Authentic Engagement, and Organizational Effectiveness—serving as catalysts for positive change and increased student outcomes.

Priority Area: Student Well-Being

Lead: Sharine Carver

Description: Students will feel safe, affirmed in their strengths, and have access to resources that support their basic needs and well-being.

Summary:

This year, the district focused on students' social, emotional, and basic needs. Enhancing school safety involved new student surveys assessing perceptions of physical and emotional safety, using data analytics to improve safety measures. The district developed individual student goals through systemwide structures for the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and established a Community Advisory Board of staff and community members to plan a family resource hub and prepare for August support initiatives. Social-emotional learning was integrated into the academic framework by expanding secondary instruction to meet four state standards in a targeted pilot program that will be evaluated for impact and feasibility. These efforts demonstrate the district's dedication to supporting factors influencing student success and well-being.

Key highlights: presented at 5/29/2025 Board Meeting

- Established systemwide structures for full-scale Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) implementation while expanding focus to strengths-based student goal development.
- Implemented new student survey metrics to assess perceptions of physical and emotional safety, with data analytics capabilities to drive safety insights into actionable improvements.
- Formed Community Advisory Board to guide resource hub development, expanding partnerships and preparing for August support initiatives.
- 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.

Strategy	Year 2 Implementation Goal (What was the plan?)	End of Year 2 Reflection (What happened? Lessons learned)	Year 3 action steps and adjustments
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. **Alignment to:** Results: 1, 2, 3, 4 OE: 12	Develop a system for schools to implement SAEBRS and protocols to help students be at low risk in the CASEL framework, particularly for internalizing behaviors. This includes scheduled universal screening communications, trainings, and updates for staff and families. Year 1 & 2 Summary: The 2023-24 school year was the first implementation of this screener, and the overall participation was 69% in grades 2-12. Plans have been put in place to increase participation for 2024-25. To date, district scores in "high risk" are between 1-2% of all students, with 11-12% consistently reporting "some risk".	The district achieved a 69% participation rate for mySAEBRS grades 2-12, with an 80% participation rate for grades 2-10. Troubleshooting around hardware and broadband issues was conducted to reduce barriers for next year. A SAEBRS delivery timeline was developed, including a family report for grades K-5. An introduction to the Strengths-Based Collective was shared as a supplemental resource. For year 3, the plan is to collaborate with students and families to set learning goals based on the support and strengths model versus a discrepancy model.	Focus on strengths-based applications for the 2025-26 school year. Continue to refine and expand the system, incorporating feedback from year 2. Enhance communication and training efforts to further increase participation and engagement.

Analyze and refine districtwide school safety plans to include emotional safety, physical safety, school climate, and student supports. **Alignment to:** Results: 1, 2, 3, 4 OEs: 12, 13	Gather, compile, and analyze existing data that relates to physical and emotional safety and establish new student safety questions for spring surveys. Year 1 & 2 Summary: Student safety questions were added to the spring survey to include both physical and emotional safety. Survey participation was lower than expected, particularly at the secondary level. For the 24-25 school year, the questions specific to safety were refined, and a focus on survey completion was implemented in order to obtain more usable data. Additionally, work has been done to establish a system for data analysis beyond summary data that is provided by Qualtrics.	Opportunities for improvement were identified for collecting data regarding student safety/feelings of safety in school. These include: - Alignment of safety related questions across spring surveys – Soft Skills (grades: 4, 7, 9-11) and Exit Surveys (grades: 5, 8). - Increased focus on survey participation and completion to collect a more comprehensive data set - Work on implementation of data analysis systems (Power BI) so student safety data can be more deeply analyzed for trends and identification of improvement areas Numerous safety and security measures were included in the bond package that would have provided the opportunity to increase safety measures across the district had it passed.	For year 3, the hope is to have a better data set and tools in place to analyze data (Power BI) in order to better understand trends and areas for improvement. This will allow staff to understand specific building trends and identify areas for improvement both district-wide and at the individual building level. Continue to monitor and improve safety measures for buildings in the district as resources allow.

Ensure students and families are able to access the services and resources they need to meet their basic needs. **Alignment to:** Results: 1, 2, 3, 4 OE: 12	Complete Community Resource Hub. Increase student and family access to basic needs through strengthening community partnerships.	Planning and preparing for year 2 of the resource fair. Community Resource Hub will be completed by end of the year. Creation of Community Advisory Board to promote communication, collaboration, and coordination among vested partners to improve the well-being of students in the school district community.	Ensure all schools have access to district community resource hub. Increase student and family access to basic needs and wellness resources by-establishing 5 new community partnerships that directly support basic needs or mental/behavioral health services
Implement social emotional learning (SEL) for all students utilizing resources that are responsive and sustaining to student identities Alignment to: Results: 1, 2, 3, 4 OEs: 12, 16	Second Step implementation at all Pre-K, Elementary, and Middle Schools. Implementation of four of the six Washington State SEL Standards integrated into all high school classes.	Conducted the Wayfinder curriculum pilot which revealed a social emotional learning curriculum with meaningful resources for teachers. Purchasing curriculum was not prioritized for funding at this time. May pursue funding through ISF for continued engagement with Wayfinder or other SEL resources. Developed questions in soft skills surveys to match the six standards. Will use results to monitor students' SEL skills. Grappled with how best to determine the social emotional strengths and needs of our high school students. Finalized the plan for full SEL implementation in high school and began planning for next year.	Implementation of all six Washington State SEL Standards integrated into high school classes. 100% implementation of social emotional learning at all levels. Continue to evaluate the effectiveness of SEL. Next steps: Determine how to best evaluate effectiveness of SEL. Will consider multiple prongs: 1. Surveys 2. Engage students 3. Alignment with SAEBRS data 4. Teacher SEL committee

		Contributed a small amount of contingency funds to activities that support student identities. Planned to fund CHISPA training but was canceled. Pivoted and contributed to the Student Summit 2025.	

Priority Area: Academic Opportunities

Lead: Dana Bailey

Description: Students will have access to the resources needed to achieve key academic milestones throughout their ISD journey. These resources will support a range of post-high school education and career opportunities, while decreasing opportunity gaps.

Summary:

The district's commitment to Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) continues to yield positive results in academic achievement across multiple grade levels and subject areas. Third-grade reading shows promising growth, with winter iReady phonics data revealing a 2% increase in students meeting standard from January 2024 to January 2025, while focus on 9th grade-on-track has resulted in fewer failing grades during the first semester. Mathematics achievement has also improved, with more students successfully passing Algebra 1 in high school at the semester mark compared to last year. These academic gains are supported by significant systemic improvements, including the successful launch of a common course guide with plans to expand into common electives, the implementation and expansion of teacher-led career planning lessons culminating in the launch of an aerospace manufacturing class, and the deployment of a comprehensive data tracking tool that enables nimble and frequent analysis to better track and support student success. These coordinated efforts demonstrate the district's commitment to both immediate academic improvement and long-term educational innovation.

Key highlights: presented at 5/29/2025 Board Meeting

- Winter iReady 3rd grade phonics showed an increase of 2% more students meeting standard - measured from January 2024 to January 2025.
- Launched data tracking tool (Power BI) allowing access and supporting the analysis of student outcome data.
- Launch of an Aerospace Manufacturing course, Fall 2025-26.
- Implementation and expansion of teacher-led career planning lessons.
- Reduction in failing grades during the first semester compared to 2023-24 first semester for high school students.
- Increase in high school students who passed Algebra 1 first semester compared to 2023-24 first semester.

Strategy	Year 2 Implementation Goal (What was the plan?)	End of Year 2 Reflection (What happened? Lessons learned)	Year 3 action steps and adjustments
Design and implement Universal Design for Learning (UDL) and culturally responsive education strategies in all classrooms **Alignment to:** Results: 1, 2, 4 OEs: 12, 14, 15, 16	The plan focused on expanding leadership capacity, fostering staff engagement with the Center for Applied Special Technology (CAST) UDL Framework, establishing building and individual goals and connecting UDL to existing practices. Learning walks and goal setting in UDL practices were the center of the initial implementation plan.	The plan evolved into 4 areas: 1. Ignite. Developing teacher leader capacity and model classrooms for job-embedded professional development. 2. Goal-setting feedback raised awareness and engagement, while also illuminating misconceptions and the need for more focused success criteria for implementation. This led to the revision of the ISD High Leverage Practices. 3. Additional focus on observing other teachers served to support the work. The High Leverage Practices and the Equity Walk protocol provided a strong framework for future learning walks. 4. Culturally responsive curriculum adoption tools provide an opportunity to deepen understanding of UDL principles.	Next year adjustments: 1. Integrate more partners in future Ignite planning to ensure deep integration with inclusive and culturally responsive practices. 2. Expand evolution of High Leverage Practices with crosswalks for our frameworks for teaching (Danielson & CAST) and clear criteria for implementation of UDL. 3. Blend the Equity walks and UDL walks in collaboration with the Equity team. 4. Focus on building-level implementation planning to leverage resources and support the monitoring and implementation of UDL.
Design and implement academic interventions for reading and math at each grade level. **Alignment to:**	Elementary: the goal was to build Classroom Based Interventions (CBI) for math and reading, including guaranteed time for delivery (Success Blocks) while protecting time for Tier 1 curriculum instruction. Secondary: The plan was to identify and create a	Elementary: The elementary team has built reading and math CBIs and are prepared to train teachers in August for implementation in Fall 2025. Teachers will use data to make decisions regarding whether students need intervention, targeted instruction, or extension in both literacy and math. TLS	Elementary: With continued implementation of CBI in reading and math, the team will develop writing interventions in year 3. Another focus is to establish fidelity measures and Tier 2 structures that support the implementation of CBI's.

Results: 1,2 OEs: 14, 16	menu of secondary interventions that met the fidelity requirements for a formal intervention. Additional intervention resources and tools were identified and piloted for classroom and program-based interventions. The second goal was to develop a draft intervention cycle.	will provide teachers with the intervention curriculum and progress monitoring tools to support these Classroom Based Interventions. Secondary: The secondary team piloted screener and diagnostic assessments in math and ELA. Additionally, teams made adjustments to the implementation of the Read 180 intervention at middle school and continued monitoring of the results of this program. Additionally the strategic team developed guidance for classroom-based interventions.	Secondary: Year 3 focus will be on implementation of interventions in middle and high school. This requires establishing two committees; a middle and high school team, and coordination with all Tier 2 building teams.
Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps. **Alignment to:** Results: 2, 3, 4 OE: 16	Focus on the use of the Equity Framework with curriculum adoptions.	Leveraging the Equity Framework with all current and ongoing adoption processes. This year the adoption teams for Global Studies, Civics, US History, and advanced math courses used the framework to select curricular materials and assessments. Additionally, adoption teams continued to invite caregiver and community feedback earlier in the adoption process to support culturally responsive curriculum.	Continue to integrate the framework into future adoptions and curricular work.

Establish a baseline of core offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools. **Alignment to:** OE: 14	The team conducted an audit of all high school core courses across the three comprehensive high schools and established alignment in course titles, descriptions, learning recommendations, grade level opportunities, and crediting. With the audit complete, a common course guide was used for high school course requests with common formatting, language, and accessibility. The common guide and catalog provide a foundation for continued alignment moving forward.	The high school core courses audit was completed, and a common course guide was created. Some technological limitations inhibited this being one singular course guide for the district. Some elective courses were unable to achieve alignment due to program variations.	Year 3 will focus on the following: using the feedback we have gathered from buildings on the catalog and guide, to continue work with counselors and registrars as the team continues to refine both the guide and catalog; continuing alignment of common electives; conducting an audit and creating alignment for course fees across all schools; establishing a maintenance process for annual review of the guide and catalog; and using data from a transcript analysis to analyze student access to courses along with how courses support college and career readiness.
Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals. **Alignment to:** Result: 4 OEs: 12, 14	The plan this year focused on training staff to implement High School and Beyond Plan (HSBP) lessons with fidelity during homeroom or flex time. This allowed for use of data collected through Xello, the HSBP platform, to inform which career pathways are needed to meet student demand.	Feedback on the lessons has been received from staff, including career specialists, counselors, teachers, and administrators. As a result of increased implementation fidelity, more information has been gathered from Xello to indicate where the district might add pathway options to better support student preparation. Skyline and Liberty added Business Law to their course catalog; Issaquah and Liberty added Criminal Justice to their course catalog.	The Year 3 plan is to better support staff who are advising students on their post-high school pathways. Support documents will be generated for families and staff to help each student find their own pathway and post-high school goal. The second focus will be preparing for the transition to School Links, the platform that is replacing Xello. Lessons will need updating to support the new platform and back-end work done to ensure the platform is ready in Fall 2026-27 school year.

Design and implement a system to deliver focused supports to ensure 9th grade students are on-track-to-graduate. **Alignment to:** Result: 2 OEs: 12, 14	The focus was on the development and implementation of a data tool specifically designed for use by MTSS Tier 2 teams in every school building. The purpose of the tool was to enable building level teams to monitor and respond to students' progress across three critical areas: attendance, behavior, and course performance.	Throughout the development and use of the data tool, the team learned that accurate and timely data is essential for effectively assessing student needs and identifying those at risk of falling off track. Additionally, academic and behavior data alone does not capture the full picture of student success. As a result, a decision was made to integrate a social-emotional component into the tool.	Moving forward, the plan is continued review and assessment of data tool capabilities to ensure it remains effective and user-friendly. The focus will be on making sure the tool is fully utilized by building-level teams to drive timely interventions and support strategies. This ongoing refinement will help ensure that all students stay on track for graduation through consistent, data-informed decision making.

Priority Area: Diverse Talent

Lead: Donna Hood

Students will benefit when we recruit, retain, develop and engage staff to ensure a highly effective workforce that supports and reflects the diversity of the student population.

Summary

The district's commitment to building a diverse workforce that reflects the student population involved systematic examination of hiring practices and bias interruption strategies over the past several years. In 2022-23, there was a focus on understanding the historical origins and conditions that have resulted in a predominantly white-identified workforce, while studying the types of bias inherent in human decision-making and developing strategies to interrupt them during screening and hiring processes. Staff and Administrators were provided with a professional development series focused on building skills, knowledge, and mindset related to racial equity. This work was reflected in the positive results of a 3.1% increase in certificated staff of color and a 3% increase in classified staff of color. Building on this foundation, 2023-24 efforts examined how discrimination manifests in contemporary and local contexts, emphasizing why staff diversity matters for representing students' full range of identities, while implementing tools to further mitigate bias in screening processes. Results showed continued progress in classified staff diversity with an additional 2% increase (totaling 5% overall growth), though certificated staff of color decreased by 3.5%, falling 0.4% below the baseline. Encouragingly, the diversity of certificated staff applicant pools increased by 10%, suggesting outreach and attraction efforts are working. Human resource staff will continue to analyze data (Stay Survey) and monitor results to help inform changes needed to ensure all staff feel a sense of belonging.

Key highlights: presented at 4/10/2025 Board Meeting

- There has been a 10% increase in the diversity of certificated pools.
- There has been a 2% increase in classified staff of color in the district.
- Resignations are currently trending down 2.3%, for certificated employees.
- Partnerships have continued to grow—Seattle Pacific University (3 in this program) + Washington Education Association (WEA) brought in 13 new applicants to the system. 2 WEA teaching candidates are now employed and working as Paraprofessionals.
- There was increased participation (20+) in this year's classified hiring event from the previous year.

Strategy	Year 2 Implementation Goal (What was the plan?)	End of Year 2 Reflection (What happened? Lessons learned)	Year 3 action steps and adjustments
Train hiring managers on effective hiring practices, including how to reduce bias. **Alignment to:** OEs: 3, 16	Conducted a second round of anti-bias in hiring training last school year and planned a third round this year for all hiring managers. Planned to create a new screening tool for hiring managers.	Delivered the third round of anti-bias training and also surveyed hiring managers to affirm what they were able to do (which biases they interrupted in teams), how well they diversified hiring teams and more. They reported a very high interest in the content and felt very equipped to go out to their buildings and explain the work ahead. Hiring managers began using a refreshed, updated screening tool to further mitigate bias.	Plan to pivot to the welcoming in and onboarding of new staff past the hiring event. This will align to language used and work done by staff supporting student belonging. Continued evaluation and monitoring of hiring processes throughout the system.
Recruit with a focus on our commitment to diversity and inclusion. **Alignment to:** OEs: 3, 16	Creation of an engagement plan which included several events targeted to support efforts to recruit staff of color. The team mapped out new partnerships including different universities and their events with a specific focus on diversity.	The team's recruitment efforts paid off, with a 10% increase in the diversity of certificated candidates. The most successful event was at City University for its incredible diversity of future applicants.	Attendance at the events with the most diverse teacher candidates including: the Washington School Personnel Association (WSPA) hiring events in Tacoma and Spokane, Central Washington University and City University events (weather permitting for CWU).

Offer professional development that improves a sense of belonging among all staff, and facilitate access to affinity spaces and communities of support. **Alignment to:** OEs: 2, 3	The plan for year 2 was to foster a stronger sense of belonging among BIPOC staff by equipping certificated staff and administrators with the skills, knowledge, and mindset to lead for racial equity. This was accomplished through a series of professional development sessions focused on racial consciousness, identity-affirming leadership, and creating inclusive school environments. After each session, administrators were asked to reflect on their learning and indicate whether the PD had helped them better support BIPOC staff in feeling seen, valued, and respected in their buildings.	At the conclusion of the PD series, administrative feedback was overwhelmingly positive—every administrator indicated that the sessions helped them lead in ways that promote belonging for BIPOC staff, honor staff identity, and elevate racial awareness. However, when cross-referencing these responses with the results of the BIPOC staff stay survey, a significant discrepancy emerged: BIPOC staff did not report experiencing the same levels of belonging or identity affirmation that administrators believed they were fostering. The primary lesson learned is that there remains a gap between intention and impact. While administrators felt confident in their ability to support BIPOC staff, the lived experiences of those staff indicate that the strategies being implemented may not be as effective or consistent as perceived. This highlights the importance of not only delivering PD but also measuring impact from the perspective of those most affected.	In year 3, the plan is to refine our approach by moving beyond self-assessment and integrating more direct feedback loops from BIPOC staff to help administrators calibrate their practices with actual outcomes. Adjustments will include: • Facilitating structured reflection sessions between BIPOC staff and building leadership. • Offering differentiated follow-up PD focused on moving from awareness to action, including case studies and real-time coaching. • Strengthening the use of equity walk data and staff experience metrics to guide continuous improvement. Ultimately, the focus will be on building leadership accountability for ensuring that all staff—particularly

			BIPOC staff— experience schools as places of psychological safety, affirmation, and professional respect.
Create pathways for internship and mentoring for those in our trade. **Alignment to:** OE: 2	The plan was to continue to grow new and nurture existing partnerships. There are a total of 3 pathway partnerships: CWU, SPU and WEA-ART program. Each program has prioritized making teacher certification available and accessible to future staff of color and staff who face financial barriers.	Last June the district was approved to be a WEA-ART district, and year 3 will include an overlap of 1st and 2nd cohorts in the system. There is a need to continue to seek effective partnerships in the local area to promote pathways for staff.	Plan to continue to host student teachers. The district has hosted a record number and recognizes this as a viable path to recruiting diverse teachers.

Priority Area: Authentic Engagement

Lead: Sherri Kokx

Description: Students will benefit from meaningful engagement between constituent groups and the district that is ongoing and supportive of the diversity of our community.

Summary

The district believes that it is important to actively listening to and follow up on input from various constituent groups, with a strategic commitment to implementing a co-design model and approach that engages students, families, staff, and community members in supporting student success. Work has also centered on leading effective engagement practices that ensure opportunity, partnership, and access for all community members while specifically reaching diverse populations. The district has worked to grow its network leading to exciting new partnership opportunities (e.g., Microsoft), while continuing to strengthen relationships with long term partners (e.g., PTSA & ISF). Assessment and mapping of partnership needs by building were conducted. To support effective engagement practices, the district has provided guidance to building administrators regarding contract agreement processes and expanded the Authentic Engagement work team to include school leaders, ensuring broader representation and buy-in.

Key highlights: presented at 4/10/2025 Board Meeting

- Assessed building partnership needs hearing from 100% of ISD schools. Began the process of mapping building needs to available resources. This work connects to another strategic plan strategy area and the "Resource Hub".
- Provided system guidance to building administrators regarding the contract agreement process.
- Expanded the Authentic Engagement work team to include school leaders.
- Presented the Opportunity Matrix to school leaders and listened to their feedback.
- Leveraged the Opportunity Matrix and engagement best practices as a planning input to several district processes including the strategic plan, bond committee, and middle school athletics committee.

Strategy	Year 2 Implementation Goal (What was the plan?)	End of Year 2 Reflection (What happened? Lessons learned)	Year 3 action steps and adjustments
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. **Alignment to:** Results: 3 OEs: 2, 3, 16	Continue to draft co-design menu and companion document. Begin to track use of the methods in the companion document.	This year, building leaders were added to the work team. Additionally, resources from family partnerships staff helped to revise and enhance a companion document and co-design menu.	Implement co-design menu and companion document pilots with some buildings and departments. Using data from the pilots, revise the menu and companion document before planning a roll out to all staff.
Develop and foster relationships to forge purposeful partnerships. **Alignment to:** OEs: 5, 9	Conduct a needs assessment across buildings. Begin to track and manage different partnerships from a district level, with more focus on intensive partnership levels (Interdependent and Integrated).	Deeper partnerships were built with Issaquah Schools Foundation and Parent Teacher Association partners. There were monthly leadership meetings and also pre-planned meetings to co-design the agendas. There was also the addition of a new partnership with Microsoft, allowing us to gain deeper levels of product expertise as a system. More dedicated resource time to this area will only further enhance	Continue to build the connection with the basic need/resource support work in the "Student Well-Being" priority area. In the Spring of 2024-25 school year, this strategy group joined the Community Advisory Board. Continue to grow the relationship with Microsoft. Working alongside product managers providing valuable feedback regarding products that are most important to the district.

		the relationships and development of truly beneficial partnerships.	

Priority Area: Organizational Effectiveness

Lead: Martin Turney

Description: Students will thrive, and experience meaningful learning supported by effective district systems, structures and processes, and resource allocation.

Summary

This priority area is guided by two critical goals that emphasize ongoing enhancement and equitable resource distribution. The district has built capacity in the organization, learning about continuous improvement practices to enhance student, staff, and family experiences, with a commitment to developing a continuous improvement cycle throughout the organization over the next three years. The district has continued engagement around the equity-based budget framework, that will aid in decisions that support effective resource allocation based on priorities and highest student needs. These operational efforts serve as the critical foundation that supports and enables success across all other strategic areas. The systematic improvements pursued here—from continuous improvement practices to equitable resource allocation—directly impact the district's ability to deliver on every aspect of the educational mission, from student well-being to academic achievement.

Key highlights: presented at 3/27/2025 Board Meeting

- Partnered with an established data professional to provide expertise and guidance on the district's 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 2025-26 budget prep.

Strategy	Year 2 Implementation Goal (What was the plan?)	End of Year 2 Reflection (What happened? Lessons learned)	Year 3 action steps and adjustments
Develop a continuous improvement cycle throughout the organization. **Alignment to:** OEs: 2, 6, 14	Staff planned to attend and complete a Lean Transformation Master program through Lean Methods Group.	The program has been attended and is nearing completion. It was a challenge to collaborate with key stakeholders due to lack of time and conflicting schedules. This has been the biggest barrier so far.	Implement lean training for all staff and new hires. Currently working on a quote for training modules for all staff. Implement specific time/cost saving projects in collaboration with other teams/departments.
Develop a transparent equity-based budget framework to ensure alignment of funding to areas of highest student need. **Alignment to:** All Results and OEs	Form an internal workgroup with cross-functional representation to design an equity-based budget framework aligned with student needs. Partner with Education Resource Strategies (ERS) to develop a model that uses an equity index to guide resource allocation decisions. Strategically align existing resources and identify areas for additional support, with the goal of preparing the framework for implementation during the 2025–26 budget development cycle.	The district finalized the equity-based budget framework in collaboration with ERS and an internal workgroup composed of district leaders, school administrators, and staff. The framework incorporates an equity index to identify needs in areas such as academic support, housing stability, multilingual services, and specialized instruction. Analysis confirmed that many identified schools were already receiving supplemental staffing, and the framework now formally integrates that understanding into budget planning. Engagement efforts highlighted the importance of consistent stakeholder involvement and early alignment with	Fully implement the equity-based budget framework during the 2025–26 budget cycle. Continue engagement with internal and external stakeholders to refine the framework based on real-world application. Align equity-based budget implementation with broader strategic priorities, including the district's continuous improvement work and annual Stocktake reviews.

		budget timelines. Building awareness and capacity across departments remains a key need as we move into implementation.	

System Health Indicators

The district is tracking several key indicators across several areas. They connect directly to students, staff, and families. You can find the System Health Indicator dashboard here. Data on the dashboard is disaggregated into the following groups to monitor equitable outcomes.

- **All Student:** All students in the data set.
- **BIPOC Focus Group:** Four ethnic and racial demographic groups that have persistent disproportionate outcomes. This includes students from African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native demographic groups.
- **HR data:** Staff data is broken down into two categories: All – which includes all staff, and staff of color – which includes all non-white identifying staff and staff who identify as two or more races.
- 3rd grade reading was measured using i-Ready.
- Each year roughly 12% of cert applicants choose not to report race.
- HR staff counts are dynamic and not static.
- Staff sense of belonging data combined the answers of "Agree" and "Strongly Agree", to create a combined percentage.
- Healthy Youth baseline data collected in 2021. Survey administered on a 2-year cycle.
- Met/Not Met relate to the Target set for the upcoming year versus the Actual percentage

Conclusion

The district's strategic plan implementation was intended to bring a cross-functional and transparent approach to focusing on the most important areas to launch or innovate, improve and change practices to improve the student and staff experience. While challenges remain, the district believes the foundation for collaboration and prioritization for sustained improvement has been solidly established.

The district's commitment to data transparency, continuous learning, and self-assessment aligns with the mission of preparing students for success in a dynamic global environment. The strategic plan has proven its value not just as a planning document, but as a living framework for organizational transformation that keeps student success at the center of all efforts.

Most importantly, the report demonstrates that meaningful educational change is possible when communities commit to systematic, evidence-based improvement efforts while remaining responsive to the evolving needs of students, families, and staff.

This has been a journey from strategy development to strategy implementation, with monitoring systems and adaptive change management along the way. The next phase will require embedding these practices into institutional culture while maintaining momentum for continuous improvement. All this work will allow the district to refresh the strategic plan next year and work more intentionally to make progress toward the Board's Results.

Board approval: