

Strategic Plan Board Update: 3/26/26



ISSAQUAH
SCHOOL DISTRICT 411

Purpose

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

- Share a progress update on year 3 implementation in two priority areas: "Student Well-Being" and "Academic Opportunities."

Vision, Mission & Goals for Students



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

Mission R1 : Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment.

R2

Academics & Foundations

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

R3

Civic Engagement

Students will live as responsible members of society, demonstrating integrity and compassion.

R4

Life Management & Personal Awareness

Students will live healthy, satisfying, and productive lives.

Our Strategic Plan is the "How"



Vision/North Star: The way in which an organization will change the world

ISD Mission and Results: ISD areas of knowledge and skill that all students must master by graduation to successfully live and compete

Priority Areas: Areas for the next 3 years of where you will focus common energy, each with a clear connection to delivery

Goals and Metrics: The way you will measure your progress

Strategies: The set of ISD actions to achieve the goals

Workstreams: Key initiatives and implementation plans

Our strategic planning journey began in 2022-23

2022-23

Strategic Planning & Engagement

- Formal process for strategic planning introduced and launched
- Initial plan development with Board, community, students, staff, and families
- Plan approved by resolution at 5/11/23 Board Meeting

2023-24

Implementation Year 1

- Launched 18 strategies across 5 priority areas
- Tracking of system health indicators
- Board approved first monitoring report for Results 1

2024-25

Implementation Year 2

- Improved alignment across systems (for example, Multi-Tiered Systems of Support, course guides, etc.)
- Alignment to building school improvement plans
- Improved student and staff outcomes

2025-26

Implementation Year 3/Strategic Plan Refresh

- Creation of Portrait of a Graduate
- Ongoing progress monitoring
- Development of next iteration of strategic plan – including new strategies.

System Health Indicators: We have been tracking indicators along the way

Students:

- % of students who report that they feel safe during school
- % of students who report feeling emotionally safe/supported at school
- % of students who report feeling a sense of belonging or fitting in at school
- % of students attending 90% or more of school days
- % of 3rd graders scoring proficient in foundational literacy
- % of students who are excluded
- % of students who graduate in 4 years or continuing - outline

Staff:

- % of staff who report feeling a sense of belonging at work
- % increase in staff of color in certificated role

Families:

- % of families who gave the district an “A” for welcoming and encouraging their opinions.

System Health Indicators:
[Microsoft Power BI](#)

***Student data is disaggregated into groups: All, Black, Indigenous, People of Color (BIPOC), Students with Disabilities (SWD)**

System Health Indicators: What the Data is Telling Us

System Health Indicators:
Microsoft Power BI

Students:

- % of students who graduate in 4 years or continuing has increased year over year
 - All: 97.0% (2022-23 SY) --- 98.9% (2024-25 SY) ↑
 - SWD: 92.0% (2022-23 SY) --- 95.0% (2024-25 SY) ↑
 - BIPOC: 89.0% (2022-23 SY) --- 97.5% (2024-25 SY) ↑
- % of 3rd graders scoring proficient in foundational literacy
 - ALL: 83.0% (2022-23 SY) --- 85.0% (2024-25 SY) ↑
 - SWD: 41.0% (2022-23 SY) --- 47% (2024-25 SY) ↑
 - BIPOC: 68.0% (2022-23 SY) --- 68.0% (2024-25 SY) ↔

Student Well-Being

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 districtwide school safety plans to include emotional safety, physical safety, school climate, and student supports.

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 from year 2 implementation 2024-2025 SY (presented on 6/10/25)

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.

Source:
[Results 1 monitoring report](#)
approved on
6.10.25

Priority Area 1: Key Progress 2025-26 SY

- Targeted strategies to increase participation in Safety & Well-being Survey questions (Soft Skills/Exit Surveys)
- re-establishing baseline data based on increased participation
- Gathering insights from survey results to connect and drive interventions and supports through MTSS
- Launched and expanded the Strengths-Based Collaborative (SBC) Pilot
- Enhanced districtwide communication and readiness through updates and technical support for surveys and universal Screeners
- Examined a K–12 pathway for student goal-setting, including alignment with Portrait of a Graduate and the High School and Beyond Plan
- Completed integration of all six Washington State Social Emotional Learning Standards into high school courses
- Developed High School SEL Playbook
- Completed Community Resource Directory/Resource Hub

Priority Area 1: Spotlight

Resource Fair – August 2025



- 437 families served (870 students)
- 870+ school supply items distributed (460 elementary, 410 secondary kits; 360 lunch bags)
- Sports Physicals
- EVP Support
- Final Forms Support
- On-site Department of Health screenings & Vaccinations
- Clothing Closet Events

Priority Area 1: Spotlight

Care Solace

Overview of service:

- Care Solace helps school districts provide care coordination for every student, staff member, and family member in need. The Care Solace team is always available — including nights, weekends, and holidays — in 200+ languages.
- Expanded Care Solace to include Social Services Coordination

Support count from July 2025 – March 2026

- **80** referrals for support
- **42** successful connections to care
- **140+** hours of staff time saved through coordination with families and providers



Academic Opportunities

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

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 from year 2 implementation 2024-2025 SY (presented on 6/10/25)

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.

Source:
[Results 1 monitoring report](#)
approved on
6.10.25

Priority Area 2: Key Progress 2025-26 SY

- Increases in Reading Foundational Skills, especially with signs of gap closure for students with disabilities
- De-siloing intervention through TLS / Special Service coordination and use of success block and support classes
- Development of our Multi-Tiered Systems of Support by investing in district and school leadership and applying new protocols for all staff
- Deeper integration of high leverage, Universally Designed instructional practices
- Increased attention to gap closure for students with disability and students who identify as Black/African American or Hispanic/Latino in all school processes (9th success, math representation, support systems)
- High School & Beyond Planning that increases alignment between student career goals and secondary / post-secondary opportunities.

Priority 2 Spotlight: School Improvement Plan Integration

- Data Dashboard, consistent metrics for school improvement, supported by data apps for early-indicator / formative data
- School strategies launch from districtwide priorities and systems, made locally relevant by school leaders (Universal Design for Learning, Multi-Tiered Systems of Support, Positive Behavior Intervention Systems, High School and Beyond Plan)

As a result:

- Stay survey shows increased connection between school level improvement efforts and district strategic priorities
- Continuous Cycles of Improvement: engaging all staff in using data to reflect on design, delivery, and disproportionality; bringing technical and adaptive change together

School Improvement Action Plan

Programs and priorities listed below are being implemented, expanded or sustained during this 2-year SIP cycle at each of our elementary schools as part of the ISD Strategic Plan priorities and the establishment of Integrated Multi-Tiered Systems of Support (MTSS). For this SIP cycle, schools will select 3 strategies, including the implementation of Benchmark Advance Literacy, and at least one other from district-wide program or system listed, and describe their school's implementation plan and strategies for monitoring impact. Be sure to relate actions plans to the 3 SIP goal areas.

Implementation of Benchmark Advance Literacy. Launch [new](#) literacy curriculum that integrates science of reading strategies with comprehension strategies for all students to engage in close reading of grade level text. [ISD Priority 2a-c](#)

Select 1-2 of the following to describe in further detail:

Universal Design for Learning (UDL) Implementation of UDL as a framework of evidence-based, inclusive, and culturally responsive instructional practices for Tier 1. [ISD Priority 2a](#)

Tiered Teams. Implementation of a Tiered Team structure to examine integrated social-emotional and academic achievement data to adjust core instruction and/or intervention planning. [ISD Priority 2b](#)

Positive Behavior Interventions and Supports (PBIS) / Social-Emotional Learning (SEL). Maintaining or enhancing school-wide systems of support and social-emotional learning to increase belonging, well-being, and create the conditions for learning. [ISD Priority 1](#)

Classroom-Based Intervention & Block Scheduling. Implementation of targeted supports, accommodations, and interventions (Tier 2) through classroom-based interventions, coordination of supplemental programs, in implementation of block scheduling. [ISD Priority 2b](#)

Inclusionary Practices. Collaboration and coordination of classroom teachers and special education staff to provide a comprehensive continuum of inclusive services within the least restrictive educational environment to ensure that all students reach their full potential. [ISD Priority 2b](#)

Multilingual Learners support. With the understanding that the whole day is an inclusive language learning experience for all students, collaboration and coordination of classroom teachers and multilingual learner specialists to deliver language acquisition strategies, ensure multilingual students have access to all instruction and learning, in a language intensive learning environment so that they achieve their full potential. [ISD Priority 2b](#)

Action / Program <i>List focus actions for school improvement</i>	Implementation	Impact Monitoring
Implementation of Benchmark Advance Literacy	<ul style="list-style-type: none"> • Describe 3-5 steps toward implementing the program or action with coherence, consistency, and integrity. • Describe resources of time, staffing, materials, etc. that will be dedicated from the school or district to support this program. 	<ul style="list-style-type: none"> • Describe intended impacts of this program / action and how actions will impact disproportionality • Describe data, observations and processes used to monitor impact
	<p>Feel free to use the examples below in your implementation plan</p> <p>Training</p> <ul style="list-style-type: none"> • All staff will participate in ISD district training • All teaching staff will meet on a determined schedule with the school implementation specialist • Training parents through a literacy event in the fall to learn about Benchmark Advance and how they can support literacy at home 	<p>Feel free to use the examples below in your monitoring plan</p> <p>Intended Impacts</p> <ul style="list-style-type: none"> • Increase in reading decoding, fluency, vocabulary and comprehension • Increase in proficiency with grammar, writing structure, and effective communication of ideas in writing

Next Steps

Next Steps in Engagement

School Site Visits

Strategic Plan feedback

March-April

Board Retreat

Feedback on draft strategies and direction

April 1

Board Meeting

Update: Diverse Talent and Authentic Engagement priority areas

April 26

Board Meeting

Update: Organizational Effectiveness priority area

May 7

Thank You!



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For more information about our district strategic plan, please visit our [website](#).