

# Strategic Plan Board Update: 4/9/26



ISSAQUAH  
SCHOOL DISTRICT 411

# 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 a progress update on year 3 implementation in two priority areas: Diverse Talent and Authentic Engagement.

# 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

# Alignment of Strategic Plan to Results/OEs

Priority Area	Goals	Results	OEs
Student Well-Being	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	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 OE17
Diverse Talent	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	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	District leaders and staff will model continuous improvement practices to enhance student, staff and family experiences.		OE2 OE4 OE6 OE13 OE17
	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	

# Diverse Talent

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

## Lessons learned:

- A third year 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 followed closely by Central Washington University.
- 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.

Source:

[Results 1  
monitoring  
report](#)

approved on  
6.10.25

# Priority Area 3: Key Progress 2025-26 SY

- In 2024-25 while 26% of our total cert pool (teachers and cert admin) were candidates of color, we hired them at a rate of 29.5% of all cert hires. We are continuing to mitigate bias in the screening and hiring stages.
- We continue to support the overall profession and teaching in WA state by hosting student teachers; we hosted 81 student teachers last year. We thank our teacher mentors for engaging in this work!
- We saw an increase in the total # of exiting staff willing to work for the ISD again. And resignations and retirements declined again.
- We are currently seeing an increase in the total number of staff respondents to our stay survey and they report an increase in their sense of belonging in both classified and certificated groups in this year's stay survey data.

# Priority Area 3 Spotlight (1/2)

We have an ongoing partnership with Washington Education Association!

In June of 2024, we were approved as a teacher residency partner district. What does that mean?

- We host teacher residents who are selected by both the WEA and ISD and trained in special ed teaching by WEA
- The WEA candidate pools are roughly 50% staff of color, again facilitating ISD's Priority Area 3 goals
- Any staff hired commit to teaching with the district for 3 years
- Our first teacher resident "graduate" will finish this summer
- We have two additional teacher residents in the second ISD cohort now

We have been renewed as a grant recipient with our partners at SPU!

- We can host up to 5 candidates accepted by SPU into their Developing Educator Cohort.

# Priority Area 3 Spotlight (2/2)

We have forged a new (4th) partnership with CWU!

- We aim to develop an incubator program with teaching residents endorsing in special ed concentrated in two schools; Dr. Carver and I are sincerely hoping that we can support robust teacher preparation with our university partners through partnerships like this one
- CWU offers significant scholarships to those admitted (nearly full tuition) and the ISD will pay those accepted a stipend during their residency
- This university program is engaging with us and asking us to help shape their curriculum and program experiences so that we can together build the best equipped spec ed teacher candidates

# Authentic Engagement

# Priority Area 4: Authentic Engagement

**Goal 1: District leaders and staff will listen and follow up on input from constituent groups.**

Strategy:

- 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.**

Strategy:

- Develop and foster relationships to forge purposeful partnerships.

# Priority Area 4: Lessons Learned from year 2 implementation 2024-2025 SY (presented on 6/10/25)

## 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.

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

# Priority Area 4: Key Progress 2025-26 SY

The team is:

- Socializing the Draft Matrix and [Companion Guide](#)
  - Family partnership group
  - PTSA leaders
  - IEA leaders
  - All Admin in Jan
- Creating a deeper connection to another strategy in the Student Well-Being priority area, growing the partnership ecosystem within the ISD
- Shifting the focus to increasing the mental health partnerships

# Priority Area 4: Spotlight (1/2)

This year, we:

- Partnered with Care Solace to expand their services to include providing care coordination for social services (housing, food, legal support, etc.) and this will be provided free of charge
- Added Youth Eastside Services (YES) staff at each comprehensive HS and IMS
  - They provide substance awareness/use/abuse classes and LGBTQI+ support group
  - With YES, we received a grant from City of Issaquah to bring a Latinx Youth Program called “Latino HEAT” to our Issaquah High School feeder pattern. This program is a youth leadership, service, and culture group that serves to create cultural and inclusive spaces for leadership, college readiness, and cultural expression to thrive.
  - This allowed us to add Swedish staff time at other schools
    - Gibson Ek, BLMS, CMMS, PCMS, PLMS, Cedar Trails, Challenger, Clark, Endeavor, Maple Hills, IVE

# Priority Area 4: Spotlight (2/2)

- Added Memorandums of Understanding with Safe Crossings, The Garage, Friends of Youth and Sound Mental Health to provide fee-based counseling services
- Talked with Consejo and Asian Counseling Services to further expand services
- Partnered with the UW SMART CENTER to pilot an evidence-based mental health intervention that can be given by school counselors (high school)

# Next Steps

# Next Steps in Engagement

## School Site Visits

Strategic Plan feedback

March-April

## Board Meeting

Update: Organizational Effectiveness priority area

May 7

# Thank You!



**ISSAQUAH**  
**SCHOOL DISTRICT 411**

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