

# Strategic Plan Results 1: 6/9/26



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 3 (2025-26 SY) strategic plan progress by priority area.
- Share our high-level strategic plan metrics used to track system performance.

# 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.

**R1 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.

**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/OE's

Priority Area	Goals	Results	OE's
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
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
	District leaders and staff will increase engagement in decisions that support effective resource allocation based on priorities and needs to support students and staff.	<b>All Results and OE's</b>	

# Year 3 Highlights

Previously reported at the following board meetings: 3/26/26; 4/9/26; 5/7/26



# Student Well-Being: Highlights 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.

# Academic Opportunities: Highlights 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.

# Diverse Talent: Highlights 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.

# Authentic Engagement: Highlights 2025-26 SY

- 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.
- 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).
- Socialized the Draft Matrix and [Companion Guide](#)
  - Family partnership group
  - PTSA leaders
  - IEA leaders
  - All Admin

# Organizational Effectiveness: Highlights 2025-26 SY

- Staff completed formal Lean training and applied continuous improvement practices in operational areas, beginning in nursing services.
- Added leaders with Lean expertise, increasing awareness and adoption of continuous improvement practices across departments.
- Established a common framework and tools for identifying, analyzing, and improving operational processes.
- Partnered with the State Auditor's Office to deliver Lean/Continuous Improvement training for district leadership at no cost.
- Embedded an equity-based budgeting framework into the annual budget process.

# Year 3 Lessons Learned



# Lessons Learned - 2025-26 SY

- Equity budget framework readiness for implementation requires advance preparation to align with budget cycle timing.
- Survey participation rates varied by grade level, indicating need for differentiated engagement strategies by age group.
- Staff report their identity as staff of color at a higher % in the state portal than in our application portal. The state portal reveals a 11.6% total population of cert staff of color, roughly 1.4% higher than our application portal.
- Including building leaders in work teams significantly enhances project effectiveness and implementation success.
- Alignment between student career goals and secondary and post-secondary pathways improved, giving students clearer on-ramps to life after Issaquah. The work ahead is ensuring that access to this planning is equitable — not concentrated among students whose families already know how to navigate the system.

# System Health Indicators



# System Health Indicators: What we track in Results 1

## 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

## 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.

**\*Student data is disaggregated into groups: All, black – indigenous - and people of color (BIPOC), student with disabilities (SWD)**

System Health Indicators:

[Microsoft Power BI](#)

Updated: 6/1/26

# System Health Indicators: What we track in Results 1

Indicator	Group	Baseline 2022-23	2024-25	Change from Baseline	Met 2025-26 SY Target?
4-Year Graduation or Continuing	All Students	97.0%	98.9%	▲ +1.9 pts	✓
4-Year Graduation or Continuing	SWD	92.0%	95.0%	▲ +3.0 pts	✓
4-Year Graduation or Continuing	BIPOC	89.0%	97.5%	▲ +8.5 pts	✓
3rd Grade Foundational Literacy	All Students	83.0%	85.0%	▲ +2.0 pts	✓
3rd Grade Foundational Literacy	SWD	41.0%	47.0%	▲ +6.0 pts	✓
3rd Grade Foundational Literacy	BIPOC	68.0%	68.0%	→ No change	✗

Indicator	Group	Baseline 2023-24	2025-26	Change from Baseline	Met 2025-26 SY Target?
Sense of Belonging	All Students	74%	79.2%	▲ +5.0 pts	✓
Sense of Belonging	BIPOC	68%	76.1%	▲ +8.0 pts	✓
Sense of Belonging	SWD	68%	61%	▼ -7 pts	✗

Indicator	Group	Baseline 2023-24	2025-26	Change from Baseline	Met 2025-26 SY Target?
Emotional Safety / Support	All Students	64%	72.3%	▲ +8 pts	✓
Emotional Safety / Support	BIPOC	60%	69.5%	▲ +9 pts	✓
Emotional Safety / Support	SWD	63%	65.4%	▲ +2 pts	✗

# System Health Indicators: What we track in Results 1

Indicator	Group	Baseline 2023-24	2025-26	Change from Baseline	Met 2025-26 SY Target?
% families — welcoming & encouraging opinions	Elementary	56%	78%	▲ +22 pts	✓
% families — welcoming & encouraging opinions	Secondary	43%	68%	▲ +25 pts	✓

Indicator	2025-26 Update
% of staff who report feeling a sense of belonging at work	↑ Increase reported in both classified and certificated groups — Stay Survey 2025-26
% increase in staff of color in certificated role	29.5% of cert hires were candidates of color vs. 26% of the total candidate pool — Actively outpacing pool diversity through bias mitigation in screening

# 2023-2026 Strategic Plan Celebrations



# Celebrations

- Launched **Care Solace** districtwide, expanding access to mental health care and community partnerships for students and families
- Added **2** mental health partnerships to strengthen student and family well-being
- Served on average **450 families** and **930 students** through the **Back-to-School Resource Fair**
- Mitigated bias in hiring practices and strengthened **screening and hiring processes** throughout the system
- Increased sense of **belonging among staff** across the district (**+5% Classified**)

# Celebrations

- Built staff buy-in around **reducing disproportionality and closing opportunity gaps**
- Created and implemented an **equity-based budget model**, aligning resources to student need
- Improved system-wide **prioritization of resources and budget** using a Stop/Start/Continue methodology
- Strengthened **cross-departmental collaboration** across the organization
- Completed integration of all **six Washington State Social Emotional Learning Standards** into high school courses
- Leveraging engagement strategies learned from our strategic planning process - successfully passed **all three levy renewal measures** (EP&O, Capital, Transportation) with community support in February 2026

# Thank You!



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

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

