



## Results 1: Mission

Policy Type: Results

### Annual Internal Review for School Year 2024-2025 – June 9, 2026

*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 unlock 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 end-of-year update on Year 3 implementation efforts across all five strategic plan priority areas — Student Well-Being (P1), Academic Opportunities (P2), Diverse Talent (P3), Authentic Engagement (P4), and Organizational Effectiveness (P5) — and focuses on key outcomes related to the health of the system.

Building on lessons from the 2023-24 and 2024-25 implementation years, the district has seen meaningful improvements across several key areas. The strategic plan has enabled district staff to work with greater prioritization and coherence, and the articulation of shared goals has deepened the connection between the strategic plan, school improvement plans (SIPs), and student learning.

Stronger alignment between the strategic plan and School Improvement Plans was achieved by directly connecting SIP goals with overarching district goals and linking all SIPs to strategies within the Student Well-Being and Academic Opportunities priority areas. This stronger alignment has helped contribute to student outcomes moving in the right direction. [Thirteen district schools](#) earned recognition from the Washington State Board of Education for their performance in 2023–24 — and that momentum has carried forward, with [ten schools](#) recognized in 2024–25 for growth and achievement in English language arts (ELA), math, and attendance across student groups including racial and ethnic groups, students with disabilities, and low income students (for more information, please visit our website).

Moving forward, the district remains committed to improving and providing equitable educational opportunities and outcomes for all students, with the strategic plan serving as a catalyst for positive change and improved 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 we worked to strengthen the systems that help students thrive. Targeted strategies expanded participation in Safety & Well-Being, Soft Skills, and Exit Surveys — re-establishing baseline data and ensuring survey insights actively inform interventions and supports through Multi-Tiered Systems of Support (MTSS). Enhanced communication, staff readiness, and technical support have strengthened the infrastructure behind surveys and universal screeners districtwide. The Strengths-Based Collaborative (SBC) Pilot was launched and expanded, shifting from deficit-based to asset-based approaches in partnership with students and families. All six Washington State Social Emotional Learning Standards were fully integrated into high school curricula, and a High School SEL Playbook was developed. A completed Community Resource Directory and expanded network of community partnerships — including Care Solace, Youth Eastside Services, and new mental health MOUs — extended access to critical supports for students and families throughout the year.

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
<p><b>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.</b></p> <p><b>Alignment to:</b> <i>Results: 1, 2, 3, 4   OE: 12</i></p>	<p>Build upon Year 2 implementation by integrating a strengths-based approach (SBC Pilot) districtwide. Strengthen outreach and professional development to boost participation and deepen engagement. Examine a K–12 pathway for student goal-setting aligned with Portrait of a Graduate and the High School and Beyond Plan.</p>	<p>SBC Pilot successfully launched and expanded. Professional development effectively shifted staff mindset from discrepancy-based to strengths-based models. We learned that authentic collaboration with students and families requires sustained intentionality and dedicated time. Portrait of a Graduate work and alignment provided meaningful coherence to goal-setting work across grade levels.</p>	<p>Strategy to evolve toward a portrait-aligned goal-setting model embedded in universal structures (MTSS, High School &amp; Beyond Plan (HS&amp;B Plan)). Emphasis will shift to scaling SBC practices districtwide and deepening family co-design in the goal-setting process.</p>

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
<p><b>Analyze and refine districtwide school safety plans to include emotional safety, physical safety, school climate, and student supports.</b></p> <p><b>Alignment to: Results: 1, 2, 3, 4   OEs: 12, 13</b></p>	<p>Enhance data collection using Power BI to identify trends and improvement opportunities at both district and school levels. Maintain ongoing assessment and advancement of safety protocols. Provide enhanced districtwide communication and technical support for surveys and universal screeners (SAEBRS).</p>	<p>Power BI tools enabled more targeted, building-specific safety planning. Hardware and broadband barriers were addressed to support assessment participation. Survey participation rates varied by grade level, indicating need for differentiated engagement strategies by age group. Screener integration with MTSS strengthened connection between safety data and intervention supports.</p>	<p>Shift towards an integrated safety and well-being data system aligned to MTSS. Expand use of universal screeners to drive proactive, tiered interventions. Survey administration strategies will be differentiated by developmental level to improve data quality and participation.</p>
<p><b>Ensure students and families are able to access the services and resources they need to meet their basic needs.</b></p> <p><b>Alignment to: Results: 1, 2, 3, 4   OE: 12</b></p>	<p>Provide district-wide access to the Community Resource Directory/Resource Hub across all school sites. Expand student and family support services throughout the district.</p>	<p>Community partnerships require ongoing cultivation and dedicated coordination capacity. Care Solace expanded scope to social services demonstrating strong demand for holistic family support. The Resource Fair event proved highly effective for reaching families before the school year begins. Multilingual and culturally responsive outreach is essential to serving the full diversity of the community.</p> <p>By the numbers:</p> <ul style="list-style-type: none"> <li>• <u>Care Solace</u> - (July 2025–Mar 2026): 80 referrals, 42 successful care connections, 140+ hours of staff coordination time saved. Expanded to include Social Services Coordination.</li> </ul>	<p>Resource Hub model to be sustained and expanded as a flagship Basic Needs strategy. Authentic Engagement and Student Well-Being strategies will deepen alignment, growing the partnership ecosystem with a focus on mental health and social service coordination.</p>

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		<ul style="list-style-type: none"> <li>• New MOUs with Safe Crossings, The Garage, Friends of Youth, and Sound Mental Health. Discussions initiated with Consejo and Asian Counseling Services.</li> <li>• August 2025 Resource Fair: 437 families served (870 students), 46 families supported with completing EVP, 33 sports physicals completed, 19 individuals served through DOH screenings</li> <li>• Over 200 vaccinations administered to 100+ students</li> </ul>	
<p><b>Implement social-emotional learning (SEL) for all students utilizing resources that are responsive and sustaining to student identities.</b></p> <p><b>Alignment to: Results: 1, 2, 3, 4   OEs: 12, 16</b></p>	<p>Complete integration of all six Washington State SEL Standards into high school courses. Develop High School SEL Playbook. Expand secondary SEL instruction through a targeted pilot program. Maintain systematic evaluation through multi-source assessment approaches including stakeholder surveys, SAEBRS data alignment, and a dedicated teacher SEL committee.</p>	<p>Full SEL Standards integration achieved at the high school level — a significant milestone. Understanding high school students' social-emotional needs requires approaches distinct from elementary methods. Developed an SEL playbook. The SEL Playbook will help to provide a replicable structure for building-level implementation. Elementary and middle school SEL pathways require continued development and alignment.</p>	<p>SEL work to expand toward a K–12 continuum aligned to Portrait of a Graduate competencies. Pilot program data will inform feasibility of broader implementation. Universal SEL implementation across all levels remains a strategic priority for the next planning cycle.</p>

## Priority Area: Academic Opportunities

Lead: Rich Mellish

**Description:** Students will have access to the resources needed to achieve key academic milestones throughout their Issaquah School District (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) continued to yield positive academic results this year. Focus on 9th-grade on-track supports resulted in fewer failing grades during the first semester of 2025-26. Mathematics achievement improved, with more students successfully passing Algebra 1 at the semester mark compared to the prior year.

Systemic improvements include the successful launch of a common course guide with plans to expand into common electives, implementation and expansion of teacher-led career planning lessons, launch of an aerospace manufacturing class, and deployment of a comprehensive data tracking tool enabling nimble, frequent analysis. De-siloing of intervention through TLS and Special Services coordination — utilizing success blocks and support classes — deepened impact for students most in need. Increased attention to gap closure for students with disabilities and students who identify as Black/African American or Hispanic/Latino was evident across 9th-grade success efforts, math representation, and tiered support systems.

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<p><b>Design and implement Universal Design for Learning (UDL) and culturally responsive education strategies in all classrooms.</b></p> <p><b>Alignment to:</b> Results: 1, 2, 4   OEs: 12, 14, 15, 16</p>	<p>To deepen the integration of High-Leverage Practices through detailed alignment mapping with Danielson and CAST frameworks. Expand Ignite program development with additional community partners ensuring culturally responsive methodologies. Coordinate Equity Walk and UDL observational processes in partnership</p>	<p>High-leverage, universally designed practices are increasingly visible in classrooms across the district. The integration is more genuine than compliance-driven, which is the condition under which UDL actually improves outcomes.</p>	<p>Two main next steps identified are:</p> <ol style="list-style-type: none"> <li>1. Identification of and training on specific instructional strategies that exemplify Universal Design for Learning and are practical across content, grade levels, and that can be used daily to strengthen core instruction.</li> </ol>

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	with the district Equity team. Strengthen UDL monitoring and execution systems at the building level.		2. Integration of UDL principles, practices, and strategies in data study, curriculum selection and course development, improvements to grading and homework guidelines, and other academic planning and improvements.
<p><b>Design and implement academic interventions for reading and math at each grade level.</b></p> <p><b>Alignment to:</b> <i>Results: 1, 2   OEs: 14, 16</i></p>	<p>Elementary: Advance Curriculum-Based Intervention (CBI) in literacy and mathematics with comprehensive writing intervention programs. Establish systematic fidelity monitoring protocols and robust Tier 2 support structures. Secondary: Deploy intervention systems at middle and high school via dedicated implementation committees coordinated with building-based Tier 2 teams. De-silo intervention through TLS/Special Services coordination using success blocks and support classes.</p>	<p>Reading Foundational Skills showed measurable gains, with early data pointing to gap closure for students with disabilities — one of the most significant equity signals in our system health indicators. This reflects sustained investment in targeted, Tier 2 and Tier 3 literacy support, and the growing coherence of our intervention infrastructure.</p>	<p>In the strategic plan refresh a cross-cutting strategy for MTSS will ensure data and intervention planning is integrated across domains, is centered on data-based decision-making using nationally normed, evidence-based measures, and that allow for both individual progress monitoring and evaluation of the efficacy of interventions.</p>
<p><b>Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.</b></p>	<p>Maintain systematic integration of equity frameworks throughout curriculum adoptions and instructional development. Deploy comprehensive data tracking tool, enabling nimble and frequent student success analysis.</p>	<p>In year 3 we concluded the selection of new secondary social studies materials to both ensure better representation of diverse narratives, and to realign instructional practices and assessments to be more culturally sustaining and</p>	<p>We have operationalized the Equity Framework for Curriculum Adoptions, so that it will continue to impact future curriculum selections. The rest of this strategy is folded into the ongoing work for Tier 1 instruction and the continued development of</p>

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
<p><b>Alignment to:</b> <i>Results: 2, 3, 4   OE: 16</i></p>	<p>Conduct data reviews focused on disproportionality across race, disability, and language learner status in all school processes.</p>	<p>focused on both the core skills students need for future success and the complex analytical skills that are critical to civic engagement in a diverse society.</p>	<p>Multi-Tiered Systems of Support.</p>
<p><b>Establish a baseline of core offerings at all secondary schools (6-12) and ensure consistent delivery across all schools.</b></p> <p><b>Alignment to:</b> <i>OE: 14</i></p>	<p>Launch a common course guide with plans to expand into common electives. Utilize building-level feedback from counselors and registrars to refine catalog materials. Conduct comprehensive course fee auditing to establish district-wide consistency. Implement systematic annual review protocols incorporating transcript analysis data to evaluate student course access patterns.</p>	<p>The common course guide is now operational. We will continue to update and refine the guide annually. This process has created a new pattern of decision-making, by requiring that course description changes are determined through central process that allows individual schools to surface issues and considerations and allow for engagement across schools before making course changes.</p>	<p>This area is now operational and will be continuously improved to ensure clear and consistent core offerings, and to ensure resources such as course guides provide clear and consistent supports to help students select courses and plan their learning each year through alignment to their goals for learning, career, and life balance.</p>
<p><b>Create and communicate unique pathways to graduation that ensure students understand opportunities aligned to their pathway and post-high school goals.</b></p> <p><b>Alignment to:</b> <i>Result: 4   OEs: 12, 14</i></p>	<p>Enhance support systems for staff providing post-secondary pathway guidance. Implement High School and Beyond Planning (HS&amp;BP) increasing alignment between student career goals and secondary/post-secondary opportunities. Launch an aerospace manufacturing class as a new career pathway. Develop targeted documentation for individualized pathway planning. Prepare for</p>	<p>High School and Beyond Planning (HS&amp;BP) effectively increased alignment between student goals and available pathways. High School &amp; Beyond Planning matured into a more coherent system. 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</p>	<p>OSPI is providing a new scope and sequence for High School and Beyond Planning. This new plan is designed to activate staff and students to meaningfully engage in post-high school planning and alignment of learning decisions. HSBP activities will formally begin in 7<sup>th</sup> grade and continue through graduation. School Links will replace Xello as the platform for HSBP activities. As we refresh this effort we will be focused on the following:</p> <ol style="list-style-type: none"> <li>1. Activating staff to support student HSBP</li> </ol>

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	School Links platform transition.	already know how to navigate the system.	<p>activities in meaningful ways. Starting with 7<sup>th</sup>-12<sup>th</sup> grade staff, then extending to K-6<sup>th</sup> staff.</p> <ol style="list-style-type: none"> <li>2. Ensuring all students are meaningfully engaging in career planning and course alignment.</li> <li>3. Leveraging School Links and district systems to optimize time and resources in support of student HSB Planning.</li> </ol>
<p><b>Design and implement a system to deliver focused supports to ensure 9th-grade students are on-track to graduate.</b></p> <p><b>Alignment to: Result: 2   OEs: 12, 14</b></p>	<p>Maintain systematic evaluation and enhancement of data tool functionality for 9th-grade success monitoring. Prioritize comprehensive building-level use of the tool for prompt intervention implementation. Increase attention to gap closure for students with disabilities (SWD), Black/African American, and Hispanic/Latino students in 9th-grade success processes. Sustain continuous data-informed decision making to support all students in maintaining graduation trajectory.</p>	<p>Equity-centered attention to specific student groups became more explicit and more embedded. We made deliberate progress on gap closure for students with disabilities and students who identify as Black/African American or Hispanic/Latino — showing up in 9th grade success supports, math access and representation, and broader student support systems. The lesson here is one we must carry forward: naming groups specifically, tracking their outcomes disaggregated, and designing interventions with them in mind produces better results than universal approaches alone.</p>	<p>This area will be folded into the MTSS strategy in the next iteration of the strategic plan. 9<sup>th</sup> grade on-track will continue to be a key metric for monitoring the efficacy of MTSS at the high school level. Risk dashboards that were developed as part of this strategy have been expanded to 6<sup>th</sup>-12<sup>th</sup> grade and will be maintained and refined as part of the MTSS strategy.</p>

## Priority Area: Diverse Talent

Lead: Donna Hood

**Description:** 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 multi-year commitment to building a diverse workforce that reflects its student population continued to yield results in Year 3. While the district hired significantly fewer certificated positions this year (61 roles vs. 107 and 161 in prior years), it leveraged deep candidate pools — totaling 1,117 certificated candidates — to maintain diversification progress. In 2024-25, 26% of the total certificated pool were candidates of color, and the district hired them at a rate of 29.5% of all certificated hires, demonstrating continued success in mitigating bias in screening and hiring stages.

Sense of belonging with staff increased in both classified and certificated groups per the 2025-26 Stay Survey. Resignations and retirements declined again, and the total number of exiting staff willing to work for the district again increased — strong indicators of a positive and improving workplace culture. The district also expanded its university partnerships, adding a new residency program with Central Washington University (CWU) for special education candidates and renewing its grant partnership with Seattle Pacific University (SPU). The WEA teacher residency program produced its first graduate this summer, with two additional residents currently in the second district cohort. The district hosted 82 student teachers in 95 placements, have hired our first WEA teacher residency into a full-time position and have placed another two WEA teacher residents in 2025-26, strengthening its pipeline of diverse future educators.

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
<p><b>Train hiring managers on effective hiring practices, including how to reduce bias.</b></p> <p><b>Alignment to: OEs: 3, 16</b></p>	<p>Complete a third consecutive year of anti-bias training for hiring managers. Transition focus toward comprehensive new staff integration and onboarding beyond initial hiring events. Incorporate language and methodologies aligned with</p>	<p>A third year of anti-bias training generated the highest manager confidence levels to date — cumulative training builds real capacity. When hiring volume is lower, each hire matters more, and bias mitigation is even more consequential. Deep, sustainable change in hiring culture requires moving beyond</p>	<p>Anti-bias practices to be embedded in all hiring stages as institutionalized standards rather than annual events. Onboarding frameworks will incorporate belonging and inclusion language aligned to student equity goals. Systematic data review</p>

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
	<p>student belonging support initiatives. Maintain systematic evaluation and monitoring of recruitment and hiring processes across all district operations.</p>	<p>events to embedding practices in onboarding and ongoing supervision. Cross-referencing administrator feedback with staff experience surveys reveals important discrepancies that single data sources miss.</p>	<p>(applicant data, hiring data + EDS portal) to continue informing continuous improvement of hiring and retention practices.</p>
<p><b>Recruit with a focus on our commitment to diversity and inclusion.</b></p> <p><b>Alignment to: OEs: 3, 16</b></p>	<p>Prioritize participation in recruitment events featuring the most diverse teaching candidate pools, including WSPA hiring events in Tacoma and Spokane, City University, and Central Washington University.</p>	<p>We learned that staff report their identity as staff of color at a higher % in the EDS certification portal hosted by the state than in our application portal. The EDS portal reveals a 11.6% total population of cert staff of color, roughly 1.4% higher than our application portal.</p>	<p>Event selection continues to impact recruitment success and low tech, in person strategies continue to bear fruit. Meeting people and connecting with program and university supervisors and explicitly sharing our goals around diversification matters. Networking with surrounding districts who may be faced with layoffs is also an avenue toward recruiting high impact teaching staff. Our colleagues want to see the highest quality staff and the staff of color they have stay in education even if they cannot keep them.</p>
<p><b>Offer professional development that improves a sense of belonging among all staff, and facilitate access to affinity spaces and communities of support.</b></p> <p><b>Alignment to: OEs: 2, 3</b></p>	<p>Enhance methodology by transitioning from self-assessment models to comprehensive direct feedback systems with BIPOC staff members. Establish structured reflection sessions between BIPOC staff and building leadership. Provide targeted professional development advancing from awareness to actionable implementation through case study analysis and real-time coaching.</p>	<p>Executive Director of Equity led staff learning for admin framed by data from the exit and stay surveys, with the purpose of pushing past a welcoming workplace to a truly inclusive and responsive one for staff of color.</p> <p>Additionally, HR facilitated PD focused on Leading a Workplace Free of Harassment and Discrimination for all classified and certificated managers.</p>	<p>The professional development efforts, the stay and exit survey, and the Educators of Color Affinity Group will all continue. Roughly 1,970 staff responded to our stay and exit survey in 2025-26 and 20 staff participated in the ECLC affinity group in 2025-26.</p> <p>Moving forward, in this area, we will be looking to share student and staff stories, that highlight successes and grow</p>

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	Strengthen utilization of equity walk data and staff experience metrics to inform continuous improvement.		both community trust and enrollment.
<p><b>Create pathways for internship and mentoring for those in our trade.</b></p> <p><b>Alignment to: OE: 2</b></p>	Grow our WEA teacher residency population throughout the district.	We hoped to grow our WEA teacher residency population, but unfortunately two candidates dropped out this year. The pool, however, continues to be diverse, and we hope to see growth next year. We once again collaborated with SPU and received an alternate pathway grant to support up to 5 teaching candidates through certification. We will host these 3 candidates during the 2026-27 SY.	<p>Continue partnering with WEA, SPU and CWU.</p> <p>We will have one teaching candidate through our partnership with CWU, three with SPU, and two through our WEA Teacher Residency, the district's 2<sup>nd</sup> cohort in 2026-27 as well.</p>

## 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 continued to deepen its commitment to authentic, co-designed engagement with students, families, staff, and community partners in Year 3. An engagement menu and companion guide were socialized with key stakeholder groups including family partnership groups, IEA leaders, and all administrators; their feedback was incorporated into a final draft to be shared with all staff. The strategy team created a deeper connection to Student Well-Being priorities, growing the partnership ecosystem with a focus on mental health and social service coordination.

New and expanded community partnerships significantly broadened the district's reach: Care Solace expanded to include social services coordination; Youth Eastside Services (YES) staff were placed at each comprehensive high school and Issaquah Middle School (IMS), offering mental health counseling services, substance awareness classes and LGBTQI+ support groups. New MOUs with Safe Crossings, The Garage, Friends of Youth, and Sound Mental Health extended the district's mental health services network. A UW SMART Center partnership piloted an evidence-based mental health intervention deliverable by school counselors at the high school level.

Learnings from the Authentic Engagement priority area — including best practices and the Co-Design Matrix — directly shaped how we approached levy engagement. A 60-person Levy Advisory Committee of students, families, community members, and staff met multiple times to refine recommendations. The district recommendations were also supported by 60+ community outreach meetings. The result: all three levy renewal measures — EP&O, Capital, and Transportation — passed in February 2026, a direct reflection of the community trust built through three years of strategic engagement. Building on that foundation, we also launched a Capital Projects Oversight Committee last year, guided by our commitment to accountability and transparent community engagement.

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
<p><b>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.</b></p> <p><b>Alignment to:</b> <i>Results: 3   OEs: 2, 3, 16</i></p>	<p>Socialize the draft Co-Design Matrix and companion guide with family partnership groups, IEA leaders, and all administrators in January 2026. Continue to meet as a work team with school leaders, ensuring broader representation and buy-in.</p>	<p>Including building leaders in work teams significantly enhances project effectiveness and implementation success — their involvement is non-negotiable for scaling. Pre-planned co-design meetings with partners generate more meaningful collaboration than ad-hoc interactions. Socializing tools with diverse stakeholder groups before district-wide launch builds trust and improves adoption. Co-design deepens connection between school-level improvement and district strategic priorities.</p> <p><b>Student Voices Project</b></p> <p>Student Representatives to the Board led a district-wide effort to capture authentic student perspective through the Student Voices Project. Rather than relying solely on formal surveys or structured forums, student reps engaged peers directly — sitting down with students during lunch and other informal spaces to ask meaningful questions about their school experience. This approach surfaced candid, on-the-ground insight that more traditional feedback mechanisms often miss.</p>	<p>Co-design model to be formally launched districtwide. Building-level co-design practices will be embedded in the School Improvement Planning cycle. Family and student voice mechanisms will be formalized as a standing component of district planning and accountability processes.</p>
<p><b>Develop and foster relationships to forge purposeful partnerships.</b></p>	<p>Strengthen integration with basic needs and resource support in the Student Well-Being priority area. Expand the Microsoft</p>	<p>Strategic partnerships like Microsoft provided system-wide expertise that helped the entire organization. Partnership development requires</p>	<p>Partnership portfolio to be mapped and managed strategically — identifying gaps, redundancies, and alignment to Priority Area</p>

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
<p><b>Alignment to:</b> <i>OEs: 5, 9</i></p>	<p>partnership through continued engagement with product management teams, providing strategic feedback on district-priority products. Launch new partnership with UW SMART Center to pilot an evidence-based mental health intervention at the high school level. Add Youth Eastside Services at each comprehensive HS and IMS, providing substance awareness and LGBTQI+ support. Received City of Issaquah grant to launch Latino HEAT Latinx Youth Program at IHS feeder pattern.</p> <p>Add MOUs: Safe Crossings, The Garage, Friends of Youth, and Sound Mental Health. Initiated conversations with Consejo and Asian Counseling Services.</p>	<p>dedicated time and resources that are often underestimated — sustained relationship management is as important as initial agreement. External partnerships provide specialized expertise that would be difficult or expensive to develop internally. The most effective partnerships are co-designed and mutually beneficial — not transactional service agreements.</p>	<p>goals. Formal partnership framework with clear MOU templates, accountability structures, and renewal processes to be institutionalized. Focus will expand on partnerships that address mental health, cultural responsiveness, and college/career access for underserved student groups.</p>

## Priority Area: Organizational Effectiveness

Lead: Martin Turney

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

### Summary:

Organizational Effectiveness serves as the critical operational foundation enabling success across all other strategic priority areas. This year, the district built capacity in continuous improvement practices through deeper investment in data infrastructure, process improvement, and cross-departmental coordination. A partnership with Informed K12 (a company that provides software specifically designed to help K-12 school districts manage, track, and streamline their administrative processes and paperwork workflows) was leveraged to continue transforming key district processes through electronic forms, improving efficiency and reducing administrative burden. The equity-based budget framework has been fully implemented and is now an embedded part of the annual budget process. It will be reviewed annually for potential suggested refinement. These operational improvements directly support the district's ability to deliver on every aspect of its educational mission, from student well-being to academic achievement.

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
<p><b>Develop a continuous improvement cycle throughout the organization.</b></p> <p><b>Alignment to: OEs: 2, 6, 14</b></p>	<p>Partner with Informed K12 to continue transforming key district administrative processes, improve efficiency and staff experience through use of electronic forms. Provide LEAN methodology training for staff through the Washington State Auditor's Office. Execute targeted time and cost reduction projects starting with nursing and</p>	<p>Traditional collaboration approaches are insufficient when stakeholders have competing time demands — dedicated structured meeting time is essential. Dedicated LEAN continuous improvement collaborative meetings and training significantly increased alignment and accountability. Informed K12 (electronic forms) demonstrated that targeted process improvement partnerships yield measurable efficiency</p>	<p>Continuous improvement methodology to be codified as a district-wide expectation and embedded in onboarding, supervision, and SIP processes. LEAN training to be offered as a standing development opportunity for staff. Cross-departmental continuous improvement teams to be formalized with clear charters and outcome accountability. Quarterly meetings with departments applying LEAN methods to share examples of projects and continue training</p>

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
	expanding into other operations departments (e.g. Facility Services).	gains. Created a <b>Standard Operating Procedure (SOP) template</b> for departmental use to generate efficiencies across the organization	into more advanced techniques.
<p><b>Develop a transparent equity-based budget framework to ensure alignment of funding to areas of highest student need.</b></p> <p><i>Alignment to: All Results and OEs</i></p>	<p>Implement the equity-based budget framework during the 2025–26 and 2026-27 budget cycles to strengthen alignment between district resource allocation and identified student needs. Continue stakeholder engagement throughout the budget development process to refine framework components through practical application and align the work to broader district strategic priorities and continuous improvement efforts.</p>	<p>The district successfully implemented the equity-based budget framework within the 2025–26 budget process and applied the framework to real resource allocation decisions across schools and programs. This work strengthened alignment between district priorities, student needs, and funding decisions while increasing transparency in how investments are evaluated and discussed. The implementation also supported more consistent conversations regarding tradeoffs, prioritization, and long-term sustainability of investments. Implementation reinforced that equity-based budgeting requires significant advance preparation to align with annual budget cycle timelines. The district also learned that stakeholder engagement is most meaningful when connected directly to real budget decisions and operational impacts rather than theoretical planning discussions alone. Additionally, first-year</p>	<p>The strategy shifts the work from initial implementation to long-term operationalization and sustainability. The equity-based budget framework is now a standard component of district budget development and financial decision-making processes. Future work will focus on strengthening integration with strategic planning, student outcomes, and incorporating a multi-year planning lens to support long-term sustainability of district investments and priorities.</p>

Strategy	Year 3 Implementation (What was the plan?)	End of Year 3 Reflection (What happened? Lessons learned)	Changes to Strategy Area (What is changing as we refresh the plan?)
		<p>implementation highlighted the importance of maintaining an iterative framework, with practical application informing ongoing refinement and future design improvements.</p>	

## System Health Indicators

The district tracks key indicators across students, staff, and families. They connect directly to the Board's Results and the district's strategic priority areas. Please refer to the dashboard for additional details/notes on specific metrics. **The System Health Indicator dashboard is available at: [bit.ly/stratplandata](https://bit.ly/stratplandata).** Data on the dashboard is disaggregated into the following groups to monitor equitable outcomes:

- All Students: All students in the data set.
- BIPOC Focus Group: Four ethnic and racial demographic groups with persistent disproportionate outcomes — African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native.
- Students with Disabilities (SWD): Students receiving special education services.
- HR Data: Staff data broken into All Staff and Staff of Color (all non-white identifying staff and those identifying as two or more races).

### Data Notes:

- 3rd grade reading measured using i-Ready.
- Each year, roughly 12% of certificated applicants choose not to report race.
- HR staff counts are dynamic, not static.
- Staff sense of belonging data combines "Agree" and "Strongly Agree" responses into a combined percentage.
- Healthy Youth Survey baseline data collected on 2-year cycles.
- Met/Not Met relates to the Target set for the upcoming year versus the Actual percentage.
- Data is collected and made available at different times during the school year. For example, OSPI releases previous school year data in the Fall of the next school year.

## Student Outcomes

Indicator	Group	Baseline 2022-23	2024-25	Change	Met?
4-Year Graduation or Continuing	All Students	97.0%	98.9%	▲ +1.9 pts	✓
<i>4-Year Graduation or Continuing</i>	<i>SWD</i>	<i>92.0%</i>	<i>95.0%</i>	▲ +3.0 pts	✓
<i>4-Year Graduation or Continuing</i>	<i>BIPOC</i>	<i>89.0%</i>	<i>97.5%</i>	▲ +8.5 pts	✓

Indicator	Group	Baseline 2022-23	2024-25	Change	Met?
3rd Grade Foundational Literacy	All Students	83.0%	85.0%	▲ +2.0 pts	✓
<i>3rd Grade Foundational Literacy</i>	<i>SWD</i>	<i>41.0%</i>	<i>47.0%</i>	<i>▲ +6.0 pts</i>	<i>✓</i>
<i>3rd Grade Foundational Literacy</i>	<i>BIPOC</i>	<i>68.0%</i>	<i>68.0%</i>	<i>→ No change</i>	<i>—</i>

**NOTE — BIPOC Literacy** *BIPOC 3rd grade literacy proficiency remains flat at 68% over three years. This is a named area of priority for the 2026-29 strategic plan refresh, with targeted MTSS interventions, culturally responsive curriculum adoption, and gap-closure goals to be explicitly addressed in new strategy development and workplans.*

### Student Well-Being Survey Indicators

The following indicators are tracked through the district's soft skills survey. Baseline data is being re-established in 2025-26 following targeted strategies to increase participation rates and survey redesign. Updated trend data will be published to the Power BI dashboard upon completion of the 2025-26 survey cycle.

#### “% of students who report feeling a sense of belonging or fitting in at school”

Indicator	Group	Baseline 2023–24	2025–26	Change	Met?
Sense of Belonging	All Students	74%	79.2%	▲ +5.0 pts	✓
<i>Sense of Belonging</i>	<i>BIPOC</i>	<i>68%</i>	<i>76.1%</i>	<i>▲ +8.0 pts</i>	<i>✓</i>
<i>Sense of Belonging</i>	<i>SWD</i>	<i>68%</i>	<i>61%</i>	<i>▼ -7 pts</i>	<i>X</i>

#### “% of students who report feeling emotionally safe/supported at school.”

Indicator	Group	Baseline 2023–24	2025–26	Change	Met?
Emotional Safety / Support	All Students	64%	72.3%	▲ +8 pts	✓

<i>Emotional Safety / Support</i>	<i>BIPOC</i>	60%	69.5%	▲ +9 pts	✓
<i>Emotional Safety / Support</i>	<i>SWD</i>	63%	65.4%	▲ +2 pts	X

### Staff Indicators

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

### Family Indicators

% of families who gave the district an "A" for welcoming and encouraging their opinions

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

### Conclusion

The completion of the first three years of strategic plan implementation represents a pivotal transition from foundational development to systematic transformation. The district's cross-functional, transparent, and data-informed approach successfully established the infrastructure necessary to focus on critical areas for innovation, improvement, and practice enhancement that directly impact student and staff experiences.

While ongoing challenges persist — particularly around African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native (BIPOC) literacy outcomes, chronic absenteeism, and the sustained cultural shifts required by Diverse Talent and Authentic Engagement strategies — the district

has solidly established a collaborative foundation and prioritization framework essential for sustained improvement. The commitment to data transparency, continuous learning, and systematic self-assessment demonstrates alignment with the mission of preparing students for success in an evolving global landscape.

The strategic plan has transcended its role as a planning document, evolving into a dynamic framework for organizational transformation that consistently centers student success across all initiatives. The breadth and depth of progress achieved over three years is worth pausing to celebrate.

### **Student Well-Being and Community Support**

Student well-being supports reached hundreds of families — the Back-to-School Resource Fair alone served an average of 450 families and 930 students annually. Care Solace was launched districtwide, expanding access to mental health care and community resources at no cost to families. Mental health partnerships grew, with Memorandums of Understanding established with Safe Crossings, The Garage, Friends of Youth, and Sound Mental Health. Youth Eastside Services staff supported students at each of our comprehensive high schools and IMS. The district also piloted an evidence-based mental health intervention with the UW SMART Center and completed a Community Resource Directory to connect students and families to support more efficiently.

The district's new in-school vaccination program, launched mid-November, has administered 200+ vaccinations to 100+ students — one-third of whom are uninsured. Seven schools have reached 100% vaccination rate, up from zero at the start of the year. The program is both a health milestone and an equity milestone, removing a critical barrier for families with the least access.

### **Academic Growth and Equity**

Academic systems produced measurable, meaningful gains — particularly for students who have historically been underserved. [The four-year graduation or continuing rate](#) grew from 97% to **98.9% for all students**, 92% to 95% for students with disabilities, and **89% to 97.5% for BIPOC students** — an 8.5-point gain that reflects intentional, equity-driven work. Third grade foundational literacy improved for the all students and students with disabilities groups, with a 6-point gain for the latter group. The district strengthened its Multi-Tiered Systems of Support, deepened Universal Design for Learning practices, advanced High School and Beyond Planning, and increased student access to career pathways and post-secondary alignment.

### **Community Engagement and Organizational Strength**

Community engagement deepened in authentic and consequential ways. The district socialized new engagement tools — including the Draft Matrix and Companion Guide — across family partnership groups, PTSA leaders, union leadership, and all administrators. Families felt the district welcomed and encouraged their opinions at a higher rate each year, with elementary families increasing from 56% to 78% and secondary families from 43% to 68%. Continuous improvement practices took root through formal Lean training, a partnership with the State Auditor's Office, and the embedding of an equity-based budgeting framework into annual planning processes. The district also demonstrated the power of community trust earned through strategic engagement by successfully passing all three levy renewal measures — EP&O, Capital, and Transportation — in February 2026.

These results represent more than progress on a scorecard. They are evidence that the systems, relationships, and commitments built over three years are working — and that the district is positioned to enter the next cycle with both the momentum and the organizational maturity to go further.

## **Entering the Next Phase**

The district now transitions from strategy development and implementation to the critical phase of embedding these practices within institutional culture while sustaining momentum for continuous improvement. This next chapter will focus on institutionalizing successful frameworks, deepening collaborative practices, and maintaining adaptive change management systems that respond to evolving student, family, and staff needs.

This established foundation will enable the district to strategically refresh the comprehensive plan for the 2026-29 cycle, working with greater intentionality to accelerate progress toward achieving the Board's Results and advancing the transformational vision for all students and staff. The refresh process will incorporate broad student, community, family, and staff voice, Portrait of a Graduate alignment, and a sharper focus on the priority areas and strategies that will close the remaining opportunity gaps.

## **Strategic Plan Refresh: Priority Areas and Direction**

The refreshed strategic plan is organized around three priority areas — Student Well-Being, Learning Opportunities, and Trust — supported by nine focused strategies and a Commitment to Operational Excellence. This structure represents a deliberate consolidation from 18 to 9 strategies, reflecting the Board's direction for stronger prioritization and clearer accountability.

The district's vision remains constant: all students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world. The refreshed plan sharpens the path toward that vision by concentrating effort where it matters most — ensuring students feel safe, supported, and connected; have access to rigorous and relevant learning experiences; and are surrounded by adults and systems that earn and sustain their trust.

Progress will be tracked through a set of strategic plan metrics selected for being meaningful, moveable, and measurable — metrics that reflect real improvement in students' lived experiences and can be realistically influenced with available tools and time. Student data will be disaggregated (when available) by all students, BIPOC students, and students with disabilities to ensure equity remains visible in every measure of progress. Looking ahead, Summer 2026 will focus on developing workplans with concrete action steps and establishing baselines and targets for the new three-year implementation cycle.

*Board Approval:*