Draft

Issaquah School District
Board Vision, Ends and Strategic Plan

Work Study Discussion Pre-Reading

February 8, 2024

Purpose for Work Study Preparation

The purpose of the information is to:

- Update the Board on our mid-year progress implementing the strategic plan
- Support the Board in discussion around the following:
    - Outcomes in support of student well-being and academics
    - Evidence for monitoring overlap
- Hear Board discussion on direction for monitoring Ends 1

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Our Vision Statement Is a North Star

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

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Our Goals are Defined by the School Board

E1

District 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.

E2

Academics & Foundations

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

E3

Civic Engagement

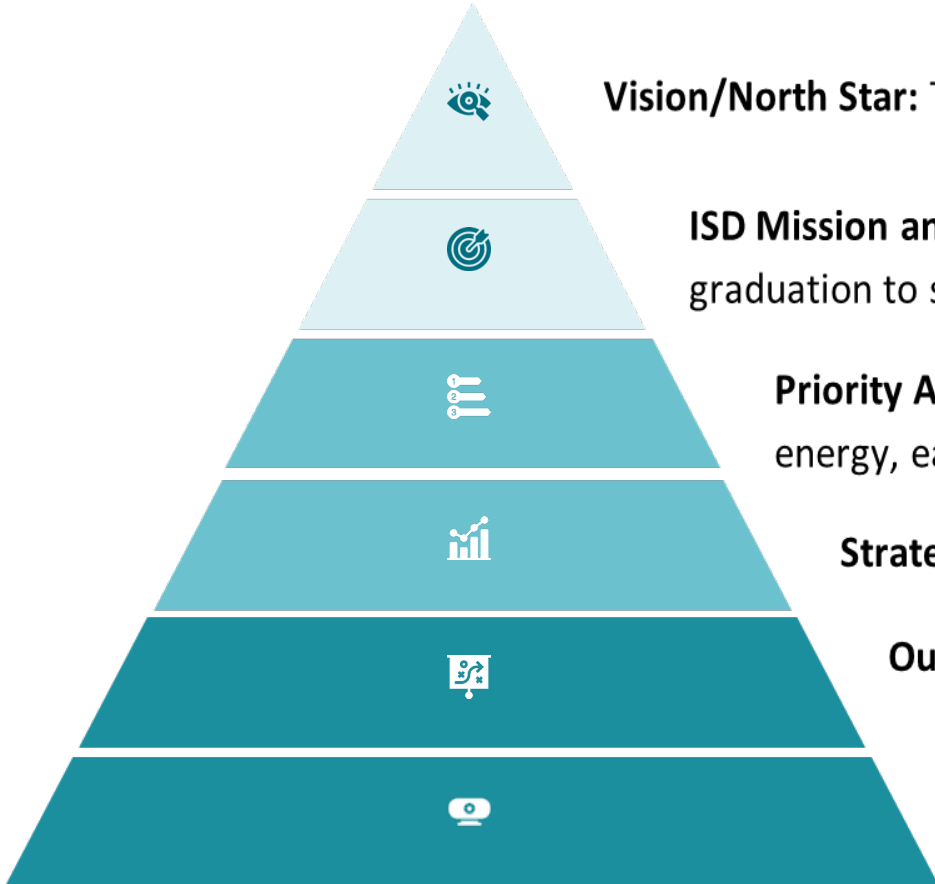Students will live as responsible members of society.

E4

Life Management & Personal Awareness

Students will live healthy, satisfying, and productive lives.

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Our Strategic Plan is the "How"

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

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

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

Strategies: The set of ISD actions to achieve the goals within each priority area

Outcomes: The way you will measure your progress and impact.

Workstreams: Key initiatives and implementation plans will follow after the strategic planning process

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Alignment of Strategic Plan Priority Areas to our Ends/ELs; last presented on 3.23.23

Priority Area	Goals	ENDs	ELs
Student Well-Being (Sharine Carver)	Students will feel safe and have a sense of belonging.	E1 E2 E3 E4	EL12 EL13
	Students will have access to resources that support their basic needs, social-emotional, and mental and behavioral health.	E1 E2 E3 E4	EL12 EL16
Academic Opportunity (Dana Bailey)	Increase student achievement of meaningful milestones of 3rd grade reading, Algebra 1 and 9th grade on-track to graduation and decrease opportunity gaps.	E1 E2 E3 E4	EL12 EL14 EL15 EL16
	Students will have equitable access to resources and pathways that support individualized post-high school goals.	E1 E2 E3 E4	EL9 EL10 EL12 EL14 EL16
Diverse Talent (Donna Hood)	District leadership and staff will diversify our workforce, so it more closely aligns with our student population which is 58% students of color.		EL3 EL16
	District leadership and staff will foster a sense of belonging and inclusivity, leading to retention of diverse staff.		EL2 EL3
Authentic Engagement (Sherri Kokx)	District leaders and staff will listen and follow up on input from constituent groups.	E3	EL2 EL3 EL16
	District leaders and staff will lead effective engagement practices that provide opportunity, partnership and access for all, while reaching diverse members of the community.		EL5 EL9
Operational Effectiveness (Martin Turney)	District leaders and staff will model continuous improvement practices to enhance student, staff and family experiences.		EL2 EL4 EL6 EL13
	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 Ends and ELs**

IMPLEMENTATION PROGRESS

Implementation Update

Team Check-ins

To drive the **day-to-day work** forward

Milestone Monthly Report

To **share information across teams** and with leadership on progress and flag areas where extra effort is needed

Problem Solving Sessions

To **prepare for significant upcoming milestones** and collaboratively problem-solve upcoming or off-track milestones

Stocktakes

To **review critical data** with system leaders for problem-solving and course correct if necessary

Priority Area Team Meetings	Milestone Monthly Report	Priority Area Problem Solving for Critical Milestones	Stocktakes
Work Team Meetings	Priority Area Leaders Huddle		

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Implementation Update

Priority Area Teams and Work Teams

- Priority area teams are made up of the priority area lead and strategy leads.

- We have work teams running in all 18 strategy areas. Members range in role and responsibility, including building level and district level staff.

- These meetings help to drive the work of the strategic plan by tracking and accomplishing monthly milestones.

Priority Area Leaders Huddle

- In this meeting, the five-priority area leads meet with the Superintendent and provide status updates on each of their respective areas. It is also a space of collaboration across the priority areas.

- Example: During one of our meetings, we strategized how to better connect the work between secondary innovation, equity-based budgeting and the Authentic Engagement priority area. The point of intersection for gathering feedback was through Empathy Interviews.

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Implementation Update

Critical Milestone Meeting

- In this meeting, priority area teams present a problem of practice to Cabinet and gather important feedback.

- Example: During one of our meetings the Student Well-Being team brought a problem of practice regarding SEL implementation. The Cabinet team provided support by strategizing how to best implement SEL curriculum with fidelity at the secondary level.

- Example: During a meeting the Academic Opportunity team, Cabinet helped strategize on how to best implement the High School and Beyond Plan at the secondary level. Ideas were generated how to increase lesson engagement with students.

Stocktakes

- In this meeting, priority area teams present priority area related data and progress to the Superintendent. Directional guidance and support is given to each team.

- Example: During a meeting, the Diverse Talent team presented results of various recruitment efforts through different channels. After reviewing the data, feedback was given to further pursue digital marketing strategies to increase recruitment of staff.

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Our Five Priority Areas

Student Well-Being

Academic Opportunities

Diverse Talent

Authentic Engagement

Organizational Effectiveness

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STUDENT WELL-BEING (Sharine Carver)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
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. (**Melinda Reynvaan**)	Implementation of a universal screener K-12 that allows staff and students to rate social-emotional, academic, and behavioral risk. We will also have a proposal for a strengths and goal-setting module at the elementary level that will be ready for implementation in 24-25.	The Fall and Winter SAEBRS/mySAEBRS assessments have been implemented for grades K-12 at all sites that had administered SDQ or BIESY. An elementary personalized goal-setting module committee has met quarterly to develop a K-5 strengths-based goal-setting module that would align with the modules at grades 6-12 which will be implemented in the 24-25 school year.	Ends: 1, 2, 3, 4 ELs: 12
Analyze and refine district- wide school safety plans to include emotional safety, physical safety, school climate, and student supports. (**Jason Morse**)	Gather, compile, and analyze existing data that relates to physical and emotional safety. Launch of spring survey on safety and wellbeing.	Team has compiled existing surveys and have analyzed in an effort to formulate questions responsive to the ISD community.	Ends: 1, 2, 3, 4 ELs: 12, 13

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STUDENT WELL-BEING (Sharine Carver)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
Ensure students and families are able to access the services and resources they need to meet their basic needs. (**Noah Westerberg**)	Create a community resource list to be shared out with the ISD community. Prepare for community fair in August, in alignment with EVP process.	We have partnered with multiple district staff, including school counselors and building administrators, to compile a bank of community resources. In preparation for the community fair event, the team has begun connecting with community agencies and developed an outline of the event.	Ends: 1,2,3,4 ELs: 12
Implement social-emotional learning for all students utilizing resources that are responsive and sustaining to student identities.(**Susan Mundell**)	Establish baseline of access to responsive and sustainable SEL.	Work is being done to review/audit all tier one SEL curricula used K-12 as well as to assess the Positive Behavior Intervention Systems used in all schools.	Ends: 1,2,3,4 EL: 12, 16

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ACADEMIC OPPORTUNITIES (Dana Bailey)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
Design and implement Universal Design for Learning and culturally responsive education strategies in all classrooms. **(Rich Mellish)**	Develop leadership capacity and a system for setting and monitoring implementation goals.	We have completed 4 of 6 principal professional sessions. We have settled on the research-based framework, implementation rubric and learning walk tool. We have a professional development plan for developing teacher leaders, lab classrooms and learning walk protocols.	Ends: 1, 2, 4 ELs: 12,14,15,16
Design and implement academic interventions for reading and math at each grade level. **(Michelle Pickard/Dawn Wallace)**	Complete intervention checklist that accurately addresses the academic interventions we currently have, leads us to strengthen existing interventions, and allows us to address gaps and set goals.	We have made significant progress assessing the state of current academic interventions and using our fidelity measures to set goals and create plans for addressing the existing gaps in the system. We are also working on aligning our intervention checklist with requirements of the 2028 law.	Ends: 1,2 ELs: 14,16

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ACADEMIC OPPORTUNITIES (Dana Bailey)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps. **(Alaina Sivadasan)**	To create an equity and cultural competency framework for the World History 1 and World History 2 adoption.	Our strategy team has created the equity and cultural competency framework for the World History 1 and 2 adoptions. We have field tested it with our adoption team and made some changes based on feedback. On February 6th, we will be training our adoption team on the updated completed framework. We used teacher, parent, staff, and student feedback as well as relevant research and evidence regarding culturally responsive education to help create this framework.	Ends: 2,3,4 EL: 16
Establish a baseline of core offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools. **(Julia Bamba)**	Alignment of core course offerings including core course titles and course codes across the middle and high schools while identifying holes in elective course offerings that can be reviewed during year	Course alignment has concluded for year 1 and course guides are currently being edited and prepared to publish in February for the course request process.	EL: 14

ACADEMIC OPPORTUNITIES (Dana Bailey)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals. **(Lisa Neighbours)**	Organization and full implementation of HSBP grades 6-12. With on focus on grades 8-9. And completion of assignments by grade level.	Instruction and guidance given to all secondary buildings. Systems are being built for a full rollout in Fall 2024. Working on a process for pulling meaning data out of our HSBP tool Xello. Assessment of data will be used to inform future plans.	Ends: 4 ELs: 12,14
Design and implement a system to deliver focused supports to ensure 9th-grade students are on-track-to- graduate. **(Rich Mellish)**	Developing metrics, procedures, and timelines for early identification and intervention for students not *on track to graduate* in 9th grade. Also identifying Tier 1 programming needs and transition plan considerations for year 2.	The team has reviewed research, inventoried current related practices, identified measures for a first data study using Semester 1 data, and had initial discussions about Tier 1 needs in 9th grade.	ENDs: 2 ELs: 12,14

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DIVERSE TALENT (Donna Hood)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
Train hiring managers on effective hiring practices, including how to reduce bias. **(Mandy Dorey)**	Create two anti-bias trainings for delivery to administrators and hiring managers.	We were able to create two new trainings this year. Part 1 has been delivered to principals and hiring managers. Part 2 is scheduled for delivery this year.	ELs: 3,16
Recruit with a focus on our commitment to diversity and inclusion. **(Wendy Castleman)**	Create, implement and begin to assess new methods of recruitment for their effectiveness in this priority area.	In year 1, our team is working to create and implement new methods of recruiting, including the platforms that we use, the events that we attend, and the package of materials we utilize. This work includes assessing and polishing the Employment website, publishing a relocation packet, assessing our current videos and planning new ones, gathering monthly data reports, creating a social media plan, and in-person and virtual recruiting at previous as well as new events/platforms. We have either implemented or are in process on each of these methods.	ELs: 3,16

DIVERSE TALENT (Donna Hood)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
Offer professional development that improves a sense of belonging among all staff, and facilitate access to affinity spaces and communities of support. **(Alaina Sivadasan)**	Provide professional development to Cabinet and All Admin on tools and strategies for leading racial equity in their programs, departments and buildings.	Courageous Conversation will be completing the last of their three professional development sessions with the All-Admin team for this school year in early February. The feedback from All-Admin about this PD has been highly complementary. Over 90% of the All-Admin staff have found the PD useful in growing their knowledge, awareness, skills, and understanding in leading for racial equity. Additionally, over 90% of the All-Admin staff have been able to apply the knowledge and skills from this PD to their leadership work in their departments, programs, and buildings. Cabinet has received three of the scheduled five PD sessions for this year. Feedback from the Cabinet team has also been positive. Cabinet PD has focused on both learning and practical application on how to interrupt systemic inequities and how to systematize racial equity in the work they oversee.	ELs: 2,3
Create pathways for internship and mentoring for those in our trade. **(Carleena Pfeiffer)**	Make new partnerships in an effort to create additional pathways for paraprofessionals in our system.	We were able to create two new partnerships with Central Washington University and SPU. Scholarship money this year came from Title 2 and is supporting 4 paras to become teachers. Next year and the year following SPU has 5 scholarships each year for same.	EL: 2

AUTHENTIC ENGAGEMENT (Sherri Kokx)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
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. **(Jameson Moore)**	Creation of a co-design menu based on ISD case study research and analysis.	Conducted several case study interviews to gather information on how we engage with our community. Data synthesis has begun.	Ends: 3 ELs: 2,3,16
Develop and foster relationships to forge purposeful partnerships. **(Marcel Hauser)**	Create a system for tracking and managing district partnerships.	The team has conducted an analysis of existing partners within our ecosystem. We have created partner categories. We have begun the work of tracking and logging agreements and DSA's, as well as identifying new and existing partners	ELs: 5, 9

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ORGANIZATIONAL EFFECTIVENESS (Martin Turney)

Strategy	Year 1 Implementation Milestone	Progress	End/EL
Develop a continuous improvement cycle throughout the organization. **(Lesha Engels)**	Provide lean training to core central office team. Conduct two process improvement projects.	Training has been provided to core team. Consultant from the state auditor's office will be providing ongoing project support for problems of practice. Two continuous improvement projects are currently being scheduled.	ELs: 2,6,14
Develop a transparent equity-based budget framework to ensure alignment of funding to areas of highest student need. **(Moriah Banasick)**	Develop an equity-based budget framework to ensure alignment of funding to areas of highest student need.	Internal workgroup and Education Resource Strategies (consultant group) are working on developing the framework this year and have multiple meetings scheduled.	All Ends and ELs

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STUDENT OUTCOMES

What is our progress monitoring of our implementation telling us about what works and what doesn't, and what we do about it?

Data to be reviewed in June:
SAEBRs (will have 3 data points)
IReady data K-8 Literacy and Math
Really Great Reading program efficacy
Read 180 end of year
Algebra 1 course grades
Algebra support classes efficacy
9th grade on track

Data to be reviewed in Summer:
SBA data grade 3-10 in literacy, math and science — released publicly in the Fall.
Safety and Belonging Student survey data.

Will use this information to verify support structures planned for 24-25, and if any program shifts are warranted prior to September.

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Key indicators we are focused on

Indicator	Baseline	Year 1	Year 2	Year 3
3rd grade reading	83% of all 3rd graders scored proficient on foundational literacy, 68% of all BIPOC 3rd graders scored proficient on foundational literacy.	84% - All 71% BIPOC	85% - All 74% BIPOC	86% - All 77% BIPOC
Completion of Algebra with C- or higher	83% of all Algebra students earned C- or higher, 54% of all BIPOC students earned C- or higher.	84% - All 55% - BIPOC	85% - All 58% - BIPOC	86% - All 66% - BIPOC
9th grade on track	84% of all 9th graders earned all credits; 63% of all BIPOC students earned all credits	85% - All 65% - BIPOC	86% - All 68% - BIPOC	87% - All 73% - BIPOC

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OSPI Indicators and other metrics

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Indicator	Baseline	Year 1	Year 2	Year 3
4 – year Graduation Rate	All – 95.3% Black/African American – 88.0% Hispanic / Latino – 84.8% *American Indian, Alaskan Native, Native Hawaiian, Other Pacific Islander N<10*	TBD	TBD	TBD
Safety and Well-being	N/A	Establish Baseline of students who report feeling safe at school	TBD	TBD
Attendance: Students attending 90% or more of school days	81.5% of all students in 22-23 showed regular attendance 68% BIPOC group in 22-23 showed regular attendance	TBD	TBD	TBD

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Starter Discussion Questions

- What connections are important for the Board?
- What connections are missing or need to be strengthened?
- What are the milestones and outcomes in implementation and progress monitoring that are important for EL monitoring and Ends reporting? What is the Board's expectation on what constitutes reasonable progress (Note: we are monitoring Ends 1 for the first time in June 2024)?
- As you consider the health of the system, what feedback do you have on the key indicators identified on slides 23-24?