

Secondary Innovation

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ISSAQUAH
SCHOOL DISTRICT 411

Purpose

- Share purpose statement and pillars of innovation
- Review programmatic pilot efforts in development
- Preview next steps for innovation aspiration and pilots
- Gather board input and feedback

SECONDARY INNOVATION, COMMUNITY ENGAGEMENT, BOND PLANNING AND CO-DESIGN

Analyze current state of ISD secondary education ✓

Explore and select potential school models → Ongoing

Gather feedback on preliminary school models → Ongoing

Identify high priority initiatives ✓

Formalize proposals and create plan for implementation

Empathy Interviews and Focus Groups ✓

- December-January: Host interviews and focus groups
- January: All quotes and transcripts gathered
- February: Theme Analysis
- March: Incorporate themes into model development

District Leader Innovation Series ✓

- Independent exploration through podcasts, film, articles, publications
- February School site visits and idea generating sessions
- Feedback on models

Community Design Sprint Innovation Series ✓

- February 6 @ SHS
- March 5 @ IHS
- March 7 @ LHS

Bond Planning

- Share current state of secondary education
- Illustrate current and future student possibilities
- Propose school experiences and gather feedback
- Generate iterations based on feedback
- Include recommendations in final proposal

We are here!

Going from Great to Greater: *Why innovation in Issaquah?*

Innovation creatively and effectively makes learning more engaging, accessible, and personalized, ultimately leading to improved outcomes and experiences for all students.

What we hope to accelerate through innovation

- To engage all students in real-world experiences
- To deliver on greater choice and access for all students
- To foster agency and purpose

Role of secondary innovation

ISD vision statement

"All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world." -ISD strategic plan

The role of secondary innovation

To provide transformational opportunities to what and how our students learn to ensure they thrive in their school community and graduate prepared for life in a dynamic global environment.

Pillars for secondary innovation

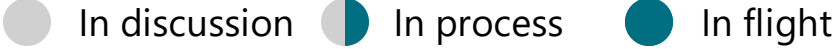







Strategically ensure that all students regardless of background, ability, or identity will...

- Flourish in a physically and emotionally safe school environment
- Have agency to explore and pursue their passion, aligning what and how they learn to their goals, strengths, and needs
- Acquire the knowledge, skills, and behaviors needed to meet life's challenges and opportunities
- Understand the value of community and the positive impact they have in the world
- Graduate high school with a plan to access meaningful learning, employment, or service opportunities

¹ Students have agency when they are empowered to make meaningful choices about what and how they learn connected to their future aspirations or goals

Source: Conversations with ISD staff and leadership; ISD 3-year strategic plan

Overview of programmatic pilot efforts under development

Strategic Plan Alignment	Pilot Effort	Description	Level of maturity
	Priority pilots in bold		
Student Well-Being and Academic Opportunity	Microschool pilot and staff professional development	IHS-based pilot providing inter-disciplinary, real-world education to small subset of students (grant submitted to expand in to 1 high school and 2 middle schools in 24-25 academic year). Includes staff professional development and coaching for implementing innovative pedagogies (e.g., durable skills, interdisciplinary learning, design thinking, teaching for purpose and belonging, competency-based learning)	
	Post-HS transition support	Pilot effort coordinated across the system to ensure every student leaves high school with a plan and can access guidance supports in the summer after high school to support the transition to learning, employment, or service opportunities	
	Student advisory program	Pilot advisory program effort to ensure every student has at least one adult they can develop a connection with and receive ongoing guidance and support over multiple years	
Academic Opportunity and Authentic Engagement	Credentials for current courses	Identify/attach college credit and/or credential/certificate opportunities to existing courses where available	
	Connections with business, industry, and community	Expand opportunities with area employers and community partners for internships, apprenticeships and job placements	
	Durable skills	Identify priority durable skills, build district momentum and capacity (including PD) around teaching durable skills, and incorporate durable skills learning into courses across secondary learning	
	Career inventory platform	Begin implementation plan for expanded college and career planning in alignment with adoption of new platform to replace Xello in parallel to state-level decision	

Priority Pilot Efforts in bold

Next steps for innovation

- Immediately begin development and implementation of
 - Microschool pilot expansion into multiple schools
 - Advisory pilot
 - CTE program inventory and credential/certificate opportunities
 - Post high school transition support
- Begin planning for development and implementation of
 - Connections with business, industry, and community
 - CTE expansion from exploratory courses to workforce readiness options
 - Durable skill integration
 - New High School

Board discussion and input

- What pilot options are of greatest importance to you?
- What other ideas do you have for pilots in short and long-term?



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