Issaquah School District

Ends 1 presentation

June 27, 2024

Purpose

The purpose of this presentation is to present progress towards the achievement of our district's Mission as outlined in Ends 1

- Present year 1 strategic plan progress by priority area.
- Share data related to track system health.
- Hear Board discussion on direction.

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.
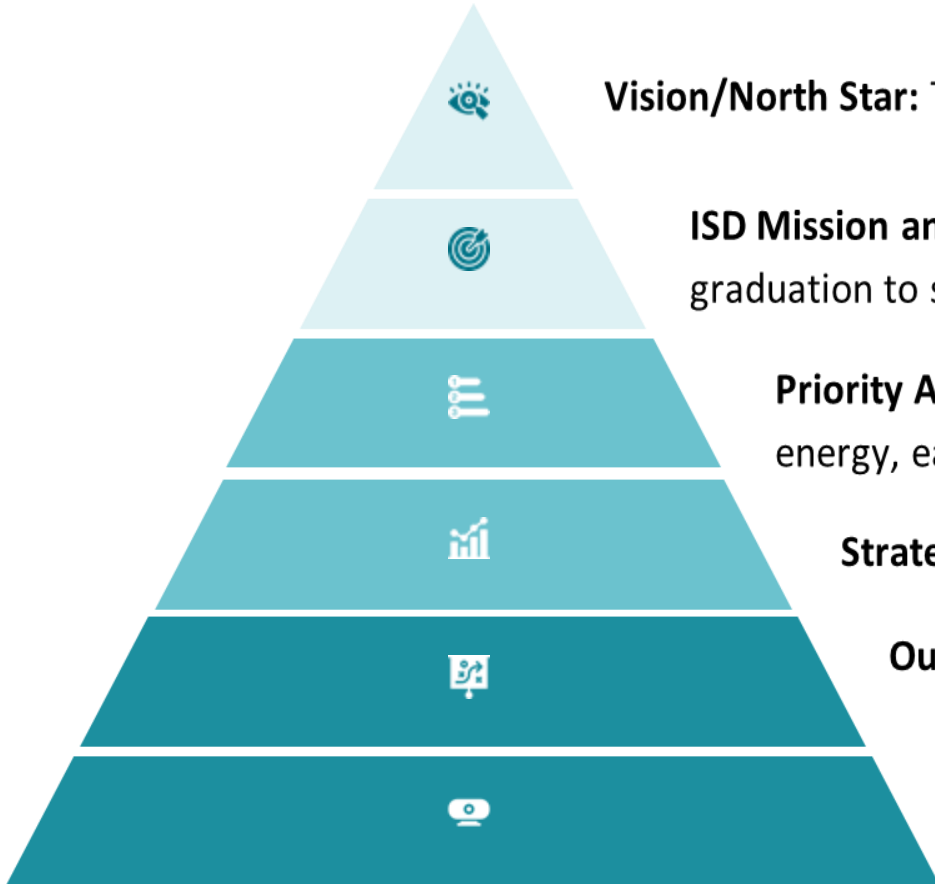
Our Mission

ENDS 1

District Mission Statement

Our students will be prepared for and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment.

ISSAQUAH
SCHOOL DISTRICT 411

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

ISSAQUAH
SCHOOL DISTRICT 411

Alignment of Strategic Plan Priority Areas to our Ends/ELs; last presented on 2.8.24

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

Lessons Learned

Benefits

- Helped us define clear leadership and ownership, combined with collaboration across departments and positions.
- Created routines and regular expectations for reporting within priority areas and across priority areas.
- Prioritized work and connection to resource allocation in the budget development process.
- Created transparency and visibility into the work, and continuous learning and adjustments.
- Collaboration that focuses on having the right people with content and subject matter expertise regardless of position or team membership.

ISSAQUAH
SCHOOL DISTRICT 411

Opportunities

- Uncovered a need to create more cohesion with our data infrastructure/systems.
- Repurposed our Critical Milestone Meeting (a single priority area team and Cabinet) to a strategic plan meeting involving all 18 strategies.
- Decided to create even greater accountability and transparency by moving our Stocktake meetings (data reviews) to a more public audience (All-Administrator meeting).
- Continued the work of aligning the strategic plan to School Improvement Plans (S.I.P.).

ISSAQUAH
SCHOOL DISTRICT 411

Our Five Priority Areas

Student Well-Being

Academic Opportunities

Diverse Talent

Authentic Engagement

Organizational Effectiveness

ISSAQUAH
SCHOOL DISTRICT 411

STUDENT WELL-BEING

Key highlights this year:

- Implementation of a Universal screener (SAEBRS), allowing students to provide a self-rating. This was a shift away from previous tools (BEISY and SDQ).
- Expansion of our breakfast program to 6 new sites for a total of 9.
- Planning and preparation for our upcoming back to school community resource fair in August, designed to serve families K-12.
- Increased external partnerships to meet student needs (e.g., Care Solace, Communities in Schools).
- Reviewed district surveys, creating better alignment to the measurable goals set by our strategic plan.

ISSAQUAH
SCHOOL DISTRICT 411

ACADEMIC OPPORTUNITIES

Key highlights this year:

- Provided universal design for learning (UDL) professional learning series for all school leaders.
- Ensured explicit UDL-alignment of professional development (PD) and work completed by curriculum selection committees.
- Conducted learning walks (Cabinet) with a focus on UDL at several schools during site visits.
- Audited current academic interventions for alignment to research and to establish a needs assessment.
- Creation of an equity and cultural competency framework for curriculum adoptions used with the World History and Middle School Math adoptions.
- Conducted a system-wide audit of core course offerings.
- Continued exploring innovation for career options/pathways.

ISSAQUAH
SCHOOL DISTRICT 411

DIVERSE TALENT

Key highlights this year:

- By September 1st, 2023, we had a 3.1% increase in certificated staff of color. Bringing the overall total to 13.9%.
- Delivered the second part of our anti-bias training to administrators and hiring managers.
- Added a new screening tool aimed at increasing the number of diverse candidates in hiring pools.
- Experimented with a wide variety of print, digital and physical recruiting strategies and spaces. Experiencing success with in-person recruitment fairs (e.g., City University).
- Delivered Courageous Conversations PD to Cabinet and to district administrators.
- Designed and administered a "Stay" survey, with data collected from over 1,100 employees.

ISSAQUAH
SCHOOL DISTRICT 411

AUTHENTIC ENGAGEMENT

Key highlights this year:

- Conducted over 125 empathy interviews of students, families, staff, and community members.
- We created access to engage with the district in many more ways including by hosting listening sessions (Special Services team), created a middle school athletic task force, bond advisory committee, equity-based budgeting committee, and held innovation design sprints.
- Identified over 90+ partners in our system, gaining greater clarity, with one new partnership agreement signed with Influence the Choice.
- Standardized our data sharing agreement template and created a contract agreement checklist.
- Worked with constituents to create a working definition of "Authentic Engagement."
- Created a co-design menu of best practices based on what we learned from our case studies.

ISSAQUAH
SCHOOL DISTRICT 411

ORGANIZATIONAL EFFECTIVENESS

Key highlights this year:

- Partnered with the state auditor's office to provide lean continuous improvement training to a core team comprised of district office staff and building leaders.
- We refined and improved our district's language access program.
- Utilized continuous improvement methods, centering on student voice, to inform several initiatives and internal process reconfigurations, including bond advisory committee work.
- Convened an equity-based budget internal working group, leading to the development of an initial framework.
- Leveraged expertise of outside consultant Education Resource Strategies (ERS) to bring national best practice data into the development of draft equity-based budget model.

ISSAQUAH
SCHOOL DISTRICT 411

Key Indicators for System Health

Indicator	Baseline 2022-23 SY	Percent Change 2023-24 SY	Source
% of students who report that they feel safe during school *All	89% (yr.=2021) (*n=4620*)	+2.6 (*n=5,376*)	Heathy Youth Survey
*BIPOC	Data not collected	Data not collected	
% of students had fewer than two absences per month, on average *All	81.5% (*n=19,736*)	TBD	OSPI
*BIPOC	68.0% (*n=2664*)	TBD	
% of students who graduate in 4-years *All	95.3% (*n=1,526*)	TBD. Will be provided after P210 (grad rate from schools) closes.	OSPI; Ends 2 report
*BIPOC	85.0% (*n=200*)	TBD. Will be provided after P210 (grad rate from schools) closes.	
% of 3rd graders scoring proficient in foundational literacy	83.0% (*n=1,307*)	TBD	i-Ready; Ends 2 report
*BIPOC	68% (*n=163*)	TBD	
% of students who are excluded *All	0.9% (*n=20,197*)	TBD	OSPI; EL 11 report
*BIPOC	3.4% (*n=2,643*)	TBD	

Indicator	Baseline 2022-23 SY	Percent Change 2023-24 SY	Source
% of staff who report feeling a sense of belonging at work **All*	Not recorded	83% (*n=1,105*)	Stay survey
*Staff of color	Not recorded	82% (*n=145*)	
% increase of staff of color in certificated roles	10.8% (n=1,234)	+3.1% (*n=1,273*)	HR system
*N/A			
% of families who gave the district an "A" for welcoming and encouraging their opinions. **Elementary*	60% (*n=4,329*)	TBD. Data to be made available in the Fall of 2024.	EVP Survey
*Secondary	43% (*n=5,564*)	TBD. Data to be made available in the Fall of 2024.	

Next Steps

Our Next Steps

- Creation and alignment of strategy workplans
- August All-administrator strategic plan workshop
- Deeper alignment and connection to school improvement plans

ISSAQUAH
SCHOOL DISTRICT 411

Questions?

Appendix and Reference

STUDENT WELL-BEING

Description: Students will feel safe, affirmed in their strengths, and have access to resources that support their basic needs and well-being.

Goals

Students will feel safe and have a sense of belonging.	Students will have access to resources that support their basic needs, social-emotional, and mental and behavioral health.

Strategies

Over the next three years, ISD leaders and educators will: • 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. • Analyze and refine district-wide school safety plans to include emotional safety, physical safety, school climate, and student supports.	**Over the next three years, ISD leaders and educators will:** • Ensure students and families are able to access the services and resources they need to meet their basic needs. • Implement social-emotional learning for all students utilizing resources that are responsive and sustaining to student identities.

ACADEMIC OPPORTUNITIES

Description: Students will have access to the resources needed to achieve key academic milestones throughout their ISD journey. These resources will support a range of post-high school education and career opportunities, while decreasing opportunity gaps.

Goals

Increase student achievement of meaningful milestones of 3rd grade reading, Algebra 1 and 9th grade on-track to graduation and decrease opportunity gaps.

Students will have equitable access to resources and pathways that support individualized post-high school goals.

Strategies

Over the next three years, ISD leaders and educators will:

- Design and implement Universal Design for Learning and culturally responsive education strategies in all classrooms.

- Design and implement academic interventions for literacy and math at each grade level.

- Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.

Over the next three years, ISD leaders and educators will:

- Establish a baseline of offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools.

- Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals.

- Design and implement a system to deliver focused supports to ensure 9th-grade students are on-track-to graduate.

24

DIVERSE TALENT

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.

Goals

District leadership and staff will diversify our workforce, so it more closely aligns with our student population which is 58% students of color.

District leadership and staff will foster a sense of belonging and inclusivity, leading to retention of diverse staff.

Strategies

Over the next three years, ISD leaders and educators will:

- Train hiring managers on effective hiring practices, including how to reduce bias.
- Recruit with a focus on our commitment to diversity and inclusion.

Over the next three years, ISD leaders and educators will:

- 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.

ISSAQUAH
SCHOOL DISTRICT 411

AUTHENTIC ENGAGEMENT

Description: Students will benefit from meaningful engagement between constituent groups and the District that is ongoing and supportive of the diversity of our community.

Goals

District leaders and staff will listen and follow up on input from constituent groups.

District leaders and staff will lead effective engagement practices that provide opportunity, partnership and access for all, while reaching diverse members of the community.

Strategies

Over the next three years, ISD leaders and educators will:

- 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.

Over the next three years, ISD leaders and educators will:

- Develop and foster relationships to forge purposeful partnerships.

ISSAQUAH
SCHOOL DISTRICT 411

ORGANIZATIONAL EFFECTIVENESS

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

Goals

District leaders and staff will model continuous improvement practices to enhance student, staff and family experiences	District leaders and staff will increase engagement in decisions that support effective resource allocation based on priorities and needs to support students and staff

Strategies

Over the next three years, ISD leaders and educators will: • Develop a continuous improvement cycle throughout the organization.	**Over the next three years, ISD leaders and educators will:** • Develop a transparent equity-based budget framework to ensure alignment of funding to areas of highest student need.

ISSAQUAH
SCHOOL DISTRICT 411