Issaquah School District

ENDS 1: Mission

June 27, 2024

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 unlocks their passion and potential. Our students will be prepared for career and civic engagement equipped with durable skills and values.

Executive Summary:

Ends 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 Ends 2, 3 and 4. This report provides an update on implementation efforts across all five strategic plan priority areas. The report also focuses on data related to key indicators of system health.

There are many things to celebrate across the district including high graduation rates (95.3% - All students) and decreasing discipline rates (0.9% - All students). While we celebrate those achievements, we also know that there is still more work to do, as we strive to meet the aspiration of our vision and expectations set by our Ends. District data shows opportunities to decrease opportunity gaps in academic proficiency for historically underserved student groups and increase graduation rates among those same groups. We must continue to improve and to provide equitable educational opportunities and outcomes for all students here at Issaquah School District. We believe that our strategic plan and its five priority areas (Student Well-being, Academic Opportunities, Diverse Talent, Authentic Engagement, and Organizational Effectiveness) will be the catalyst to change within the Issaquah School District, leading to increased student outcomes.

Next year, the focus will be on academic opportunities, authentic engagement and organizational effectiveness.

Strategic Plan:

Priority Area: 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.

Summary:

As we strive to go from great to greater in this district, we know that attending to the social – emotional needs of students will be vitally important. In monitoring data related to student safety, we noticed a positive percent increase (Healthy Youth Survey: 89% - 2021, 91.6% - 2023) in students who reported that they feel safe during school. We also acknowledge that this does not tell the whole story. The work below details our planning and efforts to wholistically address the needs of students. Below are key highlights of the work in this area.

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 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 align to the measurable goals set by our strategic plan. Gathered data on physical and psychological safety. The information will be gathered annually, filling in the gap between Healthy Youth Surveys.

Strategy	Year 1 Plan	End of Year 1 Reflection	Year 2 Plan/Next Steps
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. **Alignment to:** Ends: 1, 2, 3, 4 ELs: 12	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 new screener and enhanced system have provided access to student-rated surveys for grades 2-12 where, historically, this has only been accessible to grades 6-12. Collaboration with Teaching and Learning Services (TLS), Multi-tiered Systems of Support (MTSS), and the Equity, Wellness and Belonging departments will allow staff to use screening protocols to serve students consistently across a tiered delivery model.	Begin implementation of goal setting module, leading to 50% of schools implementing individualized student goal and interest "system" to track and monitor annual goals, student strengths, and student interests. One of our next steps is to learn how to target students through tiered efforts: SAEBRS Tier 1 screening data will inform teachers about areas to address in lessons for the whole group through risk patterns (i.e. Collaborative for Academic, Social, and Emotional Learning "CASEL"). For Tier 2, teams will follow a protocol to prioritize students who may be at high risk for internalizing and create a support plan for those students. Continue the development of a K-12 Career Technical Education (CTE) unit (i.e. strengths and future planning). 6-12 has been implemented. K-5 will be piloted in the fall.
Analyze and refine district-wide school safety plans to include emotional safety, physical safety, school	Gather, compile, and analyze existing data that relates to physical and emotional safety. Launch of spring survey on safety and wellbeing.	Throughout this year, our team comprised of counseling representatives, building administrators, and our safety staff analyzed existing safety and well-being data,	Implementation of safety plans and new systems informed by student safety data.

climate, and student supports. **Alignment to:** Ends: 1, 2, 3, 4 ELs: 12, 13		and determined there was a gap and a need for more in-depth and consistent data related to school safety. The team chose to organize additional survey questions regarding student safety into three categories: physical safety at school, emotional safety and school, and general school safety. These questions were added to existing surveys administered this Spring for grades 4, 5, 7, 8, 9, 10, and 11.	
Ensure students and families are able to access the services and resources they need to meet their basic needs. **Alignment to:** Ends: 1, 2, 3, 4 ELs: 12	Create a community resource list to be shared with the district community. Prepare for the back to school community resource fair in August, in alignment with our Enrollment Verification Process (EVP).	The strategy team has put a lot of time and energy into planning for our back to school community resource fair in August. This event will be a great opportunity to connect students and families to the resources they need to be prepared for the upcoming school year. Having such a variety of resources at this event has opened many opportunities for cross-departmental collaboration as well as partnering with multiple community organizations.	Launch the start of the school year with the back to school community resource fair. Develop training for building leads. Develop multiple means of outreach/engagement with students and families (Meet them where they are at!).
Implement social emotional learning (SEL) for all students utilizing resources that are responsive and sustaining to student	Establish a baseline of access to responsive and sustainable SEL.	This strategy team was comprised of educators across all levels and involved collaboration between many different departments including TLS, counseling, MTSS, and special services. A highlight of the work	Select and adopt a high school SEL curriculum & culturally responsive-PBIS materials for systemwide implementation.

identities.		this year included a thorough review of SEL curricula at elementary and middle schools. And an audit of Positive Behavior Intervention Systems (PBIS) at elementary level, with detailed planning for these activities to occur in all middle and high schools next year.	
Alignment to: Ends: 1, 2, 3, 4 ELs: 12, 16			

Priority Area: Academic Opportunities

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

Summary:

Throughout the years, the District has shown a propensity to graduate students at a high rate, with many students attending 2- or 4-year colleges post high school. This has been a strength worthy of celebration. We also know that to truly meet our mission, we must focus on the needs of All students, including those furthest from educational justice. As stated in the Ends 2 report, "ISD recognizes that not all students benefit equally or achieve equitably within our district. Our outcome measures such as graduation rates, proficiency on assessments, and grades indicate that we are not achieving equitable results for students in identified ethnic and racial groups, students who are experiencing economic hardships, and students with disabilities." The work of this priority area is highlighted below, including a focus on helping all students better plan their educational journeys by helping them understand, explore, and pursue opportunities that align to their passions. Below are key highlights from this year.

Key highlights this year:

- Provided universal design for learning (UDL) professional learning series for all school leaders to build capacity to implement and supervise UDL aligned instructional practices at their schools.
- Ensured explicit UDL-alignment of professional development (PD) and work completed by curriculum selection committees.
- The District Cabinet conducted learning walks 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 for future expansion of intervention resources and training.
- 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, initiated the work of aligning course codes and descriptions.

- Continued exploring innovation for career options/pathways.
- Initiated the revision of implementation of high school and beyond (HSBP) grades 6-12. Highlighted by a piloted HSBP event with the Issaquah Middle/ Issaquah high school feeder pattern to help families understand how to use the HSBP tools, including the development of a 4-year course plan.
- Worked with School Data Solutions to develop a real-time risk dashboard based on strong indicators from the University of Chicago research on 9th grade on-track to graduate monitoring.

Strategy	Year 1 Plan	End of Year 1 Reflection	Year 2 Plan/Next Steps
Design and implement Universal Design for Learning (UDL) and culturally responsive education strategies in all classrooms **Alignment to:** Ends: 1, 2, 4 ELs: 12, 14, 15, 16	Develop leadership capacity and a system for setting and monitoring implementation goals.	This year was about raising awareness of the UDL Guidelines, a framework of inclusive, high-impact practices, and building capacity of our leaders to guide next steps in implementation of UDL practices in the 2024-25 school year. The increased partnership and vision with our school leaders has been a highlight, and the evidence is that many staff are not only aware but jumping into UDL practices. We are also proud to expand the capacity of teacher leaders this summer in our Ignite training program.	Continuation of Learning Walks, annual self-evaluation and goal setting. Implementation of PD plan for leaders and teachers, with data collection and analysis. Including highlighting areas of celebration.
Design and implement academic interventions for reading and math at each grade level.	Complete an intervention checklist that accurately addresses the academic interventions we currently have, helping us to	Our strategy team spent time this year studying various academic tiered fidelity inventories to help us establish an intervention inventory checklist. This list has helped to guide our work	Formalize elementary math progress monitoring, and pilot secondary progress monitoring. A few additional next steps include the

Alignment to: Ends: 1, 2, ELs: 14, 16	strengthen our existing interventions, and allowing us to address gaps and set goals.	in determining program gaps and to define goals as we move the work forward. We continue to assess current interventions (e.g., Title/learning assistance program (LAP), reading and math) and review academic data to determine the need for intensive intervention at the secondary level.	implementation of the following: Secondary intensive interventions (next step) and a focus on classroom-based interventions. Culturally responsive tiered fidelity inventory that will inform our practice and next steps for MTSS. District Implementation team who will monitor efficacy of intervention(s) and fidelity measures Training leaders on supervision and evaluation of Title and LAP interventions
Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps. **Alignment to:** Ends: 2, 3, 4 EL: 16	Create an equity and cultural competency framework for the World History 1 and World History 2 adoption.	Our strategy team has completed the creation of the equity and cultural competency framework for curriculum adoptions. This strategy was completed through a significant partnership with the TLS, Special Services, and Equity departments. I am most proud of the seamless collaboration, robust research that went into creating this framework, and that this framework incorporated thoughtful authentic feedback from students, caregivers, and staff. We have field tested the equity and cultural competency	Continue adoption and implementation cycles; Community input/feedback. Work with TLS to create scope and sequence to create equity tool kit for upcoming curriculum adoptions.

		framework and have used it with World History and Middle School Math adoptions.	
Establish a baseline of core offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools. **Alignment to:** EL: 14	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 the year.	Course alignment was completed for year 1, with course guides edited and published in February for the course request process. The first steps of alignment for high school courses took place. Course codes and titles were aligned. The first round of middle school course alignment took place, including course codes and titles. The first ever middle school common course guide was created and shared with students' families and staff. This process uncovered many opportunities for further alignment across all schools, specifically with course codes, credit, course titles, access to learning opportunities, and college credit/credential options.	High School: create common course guide; align all course codes, titles, descriptions, grade level access to courses, and credit opportunities across our 3 comprehensive high schools. Middle School: continue course code, title, description alignment work. Create a new system including rubric and guidelines for teachers proposing new courses and/ or modifying existing courses.
Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals. **Alignment to:** Ends: 4 ELs: 12, 14	Organization and full implementation of HSBP grades 6-12. With a focus on grades 8-9.	This year we focused our efforts on increasing communication about the HSBP. The team reached out to families through a graduation pathways information night (pilot), which facilitated conversations about post-high school goals between caretakers and students. We also launched Xello family, which allowed caretakers to log in to their student's Xello account to see	HSBP in-person, teacher-led lesson implementation at grades 6-12, iteration 1. Completion of assignments by grade level. Train district secondary staff to support student completion of HSBP in person during the school day. Determine course offerings needed to

		career match assessments as well as work completed within the platform. This strategy helped to increase collaboration between counselors, family partnership liaisons and school administrators because it required the sharing of student goals, experiences, grad pathways/career plans.	expand pathways, based on student interests and goals.
Design and implement a system to deliver focused supports to ensure 9th-grade students are on-track-to-graduate.

Alignment to:

Ends: 2

ELs: 12, 14 | Develop metrics, procedures, and timelines for early identification and intervention for students not on track to graduate in 9th grade. Also identify Tier 1 programming needs and transition plans for year 2. | This year we dove into research and metrics, building on existing data systems, tiered teams and the work of our school admin and grad specialists. The 9th grade success group identified key metrics that school Tier 2 teams can use to identify students who are at risk – leading to proactive intervention. We also identified current strategies available to schools and the scope of work to expand our capabilities of intervening effectively. Finally, we are working with School Data Solutions to develop a research-based live-data dashboard for monitoring 9th grade success and beyond. | Provide support for Tier 2/Success teams and conduct scheduled systematic data reviews.

Expansion and/or monitoring of interventions. Develop plans for transition from middle school. |

Priority Area: Diverse Talent

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

Research suggests that students benefit from having educators who share cultural values and racially identify in similar ways. A New York Times article written by Claire Miller (2017) explores the benefits experienced by students when they have a teacher who is of the same race or gender. The work in this priority area has been centered on the recruitment and retention of diverse staff members. This year, there was also a focus on creating career pathways and opportunities for staff to grow in the district. Below are key highlights of this work.

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%. Results from this year's hiring season will be available in the Fall of 2024.
- Delivered the second part of our anti-bias training to administrators and hiring managers throughout the system. Part 1 focused on the different types of bias. Part 2 focused on making a connection to local current events and identity markers including LGBTQ+. There was also a UDL approach applied to part 2 of the training.
- 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.

Strategy	Year 1 Plan	End of Year 1 Reflection	Year 2 Plan/Next Steps
Train hiring managers on effective hiring practices, including how to reduce bias. **Alignment to:** ELs: 3, 16	Create and deliver anti-bias training to administrators and hiring managers.	We were able to create and deliver part two of our anti-bias training to principals and hiring managers. We also supported hiring managers by implementing a new screening tool, aimed at increasing the number of diverse candidates in hiring pools.	Conduct data reviews at key points during the year (applied v. interviewed v. hired, and "how you heard about us data") and reassess strategies/plans throughout the year.

Recruit with a focus on our commitment to diversity and inclusion. **Alignment to:** ELs: 3, 16	Increase the percent of certificated staff of color from our baseline of 10.8%. Increase the District footprint at recruitment events.	I am extremely proud of our team's work this year, that resulted in a 3.1% increase in cert staff of color (10.1% to 13.9% now) and a 3% increase in classified staff of color (from 25% to 28% now). 29% or 41 of 141 of all new cert hires were people of color. The volume of applicants has been critical to meeting the goals we have set for recruitment. While our overall hiring demand is lower, we expect high volumes of applicants again for the 2024-25 school year. We experienced success at in-person hiring events this year, including events at UW Bothell, City U. and Seattle U., enabling us to see some quick results in hiring cert staff of color for next school year. At all these events, we also found it successful to bring print relocation guides, with digital ways to access.	At key points during the year, analyze recruitment data and efforts, specifically tracking application completion percentages, and which strategies/platforms yield the best results. Continue to attend in-person recruitment events and foster university partnerships. Push into digital spaces that help in the recruitment of diverse candidates.
Offer PD that improves a sense of belonging among all staff and facilitate access to affinity spaces and communities of support. **Alignment to:** ELs: 2, 3	Provide PD to Cabinet and administrators on tools and strategies for leading racial equity in their programs, departments and buildings.	Courageous Conversation provided PD on leading for racial equity with both our Cabinet and administrative leaders. The feedback from administrators about this PD has been highly complementary. Over 90% of the administrative staff have found the PD useful in growing their knowledge, awareness, skills, and understanding in leading for racial equity.	Refine & scale work; we will work to increase staff sense of belonging by 5% from the first baseline data gathered.

		Additionally, over 90% of the administrative staff have been able to apply the knowledge and skills from this PD to their leadership work in their departments, programs, and buildings. Our Cabinet team has also grown in their racial equity leadership as is evidenced by their coaching of school leaders around this topic, using tools and strategies they have learned to address problems of practice around disproportionality in School Improvement Plan (SIP) data, and by helping school leaders identify individual equity goals aligned to the Association of Washington School Principals (AWSP) 3.0 framework. Additionally, our Stay Survey data from certificated staff shows that 77% of our staff of color report a strong sense of belonging in our schools compared to 85% of white staff. We will continue to work until this number is 100%.	
Create pathways for internship and mentoring for those in our trade. **Alignment to:** EL: 2	Bring on a new partnership, in support of staff growth and development.	This year we continued our engagement with Central Washington University (CWU) and added a new partnership with Seattle Pacific University (SPU). Scholarship money this year came from Title 2. We will have 4 SPU grant recipients in the Fall of	Collect data from participants pursuing certification. In partnership with Human Resources (HR), Special Services and Issaquah Education Association (IEA) leadership, we are applying to become a member district for the

		2024, including 2 staff of color.	Washington Education Association (WEA) teacher residency program. School year 2025-26 start.
		We also communicated a scholarship opportunity (19k) through Antioch University to all paraprofessionals in our system.	Collect staff input via Stay survey – annual collection.

Priority Area: 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.

Summary

As a district, we value engagement and connection to our students and families. We know that to effectively engage it takes deep listening and responsiveness to the needs of the constituents we serve. This year, we started implementation in two strategies areas. In the first area, we worked to define what "Authentic Engagement" means in our district and learned from different engagement efforts (via case studies) what worked well and what we could improve upon. In the second area, we worked to create a partnership eco-system that could be leveraged to support all students. We began to categorize partnerships at 4 different levels, starting with the least connected level of Cooperative and moving up to the more engaged levels of Collaborative, Integrated, and Interdependent (YDEKC, 2024). Below are key highlights of the work in this area.

Key highlights this year:

- We deeply listened to our community, conducting over 125 empathy interviews of students, families, staff, and community members.
- We created access to engage with the district in many more ways including listening sessions hosted by our Special Services team, a middle school athletic task force, bond advisory committee, equity-based budgeting, and 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. These two new tools will help us align our work as a system.
- 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.

Strategy	Year 1 Plan	End of Year 1 Reflection	Year 2 Plan/Next Steps
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 **Alignment to:** Ends: 3 ELs: 2, 3, 16	Creation of a co-design menu based on district case study research and analysis.	We conducted several case study interviews to gather information on how we engage with our community. This input was used to create a co-design menu. We also created a working draft of what "Authentic Engagement" means with community input.	Update co-design menu based on new data from pilots. Share out the menu with district departments. Work with district departments to develop a metric for tracking engagement levels.
Develop and foster relationships to forge purposeful partnerships **Alignment to:** ELs: 5, 9	Create a system for tracking and managing district partnerships.	In partnership with the Business Services team, we created a data sharing agreement (DSA) template and a contract agreement checklist. These two new tools will help us work more efficiently as a district. We also created a system to track and manage (over 90+ identified) partners within our district, with input from district departments and building leaders.	Evaluate new and existing partnerships to ensure values and outcomes align with our district's. Begin to track, manage, and implement different partnerships from a district level, with a focus on more intensive partnership levels (Integrated and Interdependent).

Priority Area: Organizational Effectiveness

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

Summary

Our operational team's work is vital to our ability to effectively serve students and families. Work is done behind the scenes to ensure buildings are safe, buildings are staffed and resourced appropriately, and students are fed nutritious meals enabling their school success. There has been great work done throughout the years in this area, but we also know that we must continue to improve to meet the growing demands and needs of our community. This priority area focuses on continuous improvement and equitable budget distribution. We believe this priority area supports and enables work in all other areas. Below are key highlights from this year.

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, bringing it in compliance with new state regulations.
- Utilized continuous improvement methods, centering on student voice, to inform several initiatives and internal process reconfigurations, including bond advisory committee work and language access program.
- 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.

Strategy	Year 1 plan	End of Year 1 Reflection	Year 2 Plan/Next Steps
Develop a continuous improvement cycle throughout the organization. **Alignment to:** ELs: 2, 6, 14	Provide lean training to core central office team. Conduct two process improvement projects.	Reflecting on this year's strategy under Priority Area 5, We are particularly proud of how we've fostered a culture of continuous improvement across the district. Through the comprehensive Lean training facilitated by the State Auditor's Office, we have successfully empowered our district leaders and staff to adopt and model effective practices. This initiative	Deliver training for all administrators and department leads. Foster culture of continuous improvement throughout the system.

		not only enhanced our Bond Advisory Committee's processes but also significantly improved our Language Access Program, demonstrating a tangible increase in collaborative efficiency and effectiveness throughout our educational community.	
Develop a transparent equity-based budget framework to ensure alignment of funding to areas of highest student need. **Alignment to:** All Ends and ELs	Develop an equity-based budget framework to ensure alignment of funding to areas of highest student need	We are proud of the work the internal workgroup accomplished through monthly meetings and equity-based budget framework scenarios. The internal workgroup engaged in work to create a new equity index model and potential staffing investments. And drafted an equity-based budget framework and are now preparing for deeper levels of constituent engagement.	Engage different constituent groups to gather feedback on the draft equity-based budget model. Develop full roll out plan: Training, communication, work planning, resources, etc.

Key Indicators for system health

We are tracking several key indicators across several areas. They connect directly to student outcomes, family experience and staff recruitment and retention. Throughout this report, data will be disaggregated into the following groups to monitor equitable outcomes within our system.

- **All Student:** All students in the data set
- **BIPOC Focus Group:** Four ethnic and racial demographic groups that have persistent disproportionate outcomes. This includes students from our African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native demographic groups.
- **HR data:** Staff data is broken down into two categories: All – which includes all staff, and staff of color – which includes all non-white identifying staff and staff who identify as two or more races.
- Each year roughly 12% of cert applicants choose not to report race.
- 7% of new cert hires did not report race.

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)*	Healthy 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	
*BIPOC	68% (n=163)	TBD	i-Ready; Ends 2 report
% of students who are excluded *All	0.9% (*n= 20,197)*	TBD	OSPI; EL-11 report
*BIPOC	3.4% (*n=2,643)*	TBD	
% 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=)*	+3.1% (*n=1,273)*	HR system
% 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.	
*Secondary	43% (*n=5,564)*	TBD. Data to be made available in the Fall of 2024.	EVP Survey

- *+, - = indicates percentage change from baseline.*
- *BIPOC= African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native demographic groups.*
- *Healthy Youth baseline data collected in 2021. Survey administered on a 2-year cycle.*
- *3rd grade reading was measured using i-Ready.*
- *HR staff counts are dynamic and not static.*
- *Staff sense of belonging data combined the answers of "Agree" and "Strongly Agree", to create a combined percentage.*

  (Key for page 17 table)

Conclusion

The strategic plan yielded several shifts in our organizational systems, structures and culture. It has given us a common focus point to align resources and energy. It has also benefited us in several ways including by:

- Helping us define clear leadership and ownership, or facilitator leadership, combined with collaboration across departments and positions.
- Creating routines and regular expectations for reporting within priority areas and across priority areas.
- Prioritizing work and connection to resource allocation in the budget development process.
- Creating transparency and visibility into the work, and continuous learning and adjustments based on new information, changes in context or co-creation for activities**.**
- Collaboration that focuses on having the right people with content and subject matter expertise regardless of position or team membership to focus efforts intentionally and to support students.

We also uncovered different opportunities to improve and or adjust practice going forward. A few of those opportunities include:

- Having strategy leads draft year 2 monthly milestones earlier in the year. In last year's process, we did not have all the strategy teams pulled together before summer. This year, we have been able to take advantage of the continuity of strategy teams meeting all year, allowing us additional time to review and align the plan across all areas.
- Uncovering a need to create a cohesive data infrastructure/system, enabling us to organize, retrieve, make sense of, and report salient data points that tell the story of how students and families are experiencing our district.
- Repurposing our Critical Milestone Meetings (a single priority area team and Cabinet) **to ensure we create greater awareness of the work in all priority areas. Moving forward, we will conduct a broader meeting including all priority area teams, representing all 18 strategy areas.**
- Creating even greater accountability and transparency by moving our Stocktake meetings (data reviews from each area) to a more public setting at our All-Administrator meetings. This will allow us space to share progress with building administrators and district staff, while also leveraging their expertise to provide valuable input into each priority area.
- Communicating the strategic plan's connection to the daily work of teachers in our classrooms. We are planning the most effective way to make these connections, including by integrating the strategic plan into our building-level school improvement planning process (S.I.P.s.).
- S.I.P.s: In addition to the key indicators for system health we are tracking, we are also monitoring data related to student outcomes at the building level via our S.I.P. dashboards. Individual building level S.I.P. plans were reported

to the Board on 3 key dates – November 2nd, 2023; December 6th, 2023; and January 17th, 2024. Data within these workbooks align back to the key indicators outlined in the chart above.

Citations

Miller, C. (2018, September 5th). *Does Teacher Diversity Matter in Student Learning.* The New York Times. [Does Teacher Diversity Matter in Student Learning? - The New York Times (nytimes.com).](#)

YDEKC (2024). *School-Community Partnership Toolkit.* Youth Development Executives of King County. [Partnership-Toolkit-Third-Edition.pdf (ydekc.org).](#)