



WOODINVILLE HIGH SCHOOL

2019-20 Strategic Action Plan

At Woodinville High School, the mission is to become a community of learners, providing a safe, encouraging environment for developing the mind, body and spirit.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

Our goals the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>3.5 Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced courses and specialized programs.</p>
<p>Goal 5 Ready for Lifelong Success after Graduation</p>	<p>5.1 Increased percentage of 9th grade students on-track for graduation.</p>

EQUITABLE SCHOOL ENVIRONMENT

At Woodinville High School, we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student's goals and needs are at the center of our thinking. An equitable school environment is one that is civil, respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student.

During the 2019-20 school year, the Woodinville High School Equity Team's goal is to increase awareness of; existing privileges (race, gender, socio-economic status, people with disabilities, sexual orientation, religious backgrounds, etc.) and increase empathy and advocate for equality for ALL Falcons/Falcon Families. This includes all presentation and handouts translated into appropriate languages. This work will transcend the walls of our school and will translate students' experiences into ethical and meaningful lives of passion and purpose as global citizens.



- Involving students and community to develop an ideal vision of equity at WHS, of “what does equity look like at WHS”, and also to embody the motto "One Falcon, One Family".
- Become an accepting community of learners, providing a safe, encouraging environment for developing the mind, body, and spirit of all students.
- Provide Hispanic and students of color an opportunity to create connections and mentorship opportunities with upper classmen.

Specific actions our school will take toward this goal include:

- Developing plan(s) for a WHS cultural night event for springtime/May - part inside/outside/people bring different cultural food items/invite various food trucks to participate, as well connect with cultural clubs to be involved.
- Focus on relationship building with staff and incorporate opportunities to share strategies to ensure all students feel welcome at WHS.
- Provide time and space for staff and students to share their stories.
- Provide opportunities for staff to demonstrate/share some Cultural responsive teaching(s) with colleagues in a professional setting/staff meeting(s).
- Develop professional development for staff to learn more about history of students of color.
- Supporting leadership within student ASB groups BSU/Hispanic/LGBTQ, etc.
- Building connections with families.
- Collaborating with the NSD Youth Equity Group regarding specific projects.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:

- Attendance Records
- Classroom Based Assessment Results
- Demographic Information
- D/F Rates
- Discipline Data
- End of Course Grades
- Graduation Rates
- SBAC Scores
- Student Interviews or Surveys
- AP Course Enrollment Data
- AP Exam Data



Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes:

- Increasing Hispanic student enrollment in AP courses and taking the corresponding AP exam(s)
- Keeping all 9th-grade students on track to graduate

We believe these areas for improvement are the result of the following root cause(s):

- Hispanic students' perceived lack of confidence to access equitable educational opportunities
- Timely interventions for 9th-grade students to earn high school credits

Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s) we have been developing. By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis we completed, we believe equitable educational opportunities are known to help Hispanic students realize their academic potential, therefore:

- If WHS staff identify our implicit biases that may unintentionally deter Hispanic students, and
- If the WHS learning community works to reach out and recruit Hispanic students into Advanced Placement courses, and
- If WHS staff identify and accelerate learning gaps for students behind grade level, and
- If WHS staff work to eliminate confidence weaknesses exhibited by those students, and
- If WHS hires underrepresented, bilingual staff, then

WHS will increase the number of Hispanic students enrolled in AP courses and taking AP Exams.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

When measured in June 2020, Hispanic student enrollment in next year's Advanced Placement (AP) courses will show at least a 50% increase over the Hispanic AP course enrollment of the previous year and all Hispanic students currently enrolled in AP courses will have taken the corresponding AP Exam(s).



Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we have developed milestones connected to the Strategic Plan for fall, winter, and spring.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • Building and Maintaining Relationships
Milestone 1: Fall 2019	Date
<p>Continue Implicit Bias and Cultural Awareness training through "PBIS" and "Web Accessibility"</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: Culturally Competent Instruction <ul style="list-style-type: none"> ❑ <i>Strengthen cultural competence of teachers, leaders, and staff by providing cultural competence training, and ensuring it is embedded in professional development systems focused on effective practices, deep knowledge of content, and collaborative professional inquiry. [Strategic Plan - pg. 11]</i> 	<p>October - June</p> <p>Chris Bigelow, Ayva Thomas, SDLT, Danna Kapacinskas, & Equity Team</p>
<p>Be culturally aware and make connections with Hispanic students and parents in non-AP courses, advisory, athletics, and/or clubs, providing access to potentially recruiting those students into AP classes</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: Culture of High Expectations <ul style="list-style-type: none"> ❑ <i>Implement research-based strategies that explicitly reinforce a culture of high expectations for each student, regardless of their current level of performance, race/ethnicity, cultural and linguistic background, socioeconomic status, or special needs. [Strategic Plan - pg. 10]</i> ❑ Connection to Strategic Plan: Family and Community Outreach <ul style="list-style-type: none"> ❑ <i>Promote formal and informal two-way communication between families and schools in order to strengthen appreciation of students' individual strengths and needs, and to collaborate more deeply regarding student SUCCESS. [Strategic Plan - pg. 10]</i> 	<p>October, December, March, May</p> <p>WHS Learning Community</p> <p>Latino/Hispanic Nights – Ruth Krochmalny</p>



<p>Review students' 4-year plan for graduation, create interventions, and provide professional development for teachers to help close the learning gap</p> <ul style="list-style-type: none">❑ Connection to Strategic Plan: Personalized Learning Pathways with Proactive Supports<ul style="list-style-type: none">❑ <i>Proactively identify the needs of students to accelerate learning at all levels, including: equitable access to the core curriculum; individualized and differentiated learning for every student; ongoing formative assessment with timely intervention; and out-of-school-time strategies to sustain student progress. Incorporate the prior knowledge, learning styles, and cultural background of students in day-to-day instructional practices. Accelerate learning for underperforming students across the curriculum by providing equitable access to district and community supports.</i> <p><i>Implement personalized approaches that maximize individual capacity and achievement and fosters student motivation and ownership of learning.</i> [Strategic Plan - pg. 10]</p>	<p>Quarterly</p> <p>Teachers, ESPs, & Counselors</p>
<p>Continue our work studying Dr. John Medina's Brain Rules</p> <ul style="list-style-type: none">❑ Connection to Strategic Plan: Growth Mindset<ul style="list-style-type: none">❑ <i>Promote a growth mindset among students by emphasizing the connection between student effort and learning success, using school-wide strategies that reinforce a culture of continuous improvement, and rewarding student persistence toward</i>	<p>November, January, March</p> <p>SDLT & English Department</p>



<i>mastery. [Strategic Plan - pg. 8]</i>	
<p>Go to job fairs, network with Hispanic communities, and connect with universities that have a higher population of underrepresented students</p> <ul style="list-style-type: none"> ☐ Connection to Strategic Plan: Highly Qualified, Culturally-Responsive Staff <ul style="list-style-type: none"> ☐ <i>Attract, develop, and retain a highly qualified workforce that appreciates the diversity of the community and is committed to practices that are responsive to the needs of all students and families. [Strategic Plan - pg. 11]</i> 	<p>Spring</p> <p>Admin & HR</p> <p>Dario Barajas, Kei Tsukamaki, Christina Brown, Na'eemah Abdus-Salam, & Miyoung Lee</p>
Milestone 2: Winter 2020	
<p>Identify possible Fee Reduction eligible students and educate students, parents, and teachers on the opportunity</p> <ul style="list-style-type: none"> ☐ Connection to Strategic Plan: Access for Families from Diverse Cultural Backgrounds <ul style="list-style-type: none"> ☐ <i>Employ a variety of authentic methods across languages and cultures to help families access school and community services; advocate for their student's needs; and support their students' learning in partnership with the school. [Strategic Plan - pg. 8]</i> 	<p>Monthly</p> <p>Guidance Team</p>
Milestone 3: Spring 2020	
<p>Determine appropriate AP training for teachers and investigate vertical alignment teams</p> <ul style="list-style-type: none"> ☐ Connection to Strategic Plan: Professional Practices for Instructional Effectiveness <ul style="list-style-type: none"> ☐ <i>5. Teachers and support staff participate in targeted professional development rooted in effective practices, analysis of student data, and individual and collaborative reflection. [Strategic Plan - pg. 5]</i> 	<p>Spring</p> <p>SDLT & Admin</p>



GOAL 5: Ready for Lifelong Success after Graduation

Theory of Action

Based on the data and root cause analysis we completed, we believe timely interventions and research-based practices are known to help students earn high school credits, therefore:

- If WHS staff identify incoming 9th-grade students with high-risk factors for failure, and
- If WHS staff review and act on data about students who are not on-track to earn credit at each grading period, and
- If WHS staff intervene using best practices for those students, and
- If WHS staff implement credit retrieval options during each grading period for students who are off-track, and
- If WHS staff work towards being more consistent and culturally responsive, and
- If WHS staff begin to implement PBIS/MTSS with fidelity, then

Woodinville High School will keep all 9th-grade students on track for graduation.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 5 is as follows:

By June 2020, 100% of 9th-grade students will remain on-track for graduation.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we have developed milestones connected to the Strategic Plan for fall, winter, and spring.	Our instructional strategy relates to: <ul style="list-style-type: none"> • Building and Maintaining Relationships
Milestone 1: Fall 2019	Date
<p>All 9th-grade students will create a 4-year plan for graduation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connection to Strategic Plan: <p>Personalized Monitoring and Data Dashboard</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Implement assessment instruments and data dashboards for students, staff, and parents that: enable students to reflect on personal growth and learning styles; monitor student progress through and beyond high school; track rates of transfer, dropout, graduation, and post high-school outcomes (e.g., enrollment in college, students in careers) to inform prevention</i> 	<p>Spring & Fall</p> <p>Counselors & Advisors</p>



<p><i>and intervention processes; and inform parents and the public about school, department, and district performance. [Strategic Plan - pg. 15]</i></p>	
<p>Monitor all 9th-grade students not currently on track to graduate and develop an action plan with a specific timeline for each student that may include contacting teachers and parents and/or referral to extra tutorials, counseling, and/or mental health support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connection to Strategic Plan: On-Track for High School Graduation <ul style="list-style-type: none"> <input type="checkbox"/> <i>Align the district's early-identification processes to continuously screen and monitor the progress of high school students towards on-time high school graduation; and offer an array of opportunities and supports to ensure students meet graduation requirements. [Strategic Plan - pg. 15]</i> 	<p>Every Tuesday</p> <p>Guidance Team</p>
<p>Analyze 9th-grade D/F and absentee data and refer students for appropriate interventions that may include alerting teachers/counselors of students struggling in more than one class and/or contacting parents regarding absences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connection to Strategic Plan: On-Track for High School Graduation <ul style="list-style-type: none"> <input type="checkbox"/> <i>Align the district's early-identification processes to continuously screen and monitor the progress of high school students towards on-time high school graduation; and offer an array of opportunities and supports to ensure students meet graduation requirements. [Strategic Plan - pg. 15]</i> <input type="checkbox"/> Connection to Strategic Plan: Professional Practices for Instructional Effectiveness <ul style="list-style-type: none"> <input type="checkbox"/> <i>6. Principal/Leadership Team ensures frequent and regular review of data to align individualized and group professional and performance goals to student progress and staff growth [Strategic Plan - pg. 5]</i> 	<p>Every Month</p> <p>SDLT, PLC Teams, Assessment Coordinators, & Kim Benedict</p>



<p>Implement PBIS/MTSS System of Strategies</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: Equitable, Needs-Based Master Schedules and Interventions <ul style="list-style-type: none"> ❑ <i>Design Master Schedules in ways that provide all students equitable, needs-based multiple pathways to graduate on time, and a system of timely, proactive interventions for struggling students or students at risk of dropping out. [Strategic Plan - pg. 15]</i> 	<p>August - June</p> <p>PBIS/MTSS Team - Katherine Lamb, Kate Miller, Jamie Olson, Kei Tsukamaki, Matt Fry, & Craig Richardson</p>
<p>Continue Bias Awareness Training</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: Cultural Competence Professional Development <ul style="list-style-type: none"> ❑ <i>Provide frequent and ongoing cultural competence professional development to all staff to promote high expectations for the intellectual capabilities of all students and a culture of inclusivity, equity, and accountability. [Strategic Plan - pg. 9]</i> 	<p>Inservice</p> <p>SDLT</p> <p>Equity Team - Rick Lizotte, Lisa North, Alexis Barelli, Rebekah Sandusky, Ann Cargill, Paul Glenovich/Coby Dilling, & Craig Richardson</p>
<p>Implement Extra Tutorials</p> <p>Connection to Strategic Plan: Mentors and Advocates</p> <ul style="list-style-type: none"> ❑ <i>Provide community members, teachers, parents, peers, or other mentorship opportunities to assist students in acquiring the knowledge, skills, and dispositions for successful transition into life after high school graduation. [Strategic Plan - pg. 14]</i> 	<p>November – June</p> <p>Falcon Time & After School</p> <p>Admin (Senior Saturdays)</p> <p>WHS Staff, NHS, & Ruth Krochmalny (Falcon Quest)</p>
<p>Continue Athlete Study Tables</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: Mentors and Advocates <ul style="list-style-type: none"> ❑ <i>Provide community members, teachers, parents, peers, or other mentorship opportunities to assist students in acquiring the knowledge, skills, and dispositions for successful transition into life after high school graduation. [Strategic Plan - pg. 14]</i> 	<p>Sport Seasons</p> <p>Coaches, Teachers, NHS Students, & Falcon Quest Volunteers</p>
<p>Implement Advisory and Social-Emotional</p>	<p>October - June</p>



<p>Curriculum</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: Student Advisory <ul style="list-style-type: none"> ❑ <i>Implement a student advisory program that ensures every high school student is known by name, strength, and need by at least one adult at the school. [Strategic Plan - pg. 14]</i> 	<p>All WHS teachers and various classified staff</p> <p>MHS Jenn Cruze</p>
<p>Milestone 2: Winter 2020</p>	<p>Date</p>
<p>Continue Credit Retrieval Course Offerings</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: Avenues of Opportunities for High School Graduation <ul style="list-style-type: none"> ❑ <i>Continue to develop and maintain multiple avenues for meeting graduation requirements and an early-warning system to help students stay on track to graduate. [Strategic Plan - pg. 14]</i> 	<p>November – December & March – April</p> <p>Counselors, Teachers, and Admin Team</p>
<p>Milestone 3: Spring 2020</p>	<p>Date</p>
<p>Contact feeder schools for information regarding incoming freshmen exhibiting high risk-of-failure factors (failure in 2 or more classes, failure in math or English, frequent absences) and work to develop early interventions, support, and proper placement</p> <ul style="list-style-type: none"> ❑ Connection to Strategic Plan: On-Track for High School Graduation <ul style="list-style-type: none"> ❑ <i>Align the district's early-identification processes to continuously screen and monitor the progress of high school students towards on-time high school graduation; and offer an array of opportunities and supports to ensure students meet graduation requirements. [Strategic Plan - pg. 15]</i> ❑ Connection to Strategic Plan: Professional Practices for Instructional Effectiveness <ul style="list-style-type: none"> ❑ <i>6. Principal/Leadership Team ensures frequent and regular review of data to align individualized and group professional and performance goals to student progress and</i> 	<p>June, August</p> <p>SDLT, Admin, Guidance Team, Special Ed Department, Counselors at WHS & Pathway MS</p>



staff growth [Strategic Plan - pg. 5]	
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Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at Woodinville High School meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- Through the work of the Equity Committee, provide frequent and ongoing cultural competence professional development to all staff.
- Increase the capacity and utilization of effective instructional practices by developing a deeper understanding of the state evaluation model using the Danielson framework through the use of Learning Walks.
- Provide opportunities for teacher professional development through areas such as peer observations of student work, collaborative teams, classroom observations, differentiated instruction, and technology instruction.
- Further develop Professional Learning Communities (PLCs) throughout all departments, focused on aligning curriculum, creating common assessments, and improving instruction through collegial sharing and accountability.
- Evaluate instructional practices and collaborated to establish essential outcomes, plan lessons, and develop and score common assessments.

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- At Woodinville High School we believe community involvement is imperative to the success of the school at large. Our success as a learning community is supported by our close connection with our parents, alumni, and community members who positively support and enhance our students' educational experience.



- We recognize that parent and community involvement in each student's education has a positive impact on student achievement and provides volunteer opportunities both inside and outside of the classroom. Parent and community volunteers can be observed daily on our campus and we welcome and encourage them to play an active role in our Falcon community.
- We have an active and supportive PTSA that advocates for the entire Woodinville High School student body throughout our "5A's": Academics, Activities, Arts, Athletics, and Advanced Placement. We are thankful our PTSA supports and encourages students, staff, and parents through various committee activities and events, as well as advocates for all our students through teacher and staff grants that further enhance both the educational and total high school experience. WHS PTSA is a great way to get involved in the Falcon community and we encourage parents to join PTSA and attend its meetings.
- We keep communication with parents and community open with a weekly principal electronic publication, "E-News from the Principal", and through website enhancements.
- Please join us and help support and celebrate Woodinville High School.

Thank you for being part of your student's education and for partnering with us!