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## 2020-21 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 of the [Northshore School District Equity Handbook](#):

- 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” (1C).
- Provide BIPOC an opportunity to create connections and mentorship opportunities with upper classmen (1E, 1F).
- Provide opportunities for staff to demonstrate/share culturally responsive teaching(s) with colleagues in a professional setting/staff meeting(s) (1D).
- 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 (1F).
- Incorporating continuing and ongoing education for staff through Team/Department time (1D).
- Focus on relationship building with staff and incorporate opportunities to share strategies to ensure all students feel welcome at WHS (1G).
- Incorporating Equity & Diversity Lesson Plans on designated Advisory days during the school year (1A-G).
- Provide time and space for staff and students to share their stories (1E).
- Develop professional development for staff to learn more about history of BIPOC (1D).
- Supporting leadership within student ASB groups BSU/Hispanic/GSA, etc. (1C).
- Building connections with families (1B, 1F).

We will continue to keep key aspects of Domain 1 highlighted above while also incorporating strategies related to Domain 2.

- Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds (2A).
- Educators continuously self-reflect while they learn more about equity related issues (2J).



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### Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, 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
- Course Enrollment
- AP Course Enrollment
- AP Exam Data

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- It was identified one Learning Management System was needed for student and parent access, a more relevant grading system that tied into student learning was needed, as well as access to devices and hot spots for all students.
- In special education we have a higher percentage of students not meeting the least restrictive environment criteria set forth by the State.
- In listening to student voice, students are requesting curriculum that is more diverse and is not polarizing one specific viewpoint.

We believe this gap in student outcomes is the result of the following root cause(s):

- Not being in proximity to one another and connecting with families to provide interventions that would normally have taken place.
- Students have been placed in too many Special Education classes and need to create interventions that provide inclusiveness.
- The need for professional development in how to incorporate diverse backgrounds into daily teaching and acquiring curriculum and materials that support this teaching.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.



School Goals	Equity Means	Measures of Success
<b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	3.5 Increased enrollment and completion rates for traditionally underrepresented student-groups in advanced courses and specialized programs.
<b>Goal 4</b> Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	4.6 Increased percentage of students who use appropriate technology/digital tools to facilitate classroom instruction, projects, collaborative learning, and informed decision making.

**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). These are outlined below.

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**

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

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

- If WHS staff identifies students based upon Steven Gering's research, and
- If WHS staff identify our implicit biases that may unintentionally deter students farthest from educational justice, 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 students on track to graduate and ready for post-secondary opportunities.



SMART Goal

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

When measured in June 2021, WHS students farthest from educational justice will show a 10% increase in least restrictive learning environments and will increase our on-time graduation rate and acceptance into post-secondary institutions by 2%.

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"> <li>• Building and Maintaining Relationships</li> </ul>
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on:  2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.	The equity strategies we will employ: <ul style="list-style-type: none"> <li>• Take the time to get to know students and their families</li> <li>• Provide students with opportunities to share about their own backgrounds, experiences, and identities</li> <li>• Take the time to get to learn about student and family cultural customs and norms</li> <li>• Use acquired knowledge about student and family cultures to help inform interpersonal interactions</li> </ul>

**Goal 4: Innovative, Creative, Critical Thinkers**

Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

Theory of Action

Based on the data and root cause analysis in progress, we believe if opportunities are provided to students to be innovative, creative, critical thinkers, then students will be able to use appropriate technology/digital tools to participate in classroom instruction, projects, collaborative learning, and informed decision making.

- If WHS staff identify students and provide them with access to devices and hot spots, and
- If WHS staff, School Technology Specialist, and Schoology Ambassadors assist and support students' technology issues, and
- If WHS staff and students investigate innovative leaders and schools worldwide, and
- If WHS staff and students use one Learning Management System (Schoology) for synchronous and asynchronous access, and
- If WHS faculty use the Synchronous and Asynchronous Instructional Content 30/30/20 Delivery model, students will have a consistent platform to learn, collaborate and seek individual support and differentiated instruction, then

Woodinville High School will provide all students access to technology-based resources as an integral learning tool for conducting research, evaluating information, and communicating their findings and solutions.



SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 4 is as follows:

When measured in June 2021, students and staff will be able to articulate and provide evidence where students have demonstrated creativity and imagination in projects, classroom instruction, and collaborative learning through the use of technology/digital tools.

<b>Instructional Strategy</b>	<b>Instructional Practice</b>
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"> <li>• Building and Maintaining Relationships</li> </ul>
<b>Domain Two: Climate, Culture, and Self Reflection</b>	<b>Equity Strategies</b>
To ensure equity focus to our work on this goal, we will focus on:  2J Educators continuously self-reflect while they learn more about equity related issues.	The equity strategies we will employ:  Think about <ul style="list-style-type: none"> <li>• The ways that your classroom, building, or department can continue to build an inclusive and welcoming climate and culture (then set short term and long term goals individual and collective goals)</li> <li>• Why it is important for your classroom, building, or department to build a climate and culture that honors, includes, and recognizes diverse backgrounds and identities</li> <li>• The ways that you can provide students and families with opportunities to share about their own backgrounds, experiences, and identities</li> <li>• The ways that every student has grit and resilience - and how it is a matter of helping them continue to show it by intentionally practicing it, rather than a matter of teaching them how to have it in the first place</li> </ul>

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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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.



Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
<b>GOAL 3: Growth for Every Student, Elimination of Outcome &amp; Opportunity Gaps</b>		
<p><b>Continue Social and Educational Justice training</b></p>	<p>Connection to Strategic Plan: <b>Culturally Competent Instruction</b></p> <ul style="list-style-type: none"> <li>❑ <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></li> </ul>	<p>October – June</p> <p>Racial &amp; Educational Justice Department</p>
<p><b>Be culturally aware and make connections with students and parents farthest from educational justice in non-AP courses, advisory, athletics, and/or clubs, providing access</b></p>	<p>Connection to Strategic Plan: <b>Culture of High Expectations</b></p> <ul style="list-style-type: none"> <li>❑ <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></li> </ul> <p>Connection to Strategic Plan: <b>Family and Community Outreach</b></p> <ul style="list-style-type: none"> <li>❑ <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></li> </ul>	<p>October, December, March, May</p> <p>WHS Learning Community</p> <p>Latino/Hispanic Events</p> <p>Cultural Fairs</p> <p>College &amp; Career Fair during the school day</p>



<p><b>Review students' 4-year plan for graduation, create interventions, and provide professional development for teachers to help close the learning gap</b></p>	<p>Connection to Strategic Plan: <b>Personalized Learning Pathways with Proactive Supports</b></p> <ul style="list-style-type: none"><li>□ <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></li></ul> <p><i>Implement personalized approaches that maximize individual capacity and achievement and fosters student motivation and ownership of learning. [Strategic Plan - pg. 10]</i></p>	<p>Quarterly</p> <p>Teachers, ESPs, &amp; Counselors</p> <p>Co-Teaching</p>
<p><b>Continue our work studying Dr. John Medina's <i>Attack of the Teenage Brain</i></b></p>	<p>Connection to Strategic Plan: <b>Growth Mindset</b></p> <ul style="list-style-type: none"><li>□ <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 mastery. [Strategic Plan - pg. 8]</i></li></ul>	<p>August</p> <p>WHS Faculty, ESPs, and Classified Staff</p>



<p><b>Go to job fairs, network with communities of color, and connect with universities that have a higher population of underrepresented students</b></p>	<p>Connection to Strategic Plan:  <b>Highly Qualified, Culturally-Responsive Staff</b></p> <ul style="list-style-type: none"> <li>❑ <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></li> </ul>	<p>Spring</p> <p>Admin &amp; HR</p>
<p><b>Identify possible Fee Reduction eligible students and educate students, parents, and teachers on the opportunity</b></p>	<p>Connection to Strategic Plan:  <b>Access for Families from Diverse Cultural Backgrounds</b></p> <ul style="list-style-type: none"> <li>❑ <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></li> </ul>	<p>Monthly</p> <p>Guidance Team</p>
<p><b>Determine appropriate training for teachers and investigate vertical alignment teams</b></p>	<p>Connection to Strategic Plan:  <b>Professional Practices for Instructional Effectiveness</b></p> <ul style="list-style-type: none"> <li>❑ <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></li> </ul>	<p>Fall, Winter, Spring</p> <p>Building/Level Days            PLCs            ERLC</p>





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## 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 2020-21 school year, we will participate in the following professional development as part of our work:

- Through the work of SDLT, 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 remote learning through the use of virtual 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.
- Provide opportunities for our teachers to learn about innovative schools and create time for staff to invent future learning opportunities.

## 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!**