



## 2024-25 Strategic Action Plan

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

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

### OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### Community Engagement

To transform the learning experience of our students and their families with a focus on success for each and every student, WHS will build partnerships with our community to engage, involve, and gather their voice. To build these partnerships, gather feedback, and to formulate multiple types of quantitative and qualitative data to help us identify how we can best support our students, WHS will utilize methods such as communication, meetings, surveys, workshops, and events.

- Student and family meeting establishing the importance of Belonging (Social/Emotional) and the 5 A's (Academics, Activities, Arts, Athletics, and Advanced Placement)
- Small Group Circles (focused on underrepresented student groups in advanced courses and Special Ed programs/curriculum and access)
- Family Engagement and Resource Center Referrals
- Student/Parent Affinity Groups
- Teaming for Cultural Awareness/Education/Events

#### Examination of Student Data

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

Quantitative Data	Qualitative Data	Experiential Data
<input type="checkbox"/> Attendance/Participation <input type="checkbox"/> Demographic Information	<input type="checkbox"/> Student, Parent, Staff collaboration <input type="checkbox"/> Guidance Team	<input type="checkbox"/> Perception data collected from student/parent voices, small group meetings

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<ul style="list-style-type: none"> <li><input type="checkbox"/> D/F Rates</li> <li><input type="checkbox"/> Discipline Data</li> <li><input type="checkbox"/> End of Course Grades</li> <li><input type="checkbox"/> Graduation Rates</li> <li><input type="checkbox"/> Course Enrollment</li> <li><input type="checkbox"/> AP Course Enrollment</li> <li><input type="checkbox"/> AP Exam Data</li> <li><input type="checkbox"/> SBAC Data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specialists (counselors, mental health, school psychologist, family engagement specialist)</li> <li><input type="checkbox"/> Student Interviews</li> </ul>	<p>and interactions with our community</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff/Coaches/Advisors providing feedback in what is working and what was tried</li> </ul>
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**2024-27 Racial and Educational Justice Framework**

This year, we are aligning our efforts with “Throughline One: Anti-Discrimination and Microaggressions” within [Northshore School District’s 2024-2027 Racial & Educational Justice Framework](#), prioritizing the goal of eliminating microaggressions in our school community. We understand that microaggressions can negatively affect students’ experiences and their sense of safety. By equipping our staff with effective strategies to address and respond to these incidents, we aim to create an environment where all students feel safe, seen, respected, and valued.

**Data Review & Analysis**

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for Hispanic and Latino/a/x students and students who require additional social/emotional supports that require our attention. These gaps are described below.

<b>Access or Outcome Gap</b>	<b>Root Cause</b>
Disproportionate representation of Hispanic and Latino/a/x students in the 5A’s	Inside and outside barriers including relevance, engagement, and role models, as well as additional responsibilities outside of school
Hispanic and Latino/a/x below grade level in core subject areas	Limited English Language proficiency in classes with complex academic vocabulary and students entering high school not at grade level in skills, strategies, or credits.
Hispanic and Latino/a/x access to higher-level courses	Self-esteem, placement in less rigorous courses prior to high school, a lack of a diverse curriculum
Students needing social, emotional support (mental health)	Lack of strategies/skills with respect to self-regulation, stress management, and not knowing how to ask for help



## OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan **goals** related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <hr/> <p>Increased percentage of students who report engaging in clubs, sports, employment, or activities (5 A's)</p>
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <hr/> <p>Increased equitable access to social-emotional supports and services (e.g., counseling, mental health and psychological) regardless of location, circumstance, or student characteristic</p>
<p><b>Goal 5</b> Ready for Lifelong Success after Graduation</p> <p>Equity Means: <i>Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&amp;-career readiness graduation requirements.</i></p>	<p>Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.</p> <hr/> <p>Increased percentage of students meeting academic standards and on track to graduate on-time from grade 9 (and beyond).</p>

### Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.



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## **GOAL 2: Responsible, Resilient, Empathetic Learners**

### Theory of Action

Based on the data and root cause analysis, we believe if we identify our Hispanic and Latino/a/x students and students who require additional social/emotional supports who are not engaged in at least one of the 5 A's, create an individual plan to connect them intentionally with Academics, Activities, Arts, Athletics and/or AP experiences, leverage surveys and in-person interviews to measure their engagement in these activities, and plan further outreach based on their experiences, we will increase the percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them while increasing the number of students who feel a sense of belonging, connection, agency, and voice in school and in their education as a whole.

### Objective

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:

We will identify the percentage of Hispanic and Latino/a/x students and students who require additional social/emotional supports who are currently connected and engaged as measured by participation in clubs, sports, employment, and/or activities. From that baseline, we will determine a goal for increasing engagement.

### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- 1b Developing a Knowledge of Students
- 3a: Communicating

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

### Theory of Action

Based on the data and root cause analysis, we believe if we identify Hispanic and Latino/a/x students and students who require additional social/emotional supports based upon Steven Gering's Dual Credit research, provide equitable access to rigorous educational opportunities and the pursuit of higher level and relevant coursework, accelerate learning gaps for those students behind grade level, work to eliminate confidence gaps exhibited by those students, and continue to hire underrepresented, bilingual staff, then WHS will eliminate outcome and opportunity gaps for our students.

### Objective

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

When measured in June 2025, WHS Hispanic and Latino/a/x students as well as students who require additional social/emotional supports will show an increase in our on-time graduation rate and acceptance into post-secondary institutions.

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#### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- 1b Developing a Knowledge of Students
- 1e: Designing Coherent Instruction
- 3a: Communicating

### **GOAL 5: Ready for Lifelong Success after Graduation**

#### Theory of Action

Based on the data and root cause analysis, we believe if we identify incoming Hispanic and Latino/a/x students and students who require additional social/emotional supports with high-risk factors for failure, act on data for those who are not on-track to earn credit at each grading period, intervene using timely interventions and research-based practices, implement credit retrieval options during each grading period for students off-track, work towards being more consistent and culturally responsive, and continue to implement PBIS/MTSS with fidelity, then WHS will keep Hispanic and Latino/a/x students and students who require additional social/emotional supports on track for graduation and ready for post-secondary opportunities.

#### Objective

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

By June 2025, 100% of Hispanic and Latino/a/x students as well as students who require additional social/emotional supports will remain on-track for graduation.

#### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- 1b Knowing and Valuing Students
- 1e Planning Coherent Instruction
- 3a Communicating with Students
- 4c Engaging Families and Communities

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## **OUR MEASUREMENTS OF PROGRESS**

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.



Measures	Metrics	Dates of Data Review
<b>GOAL 2:</b> Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	Increase student engagement in opportunities through our 5 A's.	Quarterly
<b>GOAL 3:</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<ul style="list-style-type: none"> <li>● Number of students participating in advanced course sequences, specialized programs</li> <li>● Number of students completing AP exams</li> <li>● Steven Gering's platform</li> </ul>	Yearly
<b>GOAL 5:</b> Ready for Lifelong Success after Graduation		
Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.	<ul style="list-style-type: none"> <li>● Enrollment in Advanced Courses</li> <li>● Enrollment in CTE and WaNIC Courses</li> <li>● Graduation and grade-level databases</li> </ul>	Monthly

## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Woodinville High School, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Through the work of SDLT, provide frequent and ongoing cultural competence professional development to all staff.
- Through the use of "Learning Camps" and "Thinking Classrooms" we will increase the capacity and utilization of effective instructional practices.
- 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.

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## COMMUNITY PARTNERSHIP

Student, family, and community input was essential in our Strategic Action Plan design and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- 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 inspires volunteerism 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!**