



2025-26 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
<ul style="list-style-type: none"><input type="checkbox"/> Attendance/Participation<input type="checkbox"/> Demographic Information<input type="checkbox"/> D/F Rates	<ul style="list-style-type: none"><input type="checkbox"/> Student voice (interviews and conversations through the Equity Transformation Cycle)	<ul style="list-style-type: none"><input type="checkbox"/> Perception data collected from student/parent voices, small group meetings and interactions with

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<ul style="list-style-type: none"><input type="checkbox"/> Discipline Data<input type="checkbox"/> End of Course Grades<input type="checkbox"/> Graduation Rates<input type="checkbox"/> Course Enrollment<input type="checkbox"/> AP Course Enrollment<input type="checkbox"/> AP Exam Data<input type="checkbox"/> SBAC Data<input type="checkbox"/> Panorama Data?	<p>practice of deep listening)</p> <ul style="list-style-type: none"><input type="checkbox"/> Student, Parent, Staff collaboration<input type="checkbox"/> Guidance Team<input type="checkbox"/> Specialists (counselors, mental health, school psychologist, family engagement specialist)	<p>our community (Leveraging of cross-stakeholder relationships)</p> <ul style="list-style-type: none"><input type="checkbox"/> Staff/Coaches/Advisors providing feedback in what is working and what was tried
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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 gaps in student access and/or outcomes for Multilingual Learner (ML) students and students who require additional social/emotional supports that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Disproportionate representation of Multilingual Learner (ML) students in the 5A's	Inside and outside barriers including relevance, engagement, representation, as well as additional responsibilities outside of school
ML students 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.
ML student access to higher-level courses	Self-esteem, placement in less rigorous courses prior to high school, a lack of a diverse curriculum, limited English proficiency.
ML 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
Goal 2 Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i>	Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them. Increased percentage of students who report engaging in clubs, sports, employment, or activities (5 A's) which in turn positively impacts their academic and social emotional growth and achievement in a tangible way (targeted focus on ML students).
Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs. Increased percentage of students who feel equipped with emotional regulation and conflict resolution skills through equitable access to social-emotional supports and services (e.g., counseling, mental health, and psychological services), regardless of location, circumstance, or student characteristic.
Goal 5 Ready for Lifelong Success after Graduation <i>Equity Means: Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.</i>	Increased percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes. Increased percentage of students meeting academic standards and on track to graduate on-time (targeted focus on 9 th grade students).



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.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe if we: identify students, with a targeted focus on ML students, who require additional academic and 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 ML 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. One immediate strategy we will utilize is designing a support structure for newcomer ML students.

Objective

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

We will identify the percentage of student including ML students who require additional academic and social/emotional supports. From that baseline, we will determine a goal and strategies (in partnership with staff and counselors) for increasing engagement and participation in clubs, sports, employment, and/or activities (the 5 As). By June 2026, we will have a measurable impact for each of these students based on their individualized plan and goals related to either academics (grades), engagement (attendance or club/activity/sport participation), or self-reported measures regarding sense of belonging and/or social emotional growth. A newly developed targeted support structure for ML students will be established by the end of 2026. Guidance Team will also be a key lever in supporting this goal.

Instructional Practices & Equity Strategies

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

- 3a Communicating with Students
- 3c Engaging Students in Learning
- 3e Demonstrating Flexibility and Responsiveness

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

Theory of Action

Based on the data and root cause analysis, we believe that if we leverage a diverse and representative group of student leaders to create a peer mediation program based on research and best practices of Restorative Justice, we can expand access for all WHS students to crucial social emotional learning skills such as resilience, empathy, responsibility, conflict resolution, active listening, problem-solving, and more.

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Objective

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

To operationalize the Danielson II Framework at Woodinville High School, belonging and student learning will be assessed through three specific areas: 1) Systems with Soul (Dr. Justin Irish), 2) Student Engagement Goals & Measures (Fast to Task, Peer-to-Peer, Belonging & Affirming, and Joy), and 3) the Ten Dimensions of Belonging (Dr. Erik Carter, 2016) in the following ways:

- a. In all formal and informal evaluations we will identify one or more areas in our Student Engagement Goals & Measures with our teachers to support student learning to align with Danielson II Framework.
- b. In the Ten Dimensions of Belonging we will identify four key characteristics of focus for our staff to qualitatively assess in informal and formal observations per Student Growth Goals (SGGs) and Danielson II Framework.
- c. We will, in partnership with staff, identify a group of approximately 15 diverse and representative student leaders and work alongside them to create a peer mediation program that will be a key lever in supporting student discipline and conflict as well as developing social emotional learning approaches for WHS students.

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
- 3b Establishing a Culture for Learning

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 9th grade 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 ALL students on track for graduation and ready for post-secondary opportunities with a targeted focus on 9th graders.

Objective

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

By June 2026, 100% of 9th grade student will remain on-track for graduation. Guidance Team will be a key lever strategy for this goal. By June 2026, every 9th grade student at risk of not being on track for graduation will have come through GT and have had intentional and targeted supports and plans put in place in partnership with the student and family. To keep our eye on equity, we will shine the light particularly on Hispanic/Latinx students who have historically experienced more gaps in this area.

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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 Knowing and Valuing Students
- 1e Planning Coherent Instruction
- 3c Engaging Students in Learning
- 4c Engaging Families and Communities

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
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.	<ul style="list-style-type: none">• ML students in need of additional support are identified, and a profile created related to academics, attendance, and engagement data.• Increase percentage of ML students who are on track to graduate and/or connected to the 5As.	Quarterly
GOAL 3: 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">• Number of students participating in advanced course sequences, specialized programs• Number of students completing AP exams• Establish an improved support plan for newcomer ML students in	Yearly

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	<p>partnership with ML staff (such as a homeroom class or a regular check and connect protocol).</p> <ul style="list-style-type: none">• Formal and Informal observations using the Student Engagement Goals & Measures and identified Dimensions of Belonging will be applied.	
GOAL 5: 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.	<p>Regularly analyze and action plan using data such as:</p> <ul style="list-style-type: none">• 9th grade on track towards graduation data• 9th grade sense of belonging/SEL data• 9th grade enrollment in Advanced Courses• Regular discussion in Guidance Team regarding this data and student intervention plans	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. In particular, we will provide opportunities for ML staff to share expertise and strategies with staff.
- Continue to 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.



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. At WHS, we greatly value school pride and positive school culture, and we want all members of our community to feel connected to that value. 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!