



Strategic Plan Refinement & Budget Engagement Sessions

January – February 2026



Our Promise

Every student in
Highline Public
Schools is known by
**name, strength and
need**, and graduates
prepared for the
future they choose.



23-26 Strategic Plan Goals



CULTURE OF BELONGING

A culture where all are welcome, valued, and safe.



INNOVATIVE LEARNING

Academic experiences that engage, empower, and challenge every student.



BILINGUAL & BILITERATE

Multicultural skills that enable students to live, work, and communicate across cultures.



FUTURE READY

Students explore possibilities and develop mindsets that prepare them for a changing future.

*Our Promise: Every student is known by **name**, **strength** and **need**, and graduates prepared for the **future** they choose.*

OUR PROMISE, OUR STORIES

2024–25 Annual Report

highlineschools.org/report





CULTURE OF BELONGING

A culture where all are welcome, valued, and safe.

*Supporting a
culture of belonging
and meaningful
relationships for
students and staff*



*Student sense of
belonging **increased**
at **78%** of schools
between spring 2024
and spring 2025.*

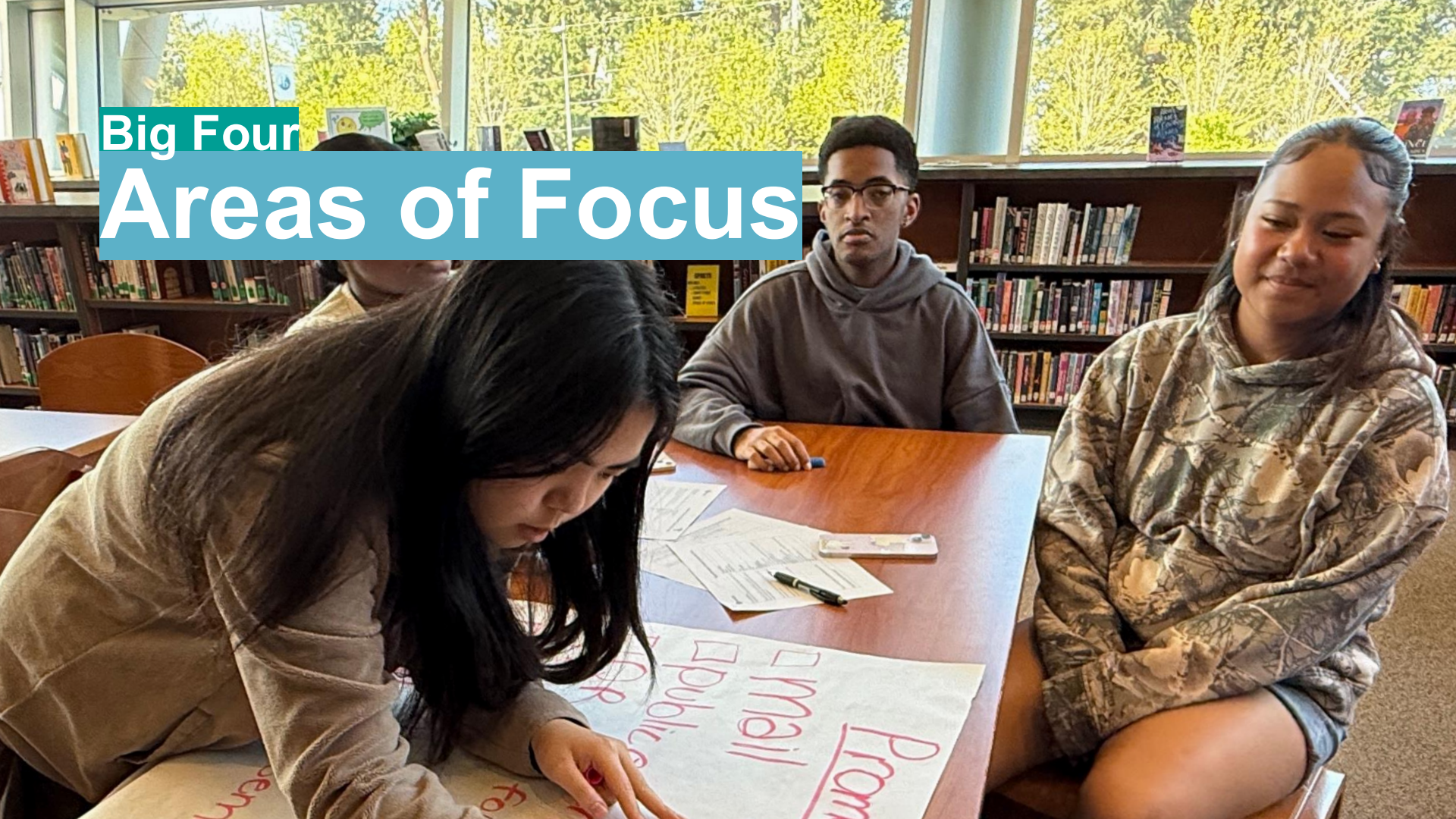


Staff sense of belonging
📈 increased at
77% of schools
between Spring 2024
and Spring 2025



Big Four

Areas of Focus



The Big Four Areas of Focus



**Secondary
Redesign**



**Literacy &
Language
Development**



**Inclusionary
Practices**



**Student
Support**

INCLUSION



INCLUSION



Students of all abilities and needs can learn and participate together in the same classrooms and school activities.

Inclusion is a practice, not a space.



LITERACY



LITERACY



Improving literacy and language skills by integrating reading and writing across all subjects— *not* just in English Language Arts.



Growth Data (2024-25)

Growth: Tracks student progress—shows if they're catching up, on track or need support.

Elementary Schools

41% of students met their **annual typical growth** target in reading

Middle Schools

47% of students met their **annual typical growth** target in reading





Proficiency Data (2024-25)

Proficiency: Measures performance against grade-level standards.

Elementary Schools

51% of students improved one level or more since the start of the school year

Middle Schools

41% of students improved one level or more since the start of the school year





Proficiency Data (2024-25)

Measures performance against grade-level standards.

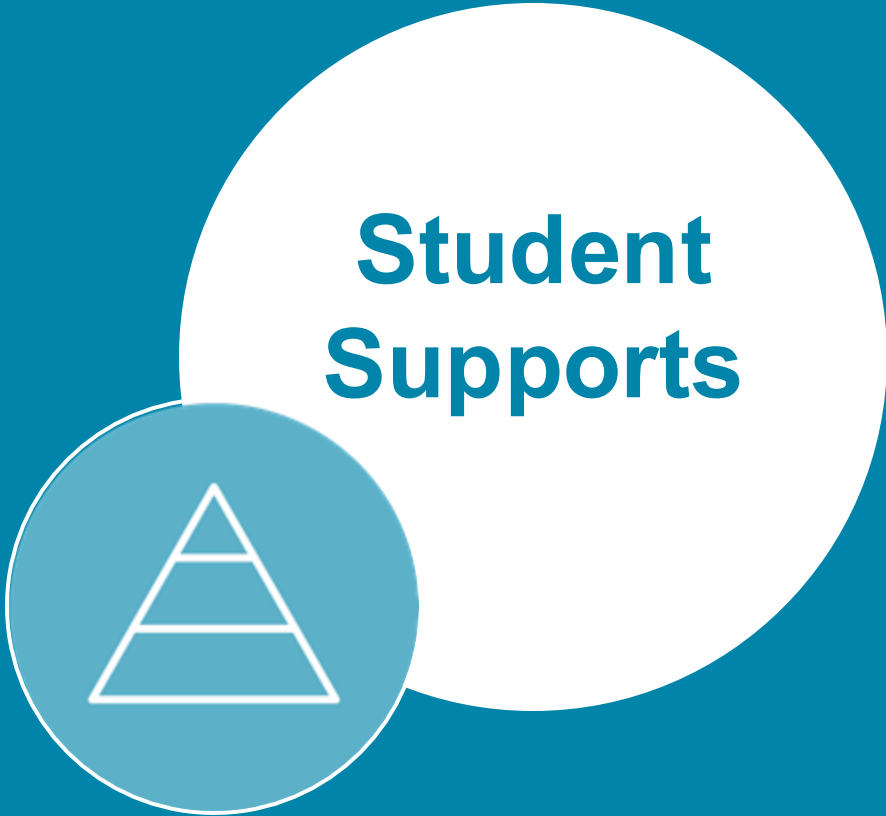
9th Grade (Fall → Spring)

	Fall	Spring	Difference
Reading on or above grade-level	28%	36%	+8% increase
Reading three grade levels below	44%	35%	-9% decrease



Student Supports





Student Supports

Providing each student individualized academic, behavioral and emotional support to help them succeed and build on their strengths.

Secondary Redesign



Secondary Redesign

Redesigning our middle and high school experience to better prepare students for future education and careers—connecting them with local employers and expanding access to programs in the trades, healthcare and college credits.





Provide more classes where students can earn college credit while in high school.



Give students extended class time to earn more credits and dive deeper into learning.



Launch a new program where students can study health sciences and explore related careers.



Expand access to International Baccalaureate courses and diplomas.



**Our Community
Stands With Us**

OUR COMMUNITY

80%

of residents say our four
STRATEGIC PLAN GOALS
align with their priorities.

61%

of residents want Highline
to stand true to our values
and be outspoken.

80%

of residents say our
FOUR AREAS OF
FOCUS match theirs.





90%

of staff say they support
the GOALS outlined in
our strategic plan.

96%

of staff say they
support the Highline
Promise.

**OUR
STAFF**

OUR FAMILIES

88%

of families agreed that in their child's school, their family's identity is valued and affirmed.

86%

of families agreed that their child's school provides students with engaging, empowering, and challenging academic experiences.

89%

of families agreed that their school provides opportunities for their child to learn skills that will help them live, work, and communicate across cultures.

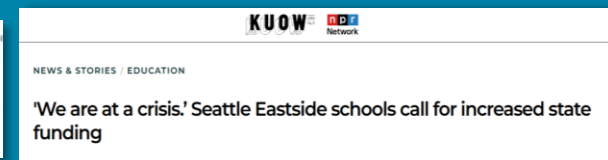
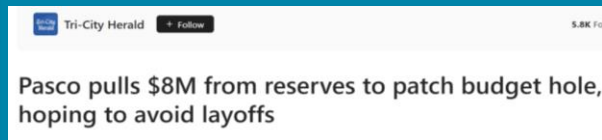
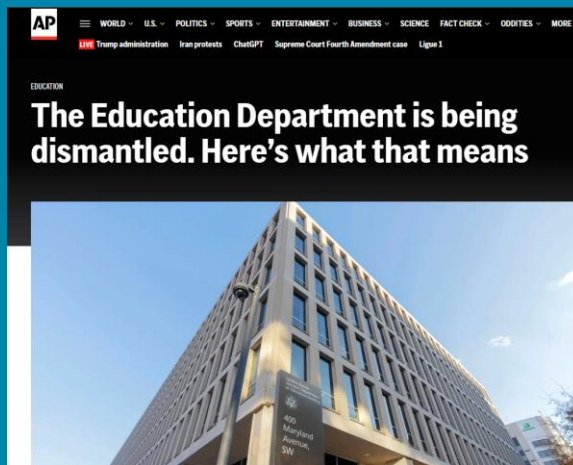
87%

of families agreed that their child's school helps students explore their interests and goals.



Our Budget Story

Regional, Statewide & Federal Story



2025 Legislative Update – Statewide

	2019-21	2021-23	2023-25	2025-27
Total Spend (Billions)	\$26.6	\$27.5	\$31.2	\$33.7
K-12 Percentage	51.6%	44.5%	43.4%	43.2%



If the state invested **51.6%** of its operating budget for the 2025-27 biennium, it would result in an additional **\$6.5 billion** for Washington schools.

Highline Public Schools Budget Context



2023-24

\$8M in reductions for 2024-25

Loss of covid-relief (ESSER) funds for 2024-25

Unassigned ending fund balance at 7%*



2024-25

Enrollment higher than demographer's projection

Long Legislative session

No reductions for 2025-26

Use of \$6.5M fund balance; unassigned ending fund balance at 6%*



2025-26

Steady enrollment

Minimal increase in revenue from legislation

Expenditures will surpass revenues, resulting in use of fund balance

\$8M in reductions for 2026-27

Long-Term Plan

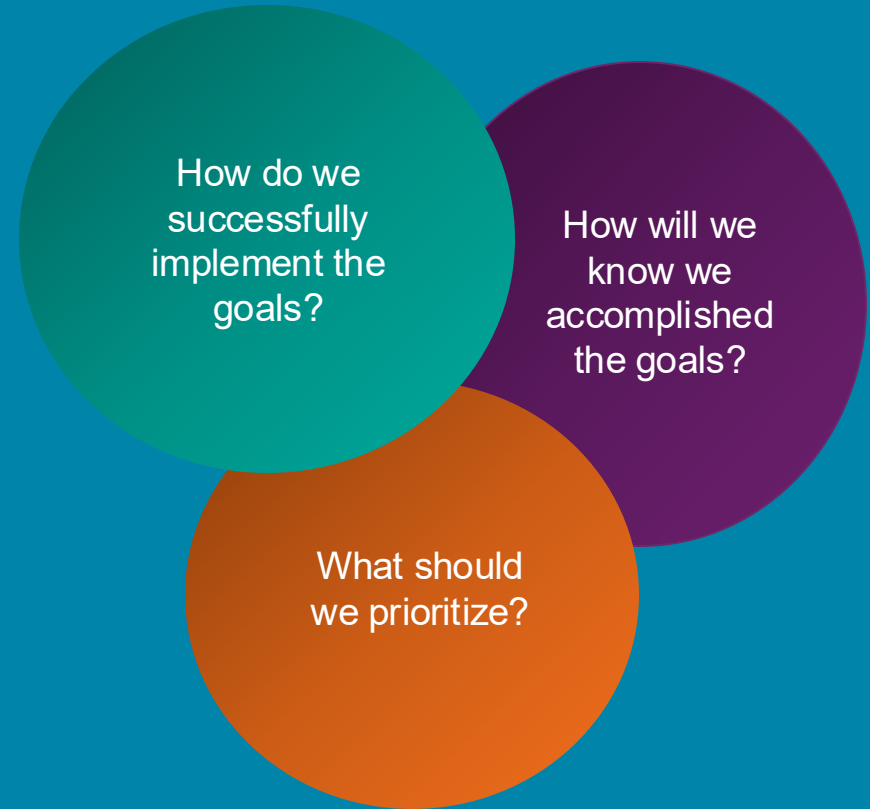
Next Steps

- Continue to work with Legislators to fully fund basic education
- Ensure resources are aligned with strategic plan goals
- Identify \$8 million in reductions for 2026-27 school year
- Maintain the Board Policy minimum fund balance of 3%



Strategic Plan Refinement & Budget Development

- Our goals and priority areas will continue into the next version of our strategic plan.
- Feedback will inform how we implement our goals, measure success and identify budget priorities.



Feedback Questions

Imagine it is 2030. We have achieved our Strategic Plan Goals. What headlines are being written about Highline? Consider our four goals:

- Culture of Belonging
- Innovative Learning
- Bilingual & Biliterate
- Future Ready

Given our budget reality, what is most important for us to keep in mind?



Feedback Process

1. Individual Think Time

- Write your ideas on the handout.
- Turn it in at the end.

2. Small Group Discussion

- Identify Roles:
 - *Notetaker*: Capture main ideas and themes on the large paper (front and back)
 - *Presenter*: Share main ideas and themes to full group
 - *Facilitator*: Identified staff member guides discussion
 - If no facilitator assigned, select someone to guide the discussion.
- Discuss each question and record themes on large paper on your table.

3. Share Out

- Presenter shares key themes.
- Give your handouts and table notes to Facilitator.

Please write clearly. We want to accurately capture your feedback.





Thank you

Share
more input

