



Highline Public Schools Board Action Report

DATE: June 10, 2026

FROM: Dr. Ivan Duran, Superintendent

LEAD STAFF: Erinn Bennett, Chief of Staff; Sarah Chandler, Director of Research & Assessment

For Introduction: June 18, 2026 **For Action:** July 1, 2026

I. TITLE: Adoption of the 2026-31 Strategic Plan Goals

Select one: ☒ New Item ☐ Renewed Item ☐ Annual Item ☐ Revised Item

II. WHY BOARD ACTION IS NECESSARY

Policy 1005, Key Functions of the Board, states, "The board, with participation by the community, shall envision the future of the school district's educational program and formulate goals, define outcomes and set the course for the school district. This will be done within the context of racial, ethnic and religious diversity and with a commitment to education excellence and equity for all students." Therefore, adoption of the district's 2026-31 Strategic Plan goals and descriptive outcomes requires Board approval.

For additional context, a revised Policy 2000 (before the Board for action on June 18, 2026), contains the following language: "Highline's accountability systems reflect federal, state, and local accountability practices and measures to monitor school and district performance and to ensure continuous improvement. These include developing annual school action plans with goals specifically tailored to the needs of each school; annual reporting of state data, including metrics identified in the Washington State Improvement Framework (WSIF); and regular reporting of key metrics identified in the district's strategic plan."

III. BACKGROUND INFORMATION

The current 2023-26 Strategic Plan was developed with significant community engagement (see Community Engagement section). In the last year of the current strategic plan, Highline is going through a refinement process focused on how to build upon the progress of the current plan and how to best measure progress on the goals. The word refinement is used intentionally because we believe our current strategic plan goals and priorities are the right work, and our community supports them. Therefore, the recommendation to the Board is to approve the four strategic plan goals from the 23-26 plan to continue to build upon that work.

2026 Refinement Process: In January and February 2026, the district held nine engagement meetings, including three for families and students, three for staff, one with the Superintendent's Student Leadership Team (SSLT), one with the Family Action Committee (FAC), and one with the Community Partnerships Roundtable. In addition, a ThoughtExchange survey received 475 responses.

Following that engagement, the Superintendent and Deputy Superintendent held nine focus groups with school leaders to talk through the actions and strategies that are working well and what is getting in the way. In addition, three advisory groups of school and central office staff were formed to offer recommendations on the system-level indicators for each strategic plan goal (how measure progress on the goals). The Superintendent's Advisory Leadership Team (SALT) reviewed and offered feedback on the indicator recommendations prior to the Superintendent and Cabinet's review. The system indicators are attached for reference. Please note the language to describe each indicator is still being finalized.

The strategic plan refinement process will continue after the strategic plan goals are adopted by the Board. The system-level indicators will be developed into key results with targets over the next five years. The system strategies to accomplish the key results will include the current four priorities: school redesign, literacy, inclusion, and multi-tiered system of support (MTSS). There will be cascading goals and measures at the division, department, and school levels in alignment and in support of accomplishing the system indicators.

The recommended 2026-31 Strategic Plan goals and descriptive outcomes are:

1. Culture of Belonging: A culture where all are welcome, valued, and safe.
2. Innovative Learning: Academic experiences that engage, empower, and challenge every student.
3. Bilingual & Biliterate: Multicultural skills that enable students to live, work, and communicate across cultures.
4. Future Ready: Students explore possibilities and develop mindsets that prepare them for a changing future.

The current Highline Strategic Plan sunsets in June 2026. The 2026-31 Strategic Plan would be in place from July 1, 2026, to June 30, 2031.

IV. RECOMMENDED MOTION

I move the Highline School Board adopt the four 2026-31 Strategic Plan goals and descriptive outcomes, as listed in the Background Information section of the Board action report.

V. FISCAL IMPACT/REVENUE SOURCE

There is not a specific budget line for the strategic plan; however, the strategic plan provides a road map for budgeting and prioritizing initiatives.

The revenue source for this motion is the general fund.

Expenditure: ☐ One-time ☒ Annual

VI. APPLICABLE POLICY(S)

This action is in compliance with the following:

Policy and Procedure 1005

Policy 2000 (revision before the Board for approval on June 18, 2026)

VII. ALTERNATIVES

The alternative to this motion is to wait to adopt the strategic plan goals. This is not recommended because the goals and descriptive outcomes will help the district build upon the work of the last three years and reflect the feedback received from many stakeholders. Approving the five-year plan now allows for planning for next year to move forward with focus and intentionality.

VIII. COMMUNITY ENGAGEMENT

Community Engagement Required: ☒ Yes ☐ No

For the strategic plan refinement process for the 2026-31 Strategic Plan, the focus was on implementation and how the district measures progress on the goals, but not on the goals themselves because we believe the current goals are the right work and the community supports them. The refinement engagement included 9 engagement meetings in Jan-Feb 2026 (3 for families and students, 3 for staff, 1 with SSLT, 1 with FAC, and 1 with the Community Partnerships Roundtable). In addition, a ThoughtExchange survey received 475 responses.

Following that engagement, the Superintendent and Deputy Superintendent held nine focus groups with school leaders to talk through the actions and strategies that are working well and what is getting in the way. In addition, three advisory groups of school and central office staff were formed to offer recommendations on the system-level indicators for each strategic plan goal. The Superintendent's Advisory Leadership Team (SALT) reviewed and offered feedback on those indicator recommendations prior to the Superintendent and Cabinet's review.

The current 2023-26 Strategic Plan was developed with significant community engagement, including, but not limited to:

Listening Tour; School Visits; 7 Community Meetings; 27 Focus Groups with students, families, staff, and community stakeholders; Departments/Central Office meetings; Family Action Committee (FAC) meetings; Superintendent's Student Leadership Team (SSLT) meetings; Multiple ThoughtExchanges; 3 Advisory Groups - Elementary, Middle, and High School; Leadership Forum meetings; and Board Retreats.

IX. ATTACHMENTS

2026-31 Strategic Plan System-Level Indicators (for reference, language still to be finalized)

Strategic Plan System Indicators

Culture of Belonging <i>A culture where all are welcome, valued, and safe.</i>	Innovative Learning <i>Academic experiences that engage, empower, and challenge every student.</i>	Bilingual & Biliterate <i>Multicultural skills that enable students to live, work, and communicate across cultures.</i>	Future Ready <i>Students explore possibilities and develop mindsets that prepare them for a changing future.</i>
Percentage of students who report favorably on selected survey questions about their sense of belonging at school.	Percentage of elementary and middle school students meeting their annual growth target in reading and math.	Percentage of students receiving English language learning services who demonstrate English proficiency within five to seven years of beginning services.	Percentage of students in grades K-9 meeting grade-level proficiency in English language arts and math.
Percentage of staff members who report favorably on selected survey questions about their sense of belonging at work.	Percentage of students meeting grade-level standards in English language arts, math and science.	Percentage of students graduating with a Seal of Biliteracy.	Percentage of ninth-grade students passing all courses.
Percentage of family members who report favorably on selected survey questions about family engagement.	Percentage of students receiving special education services making progress on goals outlined in their individualized education program (IEP).	Percentage of students demonstrating intermediate or advanced proficiency in world languages.	Percentage of students who complete the annual requirements of their High School & Beyond Plan.
Level of disproportionality in behavior incidents across student groups.	Percentage of students receiving special education services who spend 40% or more of their school day in a general education setting.	Percentage of students who report favorably on selected survey questions about development of multicultural skills in school.	Percentage of family members who participate in selected key school engagement opportunities.
Percentage of students attending school each day.	Percentage of students who earn a credential or certificate through advanced coursework or specialized programs.	Percentage of students receiving English language learning services who demonstrate growth in English across two consecutive school years.	Percentage of students who graduate from high school.