



2026–2027 WHS School Action Plan



Northshore
School District

Section 1: The Background

School Name:	Woodinville High School, Home of the Falcons!
Year:	2026 - 2027
The Central Vision (North Star):	One Falcon, One Family Our North Star is to ensure that every student, regardless of background or circumstance, graduates with the academic credentials, skills, and opportunities necessary for post-secondary success. At Woodinville High School, we believe belonging, high expectations, and access to opportunity must be central to every student's experience.
Focus Population (Who is further from Racial and Educational Justice?):	Hispanic/Latino students and students with IEPs Our improvement efforts will prioritize students who are experiencing the greatest gaps in access, opportunity, and outcomes. We will use disaggregated data to better understand the experiences of Hispanic/Latino students and students with IEPs and identify the systems, practices, and barriers that may be contributing to disparities in academic progress and graduation readiness.
Learning Problem (Big Picture):	Hispanic/Latino students are disproportionately underrepresented in four-year math completion and CADR attainment. The data indicate that Hispanic/Latino students are not accessing or completing key academic pathways at the same rates as their peers, particularly in four-year math completion and College Academic Distribution Requirements (CADR) attainment. These gaps may be influenced by structural barriers, inconsistent access to information and support, differences in instructional engagement, and the presence of “hidden” academic requirements that can make post-secondary pathways difficult to navigate. Our work will focus on making these pathways more transparent and accessible, strengthening culturally responsive instructional practices, and ensuring students receive timely academic advising, intervention, and support. We will examine not only student outcomes, but also the adult practices and systems that influence students' access to opportunity. Ultimately, our goal is to move from identifying gaps to changing the conditions that create those gaps, ensuring that every Falcon has a clear, supported pathway to graduation and post-secondary success.

Section 2: The Systemic Narrative

Root cause — the central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms <i>What data points are flashing red?</i>	<i>What data points are flashing red?</i> <i>The clearest concern is the disproportionality in the percentage of Hispanic/Latino students completing four years of math and meeting CADR requirements. This gap signals a need to examine where students may be experiencing barriers in course access, placement, persistence, and support throughout their high school experience.</i>
The Systemic Root <i>What are the causes? Are they interconnected and how?</i>	<i>What are the causes? Are they interconnected and how?</i> <i>The root cause is systemic inequities in access, support, and course-completion pathways that contribute to the disproportionate percentage of Hispanic/Latino students not completing four years of math and meeting CADR requirements.</i> <i>These factors are interconnected. Course placement, academic support, student and family awareness of graduation/CADR requirements, access to rigorous coursework, and culturally responsive advising can influence one another and ultimately affect students' ability to remain on track. When these systems are not consistently aligned, small barriers can compound over time, increasing the likelihood that students fall short of four years of math or CADR requirements.</i>

Section 3: The Interconnected Action Map

Theory of action — view your strategy through three multidimensional systems (Instruction, Culture, Structure) to ensure it is holistic.

Systemic goal: (e.g., Increase Student Agency to drive Academic Mastery)

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>Instructional & academic</i>	Activity: <i>Strengthen math instruction and intervention through collaborative problem-solving. Use student data to identify students who are off-track or at risk of not completing four years of math. Develop consistent intervention, acceleration, and support strategies within PLCs and MTSS. Examine course placement and access to rigorous math coursework to ensure students have clear pathways to CADR completion.</i>	Resources: <i>Math PLC time; MTSS structures; student achievement/course-taking data; math intervention resources; professional learning; instructional leadership; counselor/teacher collaboration.</i>
Culture <i>Cultural & emotional</i>	Activity: <i>Build a culture of belonging, high expectations, and student agency. Establish intentional relationships with Hispanic/Latino students who may be at risk of falling off the CADR pathway. Increase student understanding of the "why" behind four years of math and postsecondary requirements. Engage families as partners through clear, accessible communication about math pathways and graduation requirements.</i>	Resources: <i>Activity Tuesday time (Affinity Group) ; culturally responsive professional learning; family engagement opportunities; student voice; multilingual communication resources; staff mentors/advisors.</i>
Structure <i>Structural & policy</i>	Activity: <i>Create a proactive system for monitoring and responding to CADR progress. Develop an early-warning process to identify students who are not on track for four years of math. Review scheduling, placement, course access, and intervention practices for potential barriers. Establish clear ownership among counselors, teachers, administrators, and families for monitoring progress and responding early.</i>	Resources: <i>Graduation/CADR tracking systems; counselor time; master schedule data; enrollment and course-placement data; administrative oversight; MTSS protocols; regular data-review cycles.</i>

Section 4: The Ripple Effect Scan

Systems thinking — holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
<i>Efforts focused specifically on Hispanic/Latino students could unintentionally create a deficit narrative or reinforce the idea that students are the problem.</i> <i>Families may not have consistent access to or understanding of CADR requirements and math pathways.</i> <i>Teachers and administrators may feel overwhelmed by additional data monitoring, interventions, and communication responsibilities.</i>	<i>Center the work on examining and improving the system and its practices—access, placement, advising, instruction, and support—while recognizing students’ strengths, assets, and aspirations.</i> <i>Provide clear, accessible communication about four-year math expectations, course pathways, and progress toward graduation. Use multiple communication methods and provide language-access support when needed.</i> <i>Build the work into existing PLC and MTSS structures rather than creating parallel systems. Clearly define who monitors, who communicates, and who responds.</i>	<i>The equity work focuses on removing systemic barriers while maintaining high expectations and student dignity.</i> <i>Family partnership becomes part of the system rather than an expectation placed solely on students.</i> <i>Clarifying roles and embedding the work into existing systems makes the strategy sustainable</i>

Section 5: Monitoring the Whole

Lead indicators — don't just measure the test score (lagging). Measure the health of the change (leading).

Metric Type	Indicator Description	Frequency Of Review
The Process Metric <i>Are We Doing It?</i>	<i>Percentage of Hispanic/Latino students identified as potentially off-track for four years of math/CADR who have a documented support plan, assigned adult connection, and/or intervention. Review course placement, schedule changes, intervention participation, and access to appropriate math pathways.</i>	<i>Monthly</i>
The Experience Metric <i>How Does It Feel?</i>	<i>Student feedback on belonging, access, expectations, and understanding of their academic pathway. Sample prompts: “I know what I need to do to graduate and meet my postsecondary goals.”</i>	<i>Quarterly</i>
The Outcome Metric <i>Did It Work?</i>	<i>Reduction in the disproportionality of Hispanic/Latino students not completing four years of math and meeting CADR requirements. Monitor four-year math completion, CADR attainment, successful math course completion, and progress toward graduation.</i>	<i>Semester/Yearly</i>

Summary Of The Changes

How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?

The work articulated in the School Action Plan is designed to change the learning experience for Hispanic/Latino students by creating a more equitable, proactive, and connected pathway to four years of math and CADR completion. Rather than viewing the disproportionality as a student problem, we are examining and strengthening the systems that influence student success—instruction, culture, and structure.

Students will experience more intentional monitoring of their progress, earlier academic support, clearer understanding of graduation and CADR requirements, equitable access to rigorous math pathways, and stronger connections with adults who can help them navigate those pathways. At the same time, staff will use PLC and MTSS structures to identify barriers, examine practices, and respond before students fall significantly off track.

Next Logical Steps

1. Establish a baseline by examining four-year math completion and CADR data, including where and when students become off-track.
2. Identify patterns and barriers in course placement, scheduling, access to rigorous math, successful course completion, and intervention.
3. Create an early-warning process to identify and respond to students who are beginning to fall off the four-year math/CADR pathway.
4. Strengthen PLC and MTSS collaboration so staff regularly analyze student data and coordinate academic supports.
5. Increase student and family understanding of math pathways, graduation requirements, and CADR expectations.
6. Monitor the whole system through process, experience, and outcome metrics and adjust strategies based on what the data and student voice tell us.
7. Evaluate impact annually by examining whether the disproportionality in four-year math completion and CADR attainment is decreasing.

Ultimately, the goal is to move from a system that responds after students fall off track to one that anticipates barriers, provides timely support, and ensures every student has a clear and supported pathway to graduation and postsecondary opportunity.