



2022-23 Strategic Action Plan

The mission of Bothell High School is one that is a safe and inclusive community that challenges each student to think critically, apply knowledge, participate positively and develop skills to contribute locally and globally.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

OUR INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1 [1A, 1D, 1F, 1G], Domain 2 (2D, 2E, 2H), and Domain 3(3B & 3G) of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

Understanding Our Students' Needs

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

During Spring 2022, we reviewed the following data:

- Attendance Data (See data on subsequent pages)
- Demographic Information (See data on subsequent pages)
- Discipline Data (See data on subsequent pages)
- **End of Course Grades** (Including NC grades)
- Graduation Rates (Comparing class of 2022 with previous grad classes)
- SBAC Scores
- **Course Enrollment**

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Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- **Overall attendance percentage rate by student body** [See 21-22 BHS Attendance Data below](#)
- **Students earning “NC” grade** [End of Course Grades](#)
- **Number of students of color taking advance level courses (Pre-AP/AP/CIHS/RS/PNW Tech Credit)** [See 22-23 Advanced Course Distribution by Ethnicity below](#)

We believe this gap in student outcomes is the result of the following root cause(s):

- **Decrease in students feeling connected to school (i.e. activities/athletics)**
- **Decrease in student engagement in classes**
- **Students not feeling prepared academically or not being encouraged enough by staff to enroll in advanced courses**



The analysis of our school data leads us to the development of our goals for the 2022-23 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Equity Means	Measures of Success
<p>Goal 3</p> <p>★ Short Term Goal: Decrease overall NCs grades of our students by 50% in 2022-2023 from the previous school year.</p> <p>★ Long Term Goal: By increasing student connectedness in school, students will feel a sense of belonging and becoming to build viable pathways at BHS for post high school success.</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>(1) Use of PLCs to develop lessons using SIOP Instructional strategies: Teachers identify pockets of students who are in need of academic, social, emotional support within their PLCs and use Components of SIOP strategies tied to MTSS Tier 1 strategies to address/eliminate gaps in student learning.</p> <p>(2) Use of Paws Intervention Time (Building wide Tier 1 intervention): Wednesdays/Thursday Last 15 minutes of each class devoted to additional academic support for students below a "C" grade with missing assignments.</p> <p>(3) Wednesday after school drop-in tutoring: Peer tutoring provided by National Honor Society Students</p> <p>(4) After school tutoring by department on selected days in week: Activity bus on M/T/TH/FR for transportation.</p> <p>(5) Build connections with students to school via:</p> <ul style="list-style-type: none"> Daily Announcements from Main Office Secretary/ASB

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		<ul style="list-style-type: none"> • Cougar Cast on Tuesdays by ASB • Extra-curricular activities/athletics (engaging students). <ul style="list-style-type: none"> ❖ Ex. 466 out of 482 Freshmen attended Link Day on 8/31/21. ❖ Club Fair in Sept to promote Club Time Fridays during lunches to encourage students to attend clubs with their peers ❖ Ex. 480 students involved in Fall sports season in 2022 <p>(6) A decrease in NCs throughout the school year as shown on quarter grade reports (i.e. staff data dives)</p>
<p>Goal 5 ★ 100% on-time graduation rate (excluding future ATP).</p>	<p>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.</p>	<p>(1) Increase the percentage of 9th grade students on track to graduate by completing 6 credits or more at end of 2022-2023 school year.</p> <p>(2) Decrease the number of seniors not on track to graduate from ___ (TBD coming into 22-23) to 0% by the end of school year.</p> <p>(3) Decrease in the number of NCs throughout the school</p>

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		<p>year as shown in quarterly grade reports (i.e staff data dives).</p> <p>(4) Senior grad checks: At-risk senior letters in Sept.; End of 1st Sem.; End of 3rd Qtr.; Senior Check out in June, & Admin. check & connect with at-risk seniors quarterly</p> <p>(5) Senior Grad Tracking Google Doc with grad pathways identified for senior class</p> <p>(6) High School and Beyond Plan completion data</p>
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Theory of Action, Instructional Practices & Strategies

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s). These are outlined below.

By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.



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

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we decrease the number of students earning NC grades AND increase the number of students being connected to school, then our students will earn the maximum amount of credits possible per year (7 maximum) along with increasing the on-time graduation rate (4-year cohort) for BHS.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: Decrease the number of NCs grades of our student body by 50% in 2022-2023 from the previous school year.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will develop & incorporate components of SLOP instructional strategies into classroom based lessons. This means that staff will collaborate and engage in PD via PLCs.	Our instructional strategy relates to: <ul style="list-style-type: none"> • Building and Maintaining Relationships • Setting Objectives • Providing Formative Feedback • Structuring Collaborative Learning Experiences • Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on : <p>3B Educators are well informed of the diverse backgrounds of students and families</p> <p>3C Educators schedule and engage in school- and district-wide professional development meetings on topics related to equity and diversity.</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p>	The equity strategies we will employ: <ul style="list-style-type: none"> • Words of the Week lesson plans created by the BHS REJ Team and used by staff in their classrooms. • Compiling and analyzing Street Data of student body throughout school year • Representation of multiple student Groups (i.e Climate & Culture; Latino Club; ASB) speaking with BHS Staff regarding school issues



GOAL 5: Ready for Lifelong Success after Graduation

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.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if **we track and provide targeted support for seniors during the 2022-2023 school year**, then students will **be on schedule to graduate in June of 2023 and continue on in their chosen career path after high school**

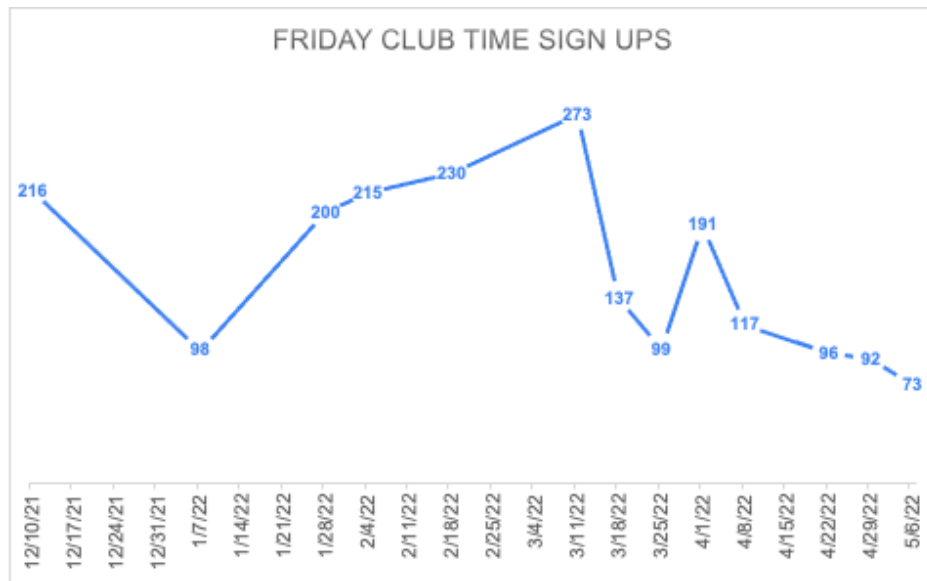
SMART Goal

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

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will [explain instructional strategy]. This means that [describe who will be taking action and what the action looks like].</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and Maintaining Relationships ● Setting Objectives ● Providing Formative Feedback ● Structuring Collaborative Learning Experiences ● Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>3B Educators are well informed of the diverse backgrounds of students and families</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p> <p>3H Educators facilitate professional development, discussions, and/or lessons with students and each other about diversity and equity related issues.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Compiling and analyzing student data of seniors throughout school year ● Quarterly Check & Connect Conferences with Seniors not on track to graduate ● Counselor visits to senior classes to discuss graduation pathways, HSBP, Senior Surveys ● Senior Class Meetings held throughout year to discuss graduation events ● Representation of multiple student Groups (i.e Climate & Culture; Latino Club; ASB) speaking with BHS Staff regarding school issues



BHS Club Time Data (December 21 - May 22)



BHS Attendance Data 21-22

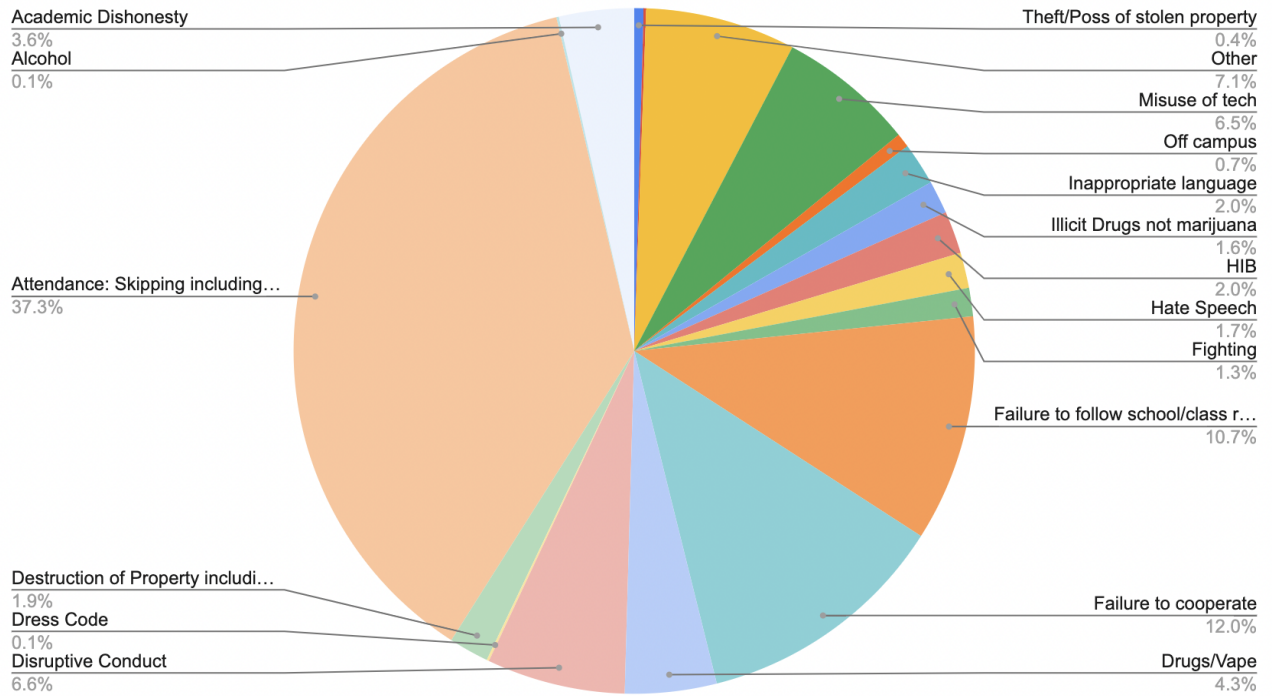
	Total Students	Percent Attended	Percent Absent
Totals	1724	85.69%	14.31%
By Grade			
09	417	89.69%	10.31%
10	422	85.47%	14.53%
11	443	85.08%	14.92%
12	442	82.72%	17.28%

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BHS Discipline Data 21-22

% of Discipline Incidents 2021-22

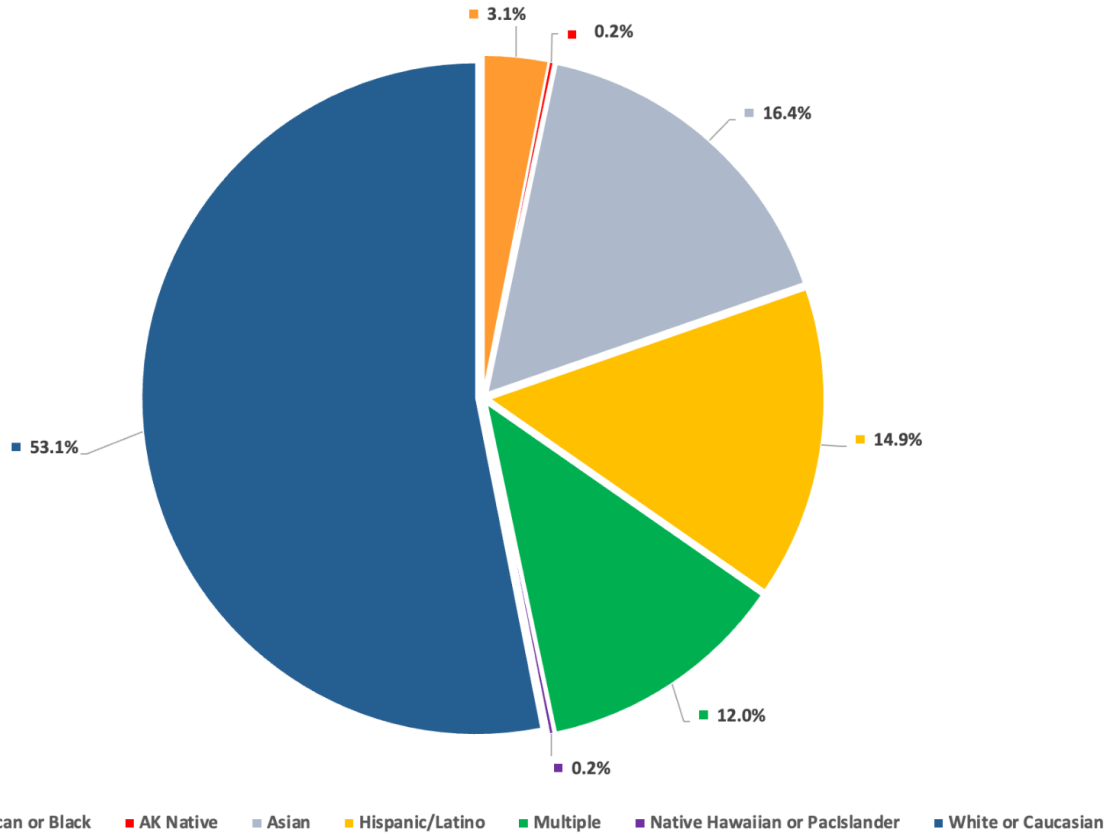


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BHS Demographic Data 22-23

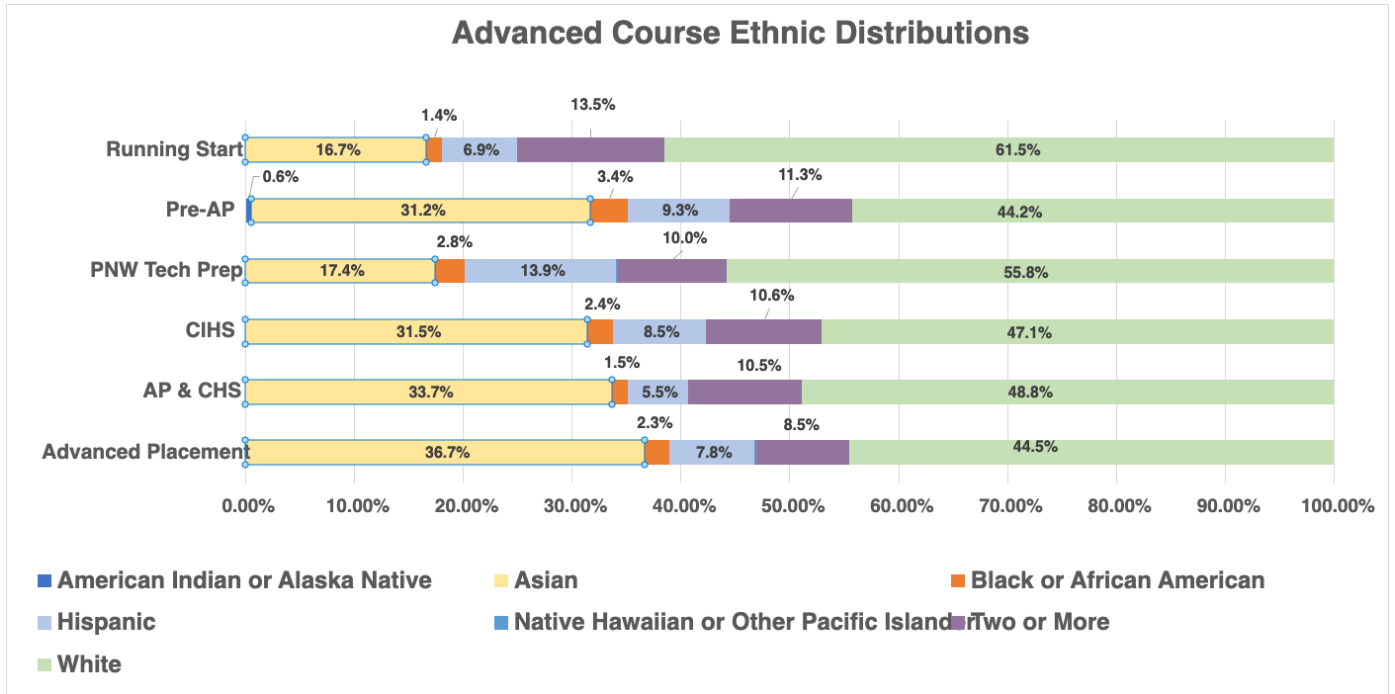
2022-2023 Student Ethnic Distribution



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22-23 BHS Advanced Course Distribution by Ethnicity



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Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three 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, according to the data, our strategies appear to be working, we will continue to execute our SAP 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. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
<p>1) Use of PLCs to develop lessons using SIOPI Instructional strategies: Teachers identify pockets of students who are in need of academic, social, emotional support within their PLCs and use Components of SIOPI strategies tied to MTSS Tier 1 strategies to address/eliminate gaps in student learning.</p>	<p>1. Baseline data per PLC focus & goals</p>	<p>1. Teacher Individual Early Release Days 2. District Directed Days 3. Principal Directed Days 4. Paraprofessional Hours</p>
<p>(2) Use of Paws Intervention Time (Building wide Tier 1 intervention): Wednesdays/Thursday Last 15 minutes of each class devoted to additional academic support for students below a "C" grade with missing assignments.</p>	<p>1. School Grade Data per quarter 2. Student GPA</p>	<p>1. End of 1st Qtr; End of 1st semester; End of 3rd Qtr; End of 2nd semester 2. End of 1st Qtr; End of 1st semester; End of 3rd Qtr; End of 2nd semester</p>
<p>(3) Build connections with students to school via:</p> <ul style="list-style-type: none"> • Extra-curricular activities/athletics 	<p>1. Club Time QR Code</p>	<p>1. Quarterly Data on number of students attending Clubs during Club Time</p>

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<p>(engaging students). ❖ Club Fair in Sept to promote Club Time Fridays during lunches to encourage students to attend clubs</p>		<p>Fridays</p>
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Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 5: Ready for Lifelong Success after Graduation		
<p>(1) Increase the percentage of 9th grade students on track to graduate by completing 6 credits or more at the end of 2022-2023 school year.</p>	<p>1. Quarterly Grade Reports for 9th grade</p>	<p>1. End of 1st Qtr; End of 1st Semester; End of 3rd Qtr; End of 2nd Semester</p>
<p>(2) Decrease the number of seniors not on track to graduate from ___ (TBD coming into 22-23) to 0% by the end of school year.</p>	<p>1. Quarterly grade reports for 12th grade</p>	<p>1. End of 1st Qtr; End of 1st Semester; End of 3rd Qtr; End of 2nd Semester</p>
<p>(3) Decrease in the number of NCs throughout the school year as shown in quarterly grade reports (i.e staff data dives).</p>	<p>1. Quarterly Grade reports</p>	<p>1. End of 1st Qtr; End of 1st Semester; End of 3rd Qtr; End of 2nd Semester</p>



PROFESSIONAL DEVELOPMENT

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at **Bothell High School** meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2022-23 school year, we will participate in the following professional development as part of our work:

- District Directed SIOP PD
- PLC Groups planning SIOP lessons to meet the needs of each student
- Bothell Plays Staff Competition to build staff camaraderie & collaboration
- SDLT & Team Directed Days
- Principal Directed Days engaging in school data dives, progress monitoring, and collaboration with staff from feeder schools and other HS staff

COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Weekly Friday Message
- Monthly Principal Newsletter
- Curriculum Night in September
- Financial Aid Night in October
- Welcome Night for incoming 9th graders
- Graduation Commencement for our senior graduating class
- PTSA: Classroom Grants for Teachers; Teacher Appreciation; Parent Link as part of Back to School Fair; Senior Checkout; Senior Grad Party
- Bothell student Ambassadors Program - bridging the gap between school and home for family engagement
- Northshore Schools Foundation: Classroom Grants & INVEST ED
- UW Forefront Suicide Prevention Training
- UW Bothell: Latino Leadership Initiative

Thank you for being part of your student's education and for partnering with us!

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