



## 2023-24 Strategic Action Plan

At Bothell High School, we provide an equitable education for every student in our school community. 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.

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### 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 and Partnership

We want to continue to partner with our parents and community to provide the means and resources to assist students in achieving their maximum learning potential at Bothell High School.

- Parent Survey
- Continued recruitment of parent volunteers for school events on campus throughout the school year
  - Volunteer Chaperones for ASB events (Homecoming/Senior Prom)
  - Quarterly Latino Engagement Family Nights in 23-24 SY
  - Community Serve Day (Campus cleanup) Spring 2024
  - Lunch/Hallway Monitors (Parents on Duty)
  - Cougar Day 2024 Volunteers
  - Continued promotion of The Washington [Guaranteed Admission Program](#) with BHS students/families
  - Continued collaboration/partnership with UW Bothell via Latino Leadership Initiative for mentorship with our latino students & families
  - Collaboration with Seattle Nurses Association to conduct Flu & Covid Vax clinic at BHS
  - ASB sponsored blood drive with Bloodworks Northwest at BHS



**Examination of Student Data**

Part of our inquiry process is an examination of data. By looking at a variety of data (i.e. attendance, discipline, demographic information) we are better able to understand the issues we must address. We reviewed the following data:

- Attendance
- Demographic Information
- Discipline
- End of Course Grades
- Graduation Rates
- Course Enrollment

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:

- 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 23-24 Advanced Course Distribution by Ethnicity](#) below

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

- Students not feeling connected to school (i.e. activities/athletics)
- Students not feeling prepared academically to enroll in advanced courses
- Students not completing coursework to demonstrate mastery
- Students not attending class consistently to show mastery
- Students lacking the skillset to be successful academically

Quantitative Data	Qualitative Data	Experiential Data
1. <a href="#">23-24 SY Advanced Course Distribution by Ethnicity</a> 2. Attendance Data 22-23 SY 3. Demographic Data 22-23 & 23-24 SY 4. End of Course Grades 22-23 SY	1. Panorama SEL 2. Healthy Youth Survey	1. Meetings w/ ASB Executive 2. Student Ambassadors Meetings 3. Panorama SEL 4. Healthy Youth Survey



### 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 2023-24 school year, we will build off of what we learned from our work over the last four 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 1-3 in mind while further incorporating strategies related to Domain 4. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 4 of the [Northshore School District Equity Inventory](#) and selected the following for 23-24 SY:

1. 4B: Schools and departments have developed an effective ongoing communication system with families and the community.
  - Strategies: Communicate with families and community members about school and district events or happenings via:
    - Social Media Platform (ParentSquare Friday Messages & Monthly Principal Newsletters)
    - School website (Daily Bulletin Announcements & Other General Announcements)
    - Family Engagement Nights during school year (September Curriculum Night; October Financial Aid Night; Quarterly Latino Family Engagement Nights)
2. 4G: Educators collaborate with Family Engagement Specialist to help families navigate the school system.
  - Strategies: Welcome and support Family Engagement Specialist as they:
    - Help empower families to engage in their children's education
    - Show families what school programs are available to their children
    - Attend school related events and functions to support and interpret for families
    - Engage in consistent home visits when necessary



While conducting our planning using the Equity Inventory, we looked at the following data:

- Attendance: 22-23 SY
- Demographic Information: 22-23 & 23-24
- Discipline: 22-23 BHS Discipline Referrals
- End of Course Grades: 22-23 Semesters 1 & 2
- Graduation Rates: Comparison data 16-17 through 22-23
- Course Enrollment: Comparison data 22-23 & 23-24

### Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for students that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause(s)
Students earning <a href="#">"NC" grades</a> in 22-23 SY	<ul style="list-style-type: none"> <li>● Students not feeling connected to school (i.e. activities/athletics)</li> <li>● Students not completing coursework to demonstrate mastery</li> <li>● Students not attending class consistently to show mastery</li> <li>● Students lacking the skillset to be successful academically</li> </ul>
Number of students of color taking advance level courses (Pre-AP/AP/CIHS/RS/PNW Tech Credit) <a href="#">See 23-24 Advanced Course Distribution by Ethnicity</a> below	<ul style="list-style-type: none"> <li>● Students not feeling prepared academically to enroll in advanced courses</li> <li>● Students from traditionally underserved groups not feeling invited to or welcomed into advanced courses</li> </ul>



## 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	Measures
<p><b>Goal 2:</b> Responsible, Resilient, Empathetic Learners:</p> <ul style="list-style-type: none"> <li>★ <b>Short Term Goal:</b> Increase percentage of students involved in clubs/activities in 23-24 SY from 22-23 SY</li> <li>★ <b>Long Term Goal:</b> By increasing student <b>connectedness</b> in school, students will feel a sense of belonging and becoming to build viable <b>pathways</b> at BHS for post high school success</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers identify one at-risk student in their classroom to engage as a silent mentor. Staff will document their interactions via a check and connect <a href="#">google doc</a> on a weekly basis</li> <li>2. Student surveys that identifies needs and supports (i.e Panorama SEL Survey; WA Healthy Youth Survey)</li> <li>3. Tracking student access and attendance in ASB clubs/activities (i.e. LatinX, BHS Ambassadors, Student Voices Club)</li> </ol>
<p><b>Goal 4</b> Innovative, Creative, Critical Thinkers:</p> <ul style="list-style-type: none"> <li>★ Increased percentage of students who take and complete at least one AP/CHS/CTE/RS class in 23-24 from 22-23 SY(77%)</li> <li>★ Increase students eligible for Washington State Guaranteed Admissions Program</li> </ul> <p>Equity Means: Equity means encouraging students to apply learning to solve real-world, culturally relevant challenges</p>	<ol style="list-style-type: none"> <li>1. Intentional recruitment of students from traditionally underrepresented groups to take Advanced courses               <ol style="list-style-type: none"> <li>a. Open house for CTE</li> <li>b. Utilizing safe, supportive, trusting relationships between students from traditionally underrepresented groups and teachers they trust most to encourage students who could potentially be successful in an advanced course to take that course.</li> </ol> </li> <li>2. Increased course requests for Advanced courses by students from traditionally underrepresented groups</li> </ol>



<p><b>Goal 5:</b> Ready for Lifelong Success after Graduation</p> <p>★ 100% on-time graduation rate (excluding future ATP, who will be continuing on in the system)</p> <p><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-&amp;-career readiness graduation requirements</i></p>	<ol style="list-style-type: none"> <li>1. Decrease the number of seniors who have not yet completed graduation requirements in the English or Math Graduation pathways from 119 (64 with pending course sequences or scores awaiting approval, and 55 without) coming into 23-24 to 0 by the end of school year</li> <li>2. <a href="#">Senior Grad Tracking Google Doc</a> with grad pathways identified for each senior in class</li> <li>3. Decrease in the number of NCs by class of 2024 throughout the school year as shown in quarterly grade reports (i.e staff data dives)</li> <li>4. Increase the percentage of 9th grade students on track to graduate by completing 6 credits or more by the end of 2023-2024 school year</li> </ol>
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**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 that if we identify students who are at-risk of not being successful academically then establish positive relationships with them, those students will become more connected to school and thus be successful academically.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: All Staff will adopt a minimum of one student who is considered at-risk to check and connect with on a regular basis during the school year.



### Instructional Practices & Equity Strategies

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

- Staff will continue to collaborate and engage in PLCs focused on addressing student needs
- Continued Professional Development via SDLT Directed Early Release Days
- Use of silent mentoring (i.e. Check and Connect) strategies to identify and connect with students who are struggling and at-risk
- Paws Time Intervention on Wednesdays & Thursdays during 23-24 SY
- Students will be provided the opportunity to join or create culturally relevant/ representative clubs/activities (i.e Club Time Fridays)
- Build connections with students to school via:
  - [Daily Bulletin Announcements by ASB](#)
  - Thursday Cougar Cast by ASB
  - Club Time Fridays
  - Link Day for 9th grade
  - Cougar Day 2024

### **GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps**

#### Theory of Action

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

#### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: Decrease the failure rate from 3.2% in 22-23 SY to 1.6% or lower in 2023-2024.

### Instructional Practices & Equity Strategies

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

- Continued use of components of SIOP instructional strategies into classroom based lessons



- Staff will continue to collaborate and engage in PLCs focused on addressing student needs
- Continued Professional Development via SDLT Directed Early Release Days
- Use of silent mentoring (i.e. Check and Connect) strategies to identify and connect with students who are struggling and at-risk
- Paws Time Intervention on Wednesdays & Thursdays during 23-24 SY
- Wednesday after school drop-in tutoring: Peer tutoring provided by National Honor Society Students
- After school tutoring by department on selected days in week by providing an activity bus on M/T/TH for transportation

#### **GOAL 4:**

##### Theory of Action

Based on the data and root cause analysis we completed, we believe that if we intentionally recruit students from traditionally underrepresented groups who have the skills to be successful in advanced courses (Pre-AP/AP/CHS/CTE College Tech Prep/RS) to take those courses, we can increase the equity of representation in our advanced courses.

##### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows:

Prior to the course selection process for the 24-25 school year, we will survey students on the staff member they feel most connected with, and then utilize that information to have those staff members encourage students from traditionally underrepresented groups who have the skills to be successful in advanced courses (pre-AP/AP/CHS/CTE/College Tech Prep/RS) to take those courses, increasing the equitable representation in our advance course programs from the 23-24 baseline.

##### Instructional Practices & Equity Strategies

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

1. Teachers will continue to foster an inclusive classroom in which all students have the opportunity to engage in worldly classroom discussions, sharing personal thoughts and ideas without judgment





2. Encourage teachers to utilize their professional learning regarding UDL, SIOP, and Culturally Responsive pedagogy to create welcoming classroom environments for students from diverse backgrounds

### **GOAL 5: Ready for Lifelong Success after Graduation**

#### 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 2023-2024 school year, then students will be on schedule to graduate in June of 2024 and continue on in their chosen career path after high school.

#### Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 5 is as follows: 100% on-time graduation rate (excluding future ATP) for the class of 2024.

#### Instructional Practices & Equity Strategies

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

- Continued use of components of SIOP instructional strategies into classroom based lessons
- Staff will continue to collaborate and engage in PLCs focused on addressing student needs
- Continued Professional Development via SDLT Directed Early Release Days
- Use of silent mentoring (i.e. Check and Connect) strategies to identify and connect with students who are struggling and at-risk
- Paws Time Intervention on Wednesdays & Thursdays during 23-24 SY
- Senior grad checks: At-risk senior letters in Sept.; End of 1<sup>st</sup> Sem.; End of 3<sup>rd</sup> Qtr.; Senior Check out in June. Check & connect with at-risk seniors quarterly

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### **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
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Teachers identify one at-risk student in their classroom to engage as a silent mentor. Staff will document their interactions via a check and connect <a href="#">google doc</a> on a weekly basis	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> <li>• Increased participation in ASB Clubs</li> <li>• Increased participation in Athletics</li> <li>• Link Advisors</li> <li>• Student Ambassadors</li> <li>• NHS Tutors</li> <li>• Science Mentors</li> <li>• Math Mentors</li> <li>• Cougar Day</li> <li>• Cougar Madness</li> </ul>	Quarterly <ol style="list-style-type: none"> <li>1. 1st Qtr: Nov. 3rd</li> <li>2. Dec. 15th</li> <li>3. 2nd Qtr: Jan. 29th</li> <li>4. Feb 26th</li> <li>5. 3rd Qtr: April 5th</li> <li>6. 4th Qtr: June 7th</li> </ol>
Student surveys that identify needs and supports (i.e Panorama SEL Survey; WA Healthy Youth Survey)	<ul style="list-style-type: none"> <li>• Increased completion rate of Panorama SEL survey</li> <li>• Increased completion rate of WA Healthy Youth Survey</li> </ul>	Twice yearly  Yearly
Tracking student access and attendance in ASB clubs/activities (i.e. LatinX, BHS Ambassadors, Student Voices Club)	<ul style="list-style-type: none"> <li>• Student club attendance tracking tool. (under development)</li> </ul>	Weekly
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		
<b>Use of PLCs to develop lessons using SIOP Instructional strategies:</b>	<ul style="list-style-type: none"> <li>• Baseline data per PLC focus &amp; goals</li> <li>• School Grade Data</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Individual Early Release Days</li> <li>• SDLT Directed Days</li> </ul>



<p>Teachers identify pockets of students who are in need of academic, social, emotional support within their PLCs</p>	<p>per quarter</p>	<ul style="list-style-type: none"> <li>• Paraprofessional Hours</li> <li>• End of 1st Qtr; End of 1st semester; End of 3rd Qtr; End of 2nd semester</li> </ul>
<p><b>Use of Paws Intervention Time</b> (Building wide Tier 1 intervention): Wednesdays/Thursday Last 15 minutes of each class devoted to additional academic support for students below a "B-" grade with missing assignments</p>	<ul style="list-style-type: none"> <li>• Paws Time Exit Ticket</li> <li>• Attendance data/Referral data</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly exit ticket completed by students in block classes</li> <li>• Weekly referral data will be reviewed to identify students who have been referred for skipping PAWS</li> </ul>
<p>Use of <b>silent mentoring</b> (i.e. Check and Connect) strategies to identify and connect with students who are struggling and at-risk</p>	<ul style="list-style-type: none"> <li>• Silent Mentoring tracking sheet</li> <li>• Staff Meetings used to check in with teachers to share progress with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking form will be completed weekly during PAWS time</li> <li>• Up to 5 staff members will be asked to share their experience with silent mentoring</li> </ul>
<p><b>GOAL 4: Innovative, Creative, Critical Thinkers</b></p>		
<p>Intentional recruitment of students from traditionally underrepresented groups to take Advanced courses</p> <ul style="list-style-type: none"> <li>• Open house for CTE</li> <li>• Utilizing safe, supportive, trusting relationships between students from traditionally underrepresented groups and teachers they trust most to encourage students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation by staff in recruiting students from traditionally underrepresented groups to take Advanced courses</li> </ul>	<ul style="list-style-type: none"> <li>• January, February in anticipation of the course selection process.</li> </ul>



who could potentially be successful in an advanced course to take that course		
Increased course requests for Advanced courses by students from traditionally underrepresented groups	<ul style="list-style-type: none"> <li>Increased requests for Advanced Courses by students from traditionally underrepresented groups</li> </ul>	At the end of the course selection process.
<b>GOAL 5: Ready for Lifelong Success after Graduation</b>		
Decrease the number of seniors who have not yet completed graduation requirements in the English or Math Graduation pathways from 119 coming into 23-24 to 0 by the end of school year	<ul style="list-style-type: none"> <li>Number of seniors having completed Graduation Pathways</li> <li><a href="#">Senior Grad Tracking Google Doc</a> with grad pathways identified for each senior in class</li> </ul>	Quarterly
Decrease in the number of failing grades by class of 2024 throughout the school year as shown in quarterly grade reports (i.e staff data dives)	<ul style="list-style-type: none"> <li>Number of failing grades</li> </ul>	Monthly
Increase the percentage of 9th grade students on track to graduate by completing 6 credits or more by the end of 2023-2024 school year	<ul style="list-style-type: none"> <li>Percentage of students passing at least 6 classes per grading period</li> </ul>	Quarterly

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## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Bothell 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:

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- Per the CBA, teachers are responsible for 10 hours of professional development designed by the district focusing on UDL, SIOP, and other Culturally Responsive pedagogical practices. These hours can be completed either in person or asynchronously
- Per the CBA, the Bothell High School SDLT has identified four dates on early release Wednesdays (one per quarter) in which they have identified professional development topics
  - In October, the focus will be emergency preparedness, ELL and Special Education
  - In January, the focus will be on Mental Health awareness and Suicide Prevention.
  - In March, the focus is still to be determined based on needs arising during the first semester of the school year
  - In May, the focus will be on development of the SAP for the 24-25 school year

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