



2024-25 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.

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 strive and value partnering with our parents and community to provide the means and resources to assist students in achieving their maximum learning potential at Bothell High School.

- Continued recruitment of parent volunteers for school events on campus throughout the school year
 - Volunteer for Welcome Back Assembly 2024 with Zach LaVine HS Jersey Retirement & LaVine Court Naming Ceremony
 - Volunteer Chaperones for school events (Back to School Fair; Homecoming Dance/Senior Prom)
 - Quarterly Latino Engagement Family Nights in 24-25 SY
 - October 2024
 - January 2025
 - February 2025
 - May 2025
 - ASB sponsored Cougars in the Courtyard events for community and staff & student body
 - Recruitment of parent volunteers for June 6th Cougar Day 2025
 - Continued promotion of The Washington [Guaranteed Admission Program](#) to BHS students/families
 - Continued collaboration/partnership with UW Bothell via Latino Leadership Initiative for mentorship with our latino students & families (March - May 2025)
 - Collaboration with Seattle Nurses Association to conduct Flu & Covid Vax clinic at BHS in the Fall of 2024 and Spring 2025
 - ASB sponsored blood drive with Bloodworks Northwest at BHS

Revised March 2024



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

Quantitative Data	Qualitative Data	Experiential Data
<ol style="list-style-type: none"> 1. Attendance Data 22-23 & 23-24 SY 2. Demographic Data 22-23 & 23-24 SY 3. End of Course Grades 22-23 & 23-24 SY 4. Discipline Data 22-23 & 23-24 SY 5. Graduation Rate Data 22-23 & 23-24 SY 	<ol style="list-style-type: none"> 1. Panorama SEL 2. Bothell B.L.U.E. 	<ol style="list-style-type: none"> 1. Bothell B.L.U.E. street data 2. Student Senate data 3. ASB Poll Data 4. Panorama SEL 5. ASB Activity/Club Participation Data



2024-27 Racial and Educational Justice Framework

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 “F, I or NC” End of Course Grades. In particular, the percentage of Hispanic/Latino students who earn a “F, I, or NC grade is higher than other demographic groups (i.e. African-American/Black; Asian; Multiple)at BHS.

ethnicity	% with F, I, or NC	# Students with F, I, NC	Total Students
African American or Black	30.9%	17	55
American Indian or AK Native	50.0%	1	2
Asian	9.6%	27	281
Hispanic/Latino	32.0%	89	278
Multiple	17.0%	33	194
Native Hawaiian or Paclslander	20.0%	1	5
White	12.9%	120	929
Total	16.5%	288	1744

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/clubs/athletics) in some way
- Students not completing coursework to demonstrate mastery
- Students not attending class consistently to show mastery
- Students lacking the skillset to be successful academically



Northshore School District 2024-2027 Racial & Educational Justice Framework

- 1A: Students feel like they have the agency to tell an adult when discriminatory incidents occur
- **1B: Students have awareness about how to advocate for their self and their peers**
- 1C: Students have the access to inform and shape anti-discrimination protocols at the school level and policies at the district level
- 1D: Students have a deepened understanding about microaggressions and identity-based slurs

Data Review & Analysis

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

Access or Outcome Gap	Root Cause
Students earning "F, I, NC" grades in 23-24 SY	<ul style="list-style-type: none"> ● Students not feeling connected to school (i.e. activities/athletics) ● Students not completing coursework to demonstrate mastery ● Students not attending class consistently to show mastery ● Students lacking the skillset to be successful academically

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	Measure
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <ul style="list-style-type: none"> Decrease the percentage of failures (F, I, NCs) of Hispanic/Latino students by 50% in 24-25 SY than in 23-24 SY <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<ol style="list-style-type: none"> Staff collaboration and engagement in PLCs focused on addressing student needs Continued Professional Development by staff via SDLT Directed Early Release Days Decrease in the number of failing grades by Hispanic /Latino Senior ELD students as shown in quarterly grade reports (a.k.a. progress monitoring) Continued use of components of SIOP instructional strategies into classroom based lessons
<p>Goal 5: Ready for Lifelong Success after Graduation</p> <ul style="list-style-type: none"> 100% on-time graduation rate (excluding future ATP, who will be continuing on in the system) for the Class of 2025 <p>Equity Means: <i>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</i></p>	<ol style="list-style-type: none"> Decrease the number of seniors in the Class of 2025 who are at-risk of graduation coming into 24-25 SY to 0 by the end of school year Use of Senior Grad Tracking Google Doc to track Class of 2025 seniors who are at-risk as identified by counselors Decrease in the number of failing grades by Class of 2025 throughout the school year as shown in quarterly grade reports (i.e staff data dives) Increase the percentage of 9th grade students on track to graduate by completing 6 credits or more by the end of 2024-2025 school year



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 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 percentage of failures (F, I, NCs) of Hispanic/Latino Senior ELD students by 50% in 24-25 SY than in 23-24 SY

Instructional Practices & Equity Strategies

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

- Grouping of ELD students by grade level cohorts to maximize ELD support in core subject areas
- 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 BHS MTSS intervention strategies by staff
- Implementation of Bothell B.L.U.E. (BELIEVE/LEAD/UNITE/ENGAGE)



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 2024-2025 school year, then students will be on schedule to graduate in June of 2025 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 2025.

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
- Identified grad pathways for each senior in the Class of 2025
- Senior grad checks: At-risk senior letters in Sept.; End of 1st Sem.; End of 3rd Qtr.; Senior Check out in June. Check & connect with at-risk seniors quarterly

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.

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GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
<p>Use of PLCs to develop lessons using SLOP Instructional strategies: Teachers identify pockets of students who are in need of academic, social, emotional support within their PLCs</p>	<ul style="list-style-type: none"> • Baseline data per PLC focus & goals • School grade Data per quarter 	<ul style="list-style-type: none"> • Teacher Individual Early Release Days • SDLT Directed Days • 2nd staff meeting of every month • Paraprofessional Hours • End of 1st Qtr; End of 1st semester; End of 3rd Qtr; End of 2nd semester
<p>Grouping of ELD students by grade level cohorts to maximize ELD support in core subject areas</p>	<ul style="list-style-type: none"> • School grade data per quarter 	<ul style="list-style-type: none"> • End of 1st Qtr; End of 1st semester; End of 3rd Qtr; End of 2nd semester
<p>Student surveys that identify needs and supports (i.e Panorama SEL Survey)</p>	<ul style="list-style-type: none"> • Increased completion rate of Panorama SEL survey 	<ul style="list-style-type: none"> • Twice yearly



GOAL 5: Ready for Lifelong Success after Graduation		
Decrease the number of seniors in the Class of 2025 who are at-risk of graduation coming into 24-25 SY to 0 by the end of school year	<ul style="list-style-type: none"> Number of seniors having completed Graduation Pathways 	Quarterly
Decrease in the number of failing grades by class of 2025 throughout the school year as shown in quarterly grade reports (i.e staff data dives)	<ul style="list-style-type: none"> Number of failing grades 	Monthly
Increase the percentage of 9th grade students on track to graduate by completing 6 credits or more by the end of 2024-2025 school year	<ul style="list-style-type: none"> Percentage of students passing at least 6 classes per grading period 	Quarterly

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:

- 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 dates on early release Wednesdays in which they have identified professional development topics
 - In January, the focus is still to be determined by SDLT for the 24-25 school year
 - In March, the focus is on MTSS Interventions & supports for students
 - In May, the focus is still to be determined by SDLT for the 24-25 school year

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