



2025-26 Strategic Action Plan

At Bothell High School, we are committed to and provide a safe and inclusive community that challenges each student to think critically, apply knowledge, participate positively, and develop skills to contribute locally and globally.

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.

Identify a Focus or Question

Define a specific goal, problem, or area of improvement.

Gather Data and Evidence

Collect relevant information (e.g., student achievement data, surveys, attendance records, teacher input).

Analyze the Data

Look for patterns, root causes, and contributing factors- what is the data telling us?

Develop and Implement an Action Plan

Based on findings, decide on strategies or interventions to address the finding.

Monitor Progress

Track the implementation and impact of your actions using data and regular check-ins.

Reflect and Adjust

Evaluate what worked, what didn't, and revise your plan accordingly. This leads back to Step 1, continuing the cycle of improvement.

Community Engagement

Partnering with Families and the Community at Bothell High School

At Bothell High School, we deeply value our partnerships with parents and the wider community. These relationships are essential in providing the support, resources, and opportunities our

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students need to reach their full learning potential.

We are committed to continuing and expanding our efforts in the following areas:

Parent and Community Engagement

- Soliciting Parent and Community Feedback on Strategic Action Plan and school-wide improvement.
 - SDLT input and feedback on SAP goals: 9 September - 12 September 2025
 - PTSA input on feedback on SAP goals: 2 October 2025

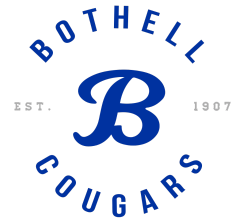
Inviting parents to participate in our Cougars of the Quarter which honors students of recognition

- Collaboration with community members to identify volunteers who can contribute meaningfully to the student experience at BHS, including:
 - Volunteer chaperones for related school events
 - Support at key events such as:
 - Back to School Fair
 - Cougars in the Courtyard
 - Picture Day
 - Curriculum Night
 - Dances
 - Incoming Freshman Night
 - General campus supervision needs throughout the year
 - Connecting alumni to support our vision and to become more involved in supporting and promoting our school culture.
 - Culture Fair

Family Outreach and Support

- Continuation of our Monthly Latino Family Engagement Nights for the 2025–2026 school year, fostering strong relationships and open communication with our Latino families. All meetings are 6:00-7:30 PM.
 - Thursday, 25 September: Informational Night for BHS Latino Families in SPED
 - Wednesday, 22 October: Kick-Off Event: Connecting with the Bothell Community:
 - *Guest Speaker: Osbaldo Del Real

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- *Ana Short, Mental Health Specialist
 - *Bothell Police: Captain Mike Johnson, Officer Cabrera Soriano and Cam Johnson
 - *Rights & Responsibilities
 - *Process to bring/share a school/teacher concern
 - Ideas for topics for future meetings (parent survey)
 - Resource Table (Ana)
 - Thursday, 13 November: Navigating School Resources and Supports
 - Guest Speaker: Omar Marquez Everett College
 - Ana Short mental health support for families
 - Academic Supports at Bothell High School
 - Academic Supports in the Bothell Community
 - Wednesday, 10 December: Posada Latino Family Holiday Celebration
 - Thursday, 5 February: Navigating Educational Options
 - Class registration
 - High School and Beyond Plan [and how to navigate Schoolinks]
 - Wanic Info (Teacher- and student-led information and promotion)
 - Deadlines and process
 - Options and opportunities
 - Thursday, 19 March: Navigating Summer Opportunities
 - Running Start
 - Internships
 - [Opportunity to bring in a topic of interest from Family Feedback Form]
 - Thursday, 30 April: Conversation with Kimberly
 - What are your hopes?
 - What are your concerns?
 - What has worked well?
 - How can we better partner with you/our Spanish-speaking Families?
 - Friday, 15 May: Latino Family Staff Appreciation Luncheon [10:30 AM - 1:00 PM]
 - Tuesday, 2 June: Latino Graduation Celebration

Student Enrichment Through Community Partnerships

- ASB-sponsored Cougars in the Courtyard events designed to strengthen connections between students, staff, and the community
- Ongoing partnership with UW Bothell through the Latino Leadership Initiative, providing mentorship opportunities for Latino students and families (March–May 2026)
- ASB-sponsored Blood Drive in collaboration with Bloodworks Northwest, hosted at BHS
- Partnership with the WaNIC Culinary Arts program and local vendors to support student-led food judging contests

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- Continued collaboration with local vendors and organizations to support field trips and experiential learning opportunities

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
- Panorama Data
- SBA

Quantitative Data	Qualitative Data	Experiential Data
<ol style="list-style-type: none">1. Attendance Data2. Demographic Data3. End of Course Grades4. Discipline Data 22-235. Graduation Rate Data	<ol style="list-style-type: none">1. Panorama SEL	<ol style="list-style-type: none">1. Bothell B.L.U.E. street data2. Student Senate data3. ASB Poll Data4. Panorama SEL5. ASB Activity/Club Participation Data6. Link Crew data7. SDLT Feedback

2024-27 Racial and Educational Justice Framework

Anti-Discrimination & Microaggressions

POWER: Student Voice & Reporting Systems

- Implement multiple student-friendly ways to report discrimination:
 - Anonymous reports (e.g., Vector Alerts)
 - Trusted adults (staff, trained student leaders like Link Crew)
 - HIB forms available in the Main Office

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- Train staff and student leaders to be safe, informed points of contact
 - Build a “See Something, Say Something” culture
 - Set staff goals around relationship-building and trust
 - Make reporting systems transparent and accessible:
 - Include in Student Handbook
 - Share during September grade-level presentations and February video reminders
 - Use ParentSquare for ongoing communication and updates

PRACTICES: Advocacy & Awareness

- Deliver early-year presentations on:
 - Reporting procedures
 - Recognizing and responding to discrimination
- Partner with local equity groups to host assemblies and workshops on bias, microaggressions, and peer advocacy

POLICY: Student Engagement

- Involve students in anti-discrimination work, e.g. District Discipline Committee
- Student led assembly on HIB
- Using the Cougar Cast for messaging

PEDAGOGY: Anti-Bias Education

- Integrate learning on microaggressions, identity, and bias
- Embed in ELA, Social Studies, and Advisory
- Align with schoolwide events and speakers

Data Review & Analysis

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

Gap Identified:

Chronic absenteeism is creating a significant barrier to learning, particularly for our Hispanic/Latino students. When students miss school regularly, they lose access to critical instruction, support services, and enrichment opportunities. This has a disproportionate impact on historically marginalized groups, including our Hispanic/Latino community, leading to gaps in

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academic achievement, reduced participation in extracurricular activities, and limited engagement in credit-earning and college/career readiness opportunities.

How it shows up:

- Students with chronic absenteeism (missing 10% or more of school days) struggle to keep up with course content, resulting in lower grades and increased failure or course withdrawal rates.
- Missed instructional time reduces access to core academic learning and interventions such as tutoring, IEP/504 services, and social-emotional supports.
- Students who are frequently absent often miss key experiences like college visits, assemblies, guest speakers, and other school-sponsored enrichment.
- Attendance issues disproportionately affect students from low-income households, students of color, students experiencing housing insecurity, and students with disabilities.

Contributing Factors:

- Transportation challenges or housing instability
- Family responsibilities or the need to work
- Health concerns (physical or mental) without sufficient support
- Lack of strong school-to-home communication or engagement
- Lack of culturally responsive teaching practices and curriculum that reflects the lived experiences, values, and identities of our diverse student population
- School climate or cultural disconnect making students feel unwelcome or unseen

Equity Impact: Poor attendance widens existing opportunity gaps by limiting:

- Access to grade-level curriculum and academic progress
- Participation in dual credit, internships, and extracurricular programs
- Eligibility for graduation and postsecondary pathways

Equity-Driven Response:

- Track and analyze attendance data disaggregated by student group to identify patterns and root causes
- Implement tiered attendance interventions that are culturally responsive and relationship-based

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- Assign trusted adults (teachers, Counselors, Campus Security) to monitor and check in with at-risk students
- Reframe messaging to focus on the benefits of being at school rather than punishment for being absent
- Incorporate students' cultural backgrounds into lessons, examples, literature, and historical narratives
- Design learning experiences that are connected to students' lives, communities, and futures.
- Involve students in shaping class norms, choosing reading materials, or selecting project topics, so they feel more ownership and investment in their learning.
- Use bilingual resources in the classroom to support student learning

Access or Outcome Gap	Root Cause
<p>Academic Performance: Frequent absences correlate with lower grades, increased course failures, and higher rates of course withdrawals among Hispanic/Latino students.</p> <p>Instructional Access: Students miss critical class time and interventions (e.g., tutoring, IEP/504 support, SEL services), hindering their ability to stay on track academically.</p> <p>College & Career Readiness: Absenteeism reduces participation in experiences that build college/career awareness (e.g., college visits, enrichment activities, guest speakers).</p> <p>Engagement & Belonging: Students may feel disconnected from school culture, particularly when instruction lacks cultural relevance or when school climate is perceived as unwelcoming.</p>	<p>Chronic Absenteeism due to:</p> <ul style="list-style-type: none">• Transportation issues and housing instability• Family obligations or employment needs• Inadequate support for physical and mental health• Weak school-home communication• Lack of culturally responsive instruction• Perceived cultural disconnect or lack of representation in curriculum



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><u>District Goal 2</u> Responsible, Resilient, Empathetic Learners</p> <p>BHS Goal Statement:</p> <p><i>By June 2026, 85% (227) of Hispanic/Latino students will consistently demonstrate responsible, resilient, and empathetic behaviors</i></p> <p>Equity Means: Each student embraces their own voice, accepts ownership of their actions and experiences, and honors the diversity, unique needs, and contributions of others.</p>	<p>Measures are designed to evaluate the school's progress in developing students as Responsible, Resilient, and Empathetic Learners by tracking both observable behavior and internal skill development</p> <p>Measures:</p> <ul style="list-style-type: none"> • A decline in behavior referrals related to defiance, non-compliance, and peer conflict from the start of the school year. • Improved scores on student self-assessments of SEL competencies- Panorama Survey (administered Fall and Spring) in comparison to Spring 2025 Panorama data.
<p><u>District Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>BHS Goal Statement: <i>By June 2026, Bothell High School will increase the percentage of Hispanic/Latino students meeting or exceeding grade-level standards in ELA and Math.</i></p>	<p>Measures are designed to increase enrollment and completion rates for traditionally underrepresented student groups in advanced coursework and support programs.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Smarter Balance Testing Scores (Spring) • Course registration in the Spring

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School Goals	Measure
<p>10% of the 140 students who took the Math SBA in 2024 scored a level 3. We would like to see 25% of the total number of students who take the test to score a level 3 on the Math SBA 2025.</p> <p>17% of the 14 students who took the ELA SBA in 2024 scored a level 3. We would like to see 25% of the total number of students who take the test to score a level 3 on the ELA SBA 2025.</p> <p>For the class of 2025, 42 out of 78 Hispanic/Latino students completed 4 years of math. We would like to see a 10% of more increase in the number of Hispanic/Latino students completing 4 years of Math</p> <p>Equity Means: Each student actively engages in rigorous, standards-based curriculum, effective instruction, timely enrichment and intervention, and proactive social-emotional supports.</p>	
<p><u>District Goal 5</u> Ready for Lifelong Success after Graduation</p> <p>BHS Goal Statement: By June 2026, Bothell High School will increase the percentage of Hispanic/Latino graduating seniors who meet at least two post-secondary readiness indicators as measured by school and district data by 10%</p> <p>Equity Means: Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college and</p>	<p>Increased percentage of students accessing and completing postsecondary planning milestones.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Completion of a High School and Beyond Plan aligned to career/college goals • Completion and submission of the FAFSA/WASFA

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School Goals	Measure
career readiness graduation requirements.	
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<u>District Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps BHS Goal Statement: <i>By June 2026, Bothell High School will increase the percentage of Hispanic/Latino students meeting or exceeding grade-level standards in ELA and Math.</i> <i>10% of the 140 students who took the Math SBA in 2024 scored a level 3. We would like to see 25% of the total number of students who take the test to score a level 3 on the Math SBA 2025.</i>	Measures are designed to increase enrollment and completion rates for traditionally underrepresented student groups in advanced coursework and support programs.



School Goals	Measure
<p>17% of the 14 students who took the ELA SBA in 2024 scored a level 3. We would like to see 25% of the total number of students who take the test to score a level 3 on the ELA SBA 2025.</p> <p>For the class of 2025, 42 out of 78 Hispanic/Latino students completed 4 years of math. We would like to see a 10% of more increase in the number of Hispanic/Latino students completing 4 years of Math</p> <p>Equity Means: Each student actively engages in rigorous, standards-based curriculum, effective instruction, timely enrichment and intervention, and proactive social-emotional supports.</p>	

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.

Theory of Action

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.

Theory of Action: If Bothell High School implements high-quality, culturally responsive, and standards-aligned instructional practices, and if we ensure that every student has access to timely academic, behavioral, and social-emotional interventions through a Multi-Tiered System of Support (MTSS), and if we foster a school culture grounded in equity, inclusion, and belonging, then all students—especially those historically underserved—will experience meaningful academic growth, build the social-emotional skills needed for success, and graduate ready for lifelong learning, career pathways, and civic engagement.



Instructional Practices & Equity Strategies

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

Through Administration's weekly Learning Walks, we will be looking for the components to the Danielson Framework, Criterion 1: Centering instruction on high expectations for student achievement

High-Impact Instructional Strategies

- Use formative assessment and timely feedback to guide learning (1f)
- Clearly stating what students are expected to learn and how they will know they've been successful (1a)
- Clear, structured, step-by-step approach to teaching new content or skills.
- Students work together to explore content, solve problems, or teach one another (1e)
- Providing temporary supports that are gradually removed as students become more independent.

Differentiated Instruction (includes components of REJ as well)

- Adjust content, process, or product based on student readiness, interests, and learning profiles (1b)
- Provide targeted scaffolds and supports for students needing additional help, especially in rigorous coursework (1b)

High Expectations and Support for All Students (REJ)

- Teachers believe in the potential of all students and push them academically.
- Scaffold learning so students at different levels can access rigorous content.
- Provide individualized support for students who need it (language learners, students with IEPs, etc.)

Student Voice and Empowerment (REJ)

- Students help shape classroom norms, curriculum topics, or project choices.
- Students are encouraged to share their perspectives and challenge injustice.

For Certificated Staff that are on a Focused Evaluation, Administration will be evaluating these staff members on: Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

- 4d: Contributing to the School and District
 - Relationships with colleagues
 - Service to the school
 - Participation in school and district projects Component

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- 4e: Growing and Developing Professionally
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession Component
 - 4f: Showing Professionalism
 - Service to students
 - Advocacy
 - Decision making

As part of our intervention work with MTSS, 15 minute interventional minutes have been added to each block class on Wednesdays and Thursdays- P.A.W.S (Pause and Work/Study) Time.

Teachers use this time to do the following:

- Reteach content to students as a whole class or in small groups
- Work individually with students where needed
- Engage in mindful activities to get to know students better
- Encourage students to work in small groups
- Encourage students to engage in social activities
- Encourage students to take "brain breaks"

Through after school detention and restorative training for staff (part of our MTSS sessions) we hope to achieve the following outcomes:

- Implementation of restorative conversations and conflict resolution strategies to build community and address behavior issues (2d)
- Instead of imposing classroom rules, co-create community agreements or norms with students at the start of the semester- table group norms
- Emphasize accountability and repair situations in which discipline is issued to support resilience and empathy (2d)
- Use language that emphasizes reflection and empathy, such as:
 - "What happened?"
 - "Who was affected?"
 - "What needs to be done to make things right?"
- Restorative Re-entry Meetings: Held when students return from suspension. Building empathy, accountability, and community-building through Tier 2 interventions.

Student Growth Goals (SGG- MTSS)

- Use assessments (formative and summative) to determine SGG(s) based on Essential Standards.
- Use effective Tier 1 and Tier 2 interventions and strategies to support SGG outcomes.
- Monitor student progress to determine effectiveness of instructional strategies and interventions.



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- Collaborate with colleagues (PLCs and/or Teams) to discuss student outcomes and plan for interventions.
 - Reflect on practice to improve long-term decision making and planning.

Data-Informed Decision Making (MTSS)

- Regularly analyze disaggregated student data (academic, behavioral, attendance) to identify gaps (1f)
- Use data to guide targeted interventions and monitor progress for Hispanic/Latino students and other underserved groups (3e)

Family & Community Engagement (Danielson Framework and REJ)

- Partner with families and community organizations to support culturally affirming practices and college/career readiness (4c)
- Host events and communications that welcome Hispanic/Latino families and celebrate diversity
- Annual goals for Counselors include working more closely with our Hispanic/Latino students that are underperforming and engaging families in meetings and communication
- Counselors will rotate attendance on Hispanic/Latino family nights
- Culturally and linguistically inclusive communication

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
GOAL 2: Responsible, Resilient, Empathetic Learners		



Measures	Metrics	Dates of Data Review
By June 2026, Bothell High School will help students grow in responsibility, resilience, and empathy by integrating social-emotional learning, restorative practices, and inclusive teaching across all grade levels.	Student Voice & Self-Reflection Review Panorama data in fall and spring to measure student self-perception around responsibility, resilience, and empathy. <ul style="list-style-type: none"> • SDLT review • Whole staff review • Student Panel review 	Panorama data will be reviewed in the Fall and Spring
	Behavior & Discipline Data <ul style="list-style-type: none"> • Reduction in referrals for non-compliance, peer conflict, and HIB. • Increase in restorative resolutions (e.g., narrative reflection during after-school detention). 	Discipline and Attendance data will be reviewed monthly with Administration and quarterly with SDLT
	Staff Observation & Inclusive Practices Classroom walkthroughs and evaluations aligned with Criterion 1 (Creating an Inclusive Environment).	Classroom Walkthroughs will be conducted weekly until the end of the school year
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
By June 2026, Bothell High School will strive for	Academic Growth	SBA Data will be reviewed at the end of the year when

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Measures	Metrics	Dates of Data Review
<i>academic and social-emotional growth for every student by providing access to rigorous, standards-based instruction, timely interventions, and proactive support. Special attention will be given to closing outcome and opportunity gaps for historically underserved student groups.</i>	<ul style="list-style-type: none"> 10% of students showing growth on SBA and in core course grades. Increase in rigorous course enrollment (AP, IB, CTE, WaNIC, Dual Credit), disaggregated by student group. 	<p>available, last years data has been reviewed this year</p> <p>Course enrollment and registration will be reviewed in the late fall during Master Schedule Building</p>
	<p>Targeted Intervention & Support (PAWS, Tutoring, Credit Recovery)</p> <ul style="list-style-type: none"> There will be a reduction in the number of Hispanic/Latino students that receive one or more failing grades from the quarter to the end of each semester. 	<p>F lis/grade reports will be run quarterly/at the end of each semester to review academic improvement.</p>
	<p>Social-Emotional Growth</p> <ul style="list-style-type: none"> SEL growth via Panorama and Healthy Youth Survey (HYS). 100% of students will utilize counseling or mental health support whether inside or 	<p>Panorama data will be reviewed in the Fall and Spring</p> <p>Referral numbers for our MH Counselor will be run at each quarter</p> <p>Attendance reports are run weekly and will be reviewed with SDLT quarterly</p>

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Measures	Metrics	Dates of Data Review
	<p>outside of school.</p> <ul style="list-style-type: none"> 10% Decrease in chronic absenteeism, suspensions, and disproportionate discipline (especially Hispanic/Latino students). 	
GOAL 5: Ready for Lifelong Success after Graduation		
<p><i>By June 2026, Bothell High School will strive for every student to be prepared for lifelong success after graduation by increasing equitable access to college and career readiness experiences, meeting Washington State's graduation requirements, and providing targeted postsecondary planning—particularly for historically underserved student groups.</i></p> <p><i>Explore and address math pathways to ensure access to (and enrollment in) four years of adequately placed math that supports post-high school goals, and address opportunities for students who complete core and accelerated math requirements early.</i></p>	<ul style="list-style-type: none"> Graduation Readiness 100% of students meeting/exceeding 24-credit graduation requirements. 75% of students of graduating students completing 4 years of math, which includes being enrolled in multiple math pathways (e.g., Personal Finance, Statistics, AP/IB) Annual review of disaggregated enrollment in advanced math (by race/ethnicity, gender, FRL, ELL, SPED) and identifying patterns- complete during registration in the Spring 	<p>On track reports are reviewed at the beginning of each and at the beginning of the second semester as well as at the end of the year.</p> <p>Explore and address math pathways to ensure access to (and enrollment in) four years of adequately placed math that supports post-high school goals; address opportunities for students who complete core and accelerated math requirements early; and understand related disproportionality to access and pathway options. [Research and data year].</p> <p>Evaluates whether students have diverse math options tied to post-HS goals- Review Annually</p> <p>Measures participation equity</p>

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Measures	Metrics	Dates of Data Review
	<ul style="list-style-type: none"> In 2025, 76 graduating students identified as being Hispanic/Latino. 69 out of the 76 students graduated within this subgroup of students, which is approximately 90%. Our goal is to have 95% of students who identify as being Hispanic/Latino graduate on time for the graduating class of 2026. 	<p>in accelerated/honors math courses- review annually</p> <p>Data Dashboard- identify the percentage of Hispanic Latino students enrolled in the graduating class of 2026 and will identify the number of students who graduate on time.</p>
	<p>College & Career Readiness Indicators</p> <ul style="list-style-type: none"> Completion of High School and Beyond Plan. Meeting CADRs. Participation in dual credit, CTE sequences, or work-based learning. Disaggregate by subgroup (focus on Hispanic/Latino students). 	<p>HSBP completion amongst seniors is tracked throughout the year</p> <p>CADRS report is reviewed at the beginning of the year with the College and Career Counselor</p> <p>Enrollment in CTE. dual credit courses are reviewed at the beginning of each year</p>
	<p>Postsecondary Planning</p> <ul style="list-style-type: none"> 50% of students complete FAFSA/WASFA and college applications. Participation in college & career fairs, 	<p>FAFSA competition reports will be accessed late Spring via: https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school</p> <p>College and career fair</p>

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Measures	Metrics	Dates of Data Review
	financial aid nights, and counseling workshops.	participation reports as well as additional college related nights will be collected the day of the event for attendance purposes.
Measures	Metrics	Dates of Data Review
GOAL 2: Responsible, Resilient, Empathetic Learners		
<i>By June 2026, Bothell High School will help students grow in responsibility, resilience, and empathy by integrating social-emotional learning, restorative practices, and inclusive teaching across all grade levels.</i>	Student Voice & Self-Reflection Review Panorama data in fall and spring to measure student self-perception around responsibility, resilience, and empathy. <ul style="list-style-type: none"> • SDLT review • Whole staff review • Student Panel review 	Panorama data will be reviewed in the Fall and Spring
	Behavior & Discipline Data <ul style="list-style-type: none"> • Reduction in referrals for non-compliance, peer conflict, and HIB. • Increase in restorative resolutions (e.g., narrative reflection during after-school detention). 	Discipline and Attendance data will be reviewed monthly with Administration and quarterly with SDLT
	Staff Observation & Inclusive Practices	Classroom Walkthroughs will be conducted weekly until the end of the school year



Measures	Metrics	Dates of Data Review
	Classroom walkthroughs and evaluations aligned with Criterion 1 (Creating an Inclusive Environment).	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
By June 2026, Bothell High School will strive for academic and social-emotional growth for every student by providing access to rigorous, standards-based instruction, timely interventions, and proactive support. Special attention will be given to closing outcome and opportunity gaps for historically underserved student groups.	Academic Growth <ul style="list-style-type: none"> 10% of students showing growth on SBA and in core course grades. Increase in rigorous course enrollment (AP, IB, CTE, WaNIC, Dual Credit), disaggregated by student group. 	<p>SBA Data will be reviewed at the end of the year when available, last years data has been reviewed this year</p> <p>Course enrollment and registration will be reviewed in the late fall during Master Schedule Building</p>
	Targeted Intervention & Support (PAWS, Tutoring, Credit Recovery) <ul style="list-style-type: none"> There will be a reduction in the number of Hispanic/Latino students that receive one or more failing grades from the quarter to the end of each semester. 	F lis/grade reports will be run quarterly/at the end of each semester to review academic improvement.



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	Social-Emotional Growth <ul style="list-style-type: none">• SEL growth via Panorama and Healthy Youth Survey (HYS).• 100% of students will utilize counseling or mental health support whether inside or outside of school.• 10% Decrease in chronic absenteeism, suspensions, and disproportionate discipline (especially Hispanic/Latino students).	<p>Panorama data will be reviewed in the Fall and Spring</p> <p>Referral numbers for our MH Counselor will be run at each quarter</p> <p>Attendance reports are run weekly and will be reviewed with SDLT quarterly</p>

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 8 hours of professional development designed by the district focusing on UDL, SIOP, MTSS, REJ 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.
 - Starting in the Fall and continuing throughout the year there will be a focus on analyzing data to enhance our MTSS Interventional work and supports for students

Revised August 2025



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- Staff will receive ongoing training and support regarding ML practices
 - REJ will continue to be available through participation in committee work
 - MTSS will also be available to staff through participating in committee work
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COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

Create Clear, Accessible Communication Channels

Ensure that every stakeholder knows how they can stay informed and involved.

- Monthly Strategic Action Updates via Parent Square/ website.
- Multilingual Communication to reach all families.

Host Community Engagement Events

Build relationships and gather input through meaningful events:

- Family Focus Groups — Small, facilitated discussions targeting specific groups (ML families, families of students with IEPs, etc.)

Use Student Voice as a Driving Force

Students are the most affected by the SAP—elevate their voice intentionally.

- Continue to incorporate students in interviews, SAP presentations via a student panel, student leadership in selection of ASB officials, dance themes.
- Classroom Connections — Teachers can embed SAP goals (e.g., equity or belonging) into lessons and discussions.

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