



2026–2027 School Action Plan

Bothell High School

Section 1: The Background

School Name:	Bothell High School
Year:	2026 - 2027
The Central Vision (North Star):	Our vision for the Cougar Graduate: • Prepared for life-long learning through the cultivation of critical-thinking and quantitative-reasoning, and inquiry, collaboration, and communication skills. • Prepared to contribute to a better society for all through the cultivation of creativity, curiosity, care, purpose, and unconditional belonging. • Prepared for post-secondary career opportunities and continued education through challenging and engaging curriculum at all levels, dual credit, college in the high school courses, career and technical training, and mastery of essential standards. • Prepared for life through the development of mindsets, behaviors, and personal skills that promote Cougars to their best selves demonstrated in the Cougar Way: Believe, Lead, Unite, and Engage (B.L.U.E.).
Focus Population (Who is further from Racial and Educational Justice?):	At BHS, our target population is males generally but particularly males who are Spanish-speaking and/or designated special education.
Learning Problem (Big Picture):	Spanish-speaking and designated Special Education males at BHS are overrepresented in Learning Center (LC) Academic Lab courses, LC Math, and discipline referrals, and are more likely to complete math requirements through non-CADR courses such as Financial Math or other CTE pathways. Said conversely, our target population is underrepresented in CADR courses, dual credit and CIHS courses, and four years of rigorous math. We believe that institutional and cultural mindsets and practices contribute to these outcomes.

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>	• High frequency of LC AC Lab and/or LC Math placement. • High frequency of repeating Algebra 1. • High frequency of completing only three years of high school math – that is, disproportionately lower frequency of completing four years of high school

	math. • High frequency of taking non-CADR math sequence – third year of math is typically CTE Pathway or Financial math. • Higher frequency of discipline referrals – although 25/26 SAP work focused on reduction of referrals related to defiance, non-compliance, and peer conflict/ fighting, which was achieved. The data still demonstrated that Spanish-speaking and/or Special Education designated males were more frequently referred (for any category) than any other demographic group. • Lower frequency of taking dual credit or college in the high school courses.
The Systemic Root <i>What are the causes? Are they interconnected and how?</i>	<i>BHS Admin and Counselors met with Spanish-speaking families in May 2026 to understand root causes. We learned the following:</i> 1. Many Latine/Hispanic families shared that increased integrated school-wide events were meaningful and created bridges between the school and Spanish-speaking families (e.g. Curriculum Night and Incoming Freshman Night). 2. Families shared that frequent communication (with translated materials) was helpful and provided a sense of belonging. 3. Families shared that there is an overall belief system in the Hispanic/Latine community that reaching out to a teacher is disrespectful. Therefore, families share that when a teacher reaches out to a family by phone especially, the family/parents feel like their voice and perspective is wanted/needed. a. Use of translators is helpful. b. Use of translated emails/correspondence is helpful (but include the English version, per families). 4. Latino Family Engagement Nights focused on specific topics related to access and post-high school options are much appreciated and needed. 5. Need more information on how class selections affect post-high school options. During the 25/26 school year, BHS specifically examined our LC AC Lab and LC Math practices and subsequently decreased AC Labs; created a pilot co-taught LC Lab (higher number of students and changing the purpose/focus of the “Lab”); increased co-taught sections in math, science, and social studies (ELA stayed the same); and worked with families whose students were historically placed in LC Math and placed said students in co-taught math courses. Additionally, the Math Department strategically examined their teacher assignments to math courses and determined to reinvent the Algebra 1 course in terms of teacher, structure, and scope and sequence. Algebra 1 will focus on math confidence and literacy. The 26/27 school year is the implementation year of these institutional/systemic changes. The strategies and activities connected to this implementation work are listed in Section 3. <u>DATA: 2526 AC LAB & LC MATH PROBLEM OF PRACTICE</u> • 25/26 AC LABS (Sections/Students): 5 / 47 • 25/25 LC MATH (Sections/Students): 14 / 107

Section 3: The Interconnected Action Map

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

Our Theory of Action is that IF we strengthen instruction, culture, and structures by providing engaging, high-cognitive-demand instruction; targeted intervention and support; increased access to CADR-aligned math pathways; intentional family and peer engagement; and data-informed systems for identifying and responding to student needs, THEN students—particularly those historically experiencing inequitable outcomes—will have greater access to effective instruction, academic support, and unconditional belonging, resulting in a reduction in Ds and Fs, increased success in Math (and other core content disciplines), and fewer discipline referral

(because students are seen, heard, valued, challenged, believed in, and engaged).

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>Instructional & academic</i>	Activity: - Algebra 1 teachers foster growth mindset environments (3.2.c.2). - Teachers integrate "real-world" applications and high-cognitive-demand tasks (4.4.b.2, 4.5.b.2). - Formalize and promote CTE courses for math/CADR equivalency (4.4.b.1, 4.4.c.1). - Explore, formalize and promote additional Senior year CADR Math options. - Every teacher to select 1-2 students to focus on for SGG with targeted instruction, intervention, unconditional belonging, and data tracking. - SPED: Reduced LC AC LABS from 16 to	Resources: - Staff Meeting "PD Bytes" and Principal-directed Days (new) focused on B.L.U.E. instructional strategies and highlighting BHS classroom best practices (teachers teaching each other) 2627 PD PLAN includes learning targets - Principal-directed and Team-directed time dedicated to co-teaching support and collaboration.
Culture <i>Cultural & emotional</i>	Activity: - Continue Latino Family Engagement Nights (presented in Spanish) focused on post-high school preparation: importance of course selection, WANIC/Satellite options, math placement, FAFSA, etc. - Increase Peer Mentor opportunities in key areas: Special Education, Math, Science, and ELA. - Promote B.L.U.E. culture in all that we do from classroom to activities/athletics. - REJ Emphasis: Throughline 3 and Ken Williams' work <i>Ruthless Equity</i>. - Add the LC work doing – Math/Transition in Senior year - Mindset in SpEd "I should be working myself out of a job – working students to independence" - Pull all work done in 25/26 PoP/SAP into 26/27 plan - All IEP Reviews – pushing students into Math/equivalent – and out of LC (into co-teach – "goal by Junior year is out of LC all together"	Resources: - Revamp TA and Peer Mentor philosophy and practices (decrease TAs; increase Peer Mentors) - Support staff in accessing translation options/resources. - Family Engagement Liaison - co-designed events.
Structure	Activity:	Resources:

<i>Structural & policy</i>	● Focus on Restorative Practices and <i>unconditional mindset</i>. ○ This year's theme (the "What"): "Ready!" ○ Structure: Restorative Practices/MTSS ○ How we achieve it: B.L.U.E. (teachers model, students experience) ○ Why we do the work: Unconditional Belonging for All (staff, students, and families) ● SDLT Meetings to examine data, highly effective practices, and practical approaches to meeting student needs. ● Restructure Guidance Team to better recommend and support Tier 2 and 3 interventions using data-informed practices. ● Align Counseling Team Goal, SAP, and Student Growth Goals. ● School-wide focus on Danielson C3 aligned to SAP and B.L.U.E. ● Effective use of P.A.W.S. (Practice and Work Session) Time to target individual student needs. ● Panorama Survey (October and March) ● Discipline referral data-reviews. ● Student course selection audits (April - July) to determine math and challenge course registrations. ● Meet with Damen/Heather regarding CTE Math equivalencies and CADRs ● Reduce LC Ac Labs [and number of students in those labs] - Accomplished during master scheduling process in Spring 2025. ● Reduce LC Math and Increase Co-Taught Math at Alg 1, Geo, Alg 2 – Accomplished during master scheduling process and conferencing with LC Special Education teachers in Spring 2025. ● Continue to increase Co-Teach model.	● Common Plan/Prep period for all co-teachers (at least one in common) ● High collaboration with SDLT regarding master schedule planning and teacher assignments. ● PD Bytes, Principal-directed days, and SDLT-directed days focused on "the work" (everything connected to B.L.U.E.) ● SDLT and PD Committee Time. ● AdCo Meetings - aligned language. ● P.A.W.S. Time ● Creating "Affinity Groups" connected to individually identified professional growth areas. ● CTE Math Equivalencies & CADR approval crosswalk ○ New state crosswalk ○ District one pager
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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>P.A.W.S. Time will be used to implement interventions and target subgroups with support.</i>	<i>Which multi-dimensional system does this connect to? How and what is the implication?</i>
	<i>We will connect MTSS, REJ, Co-Teaching, and TPEP (Growth Goals) directly to the SAP and B.L.U.E. "The work" will be interconnected and reinforced in Staff Meeting PD Bytes and Principal-directed Days to 1) Keep the work at the center of what we do and 2) Keep the work within structured/defined times.</i>	
	<i>We will continue to examine the master schedule (and student placements) to utilize para (ELD and SpEd) support and co-taught classes.</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>e.g., % of classrooms observed using student-collaboration strategies.</i> 100% of students' schedules who are designated as Hispanic/Latino will be audited and corrected for CADR/Math gaps. 100% of students' schedules who are designated LC Special Education will be audited and corrected for CADR/Math gaps. 90% of classrooms will use B.L.U.E. Framework strategies (tied to Danielson and research-based best practices) observed in Learning Walks. Learning Walk calibration will also drive teacher-led PD Bytes during staff meetings.	<i>Monthly</i> <i>August and September 2026 - for Semester 1 (2627)</i> <i>February - June (27/28 registration period)</i> <i>Weekly</i>
The Experience Metric <i>How Does It Feel?</i>	<i>e.g., Student survey results on "My voice matters in this class."</i> By November 2026 and May 2027 will see 3% increase in student positive responses in the Panorama Survey related to the following categories: Classroom Effort	<i>E.g. Quarterly</i>

	• Sense of Belonging • School Climate • Supportive Relationships • Cultural Awareness/Action • Purpose (teachers providing sense of purpose in the work) HISTORICAL DATA	
The Outcome Metric <i>Did It Work?</i>	<i>e.g., Reduction in failing grades; Increase in standardized test proficiency.</i> By June 2027, BHS will decrease the total number of D and F grades awarded in Math by at least 10%, from 285 in 2025–26 to 256 or fewer in 2026–27. • We will specifically and intentionally monitor males, and students with IEPs and/or designated Spanish-speaking. By June 2027, there will be a 5% increase in students designated as Spanish-speaking (male or female) taking a <u>CADR math</u> course in their third year. By June 2027, there will be a 5% increase in students designated as Spanish-speaking (male or female) taking a CADR math course in their fourth (Senior) year. By June 2027, there will be a 10% decrease in discipline referrals for males in general, but specifically for males designated Spanish-speaking and/or Special Education. [In 25/26 we measured only referrals related to defiance, non-compliance, and peer conflict.]	<i>E.g 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?

25/26 Math Ds/Fs

Bothell High School

TOTAL D
164

TOTAL F
121

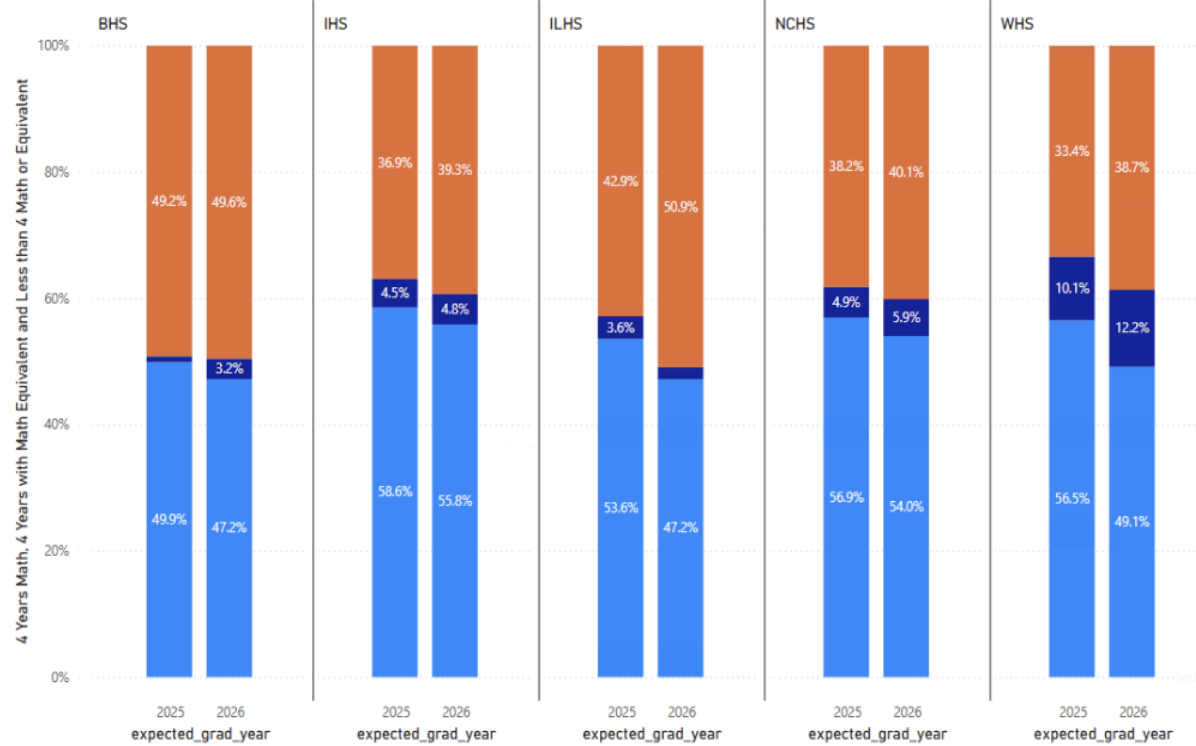
TOTAL NC
1

Course title	D	F	NC
ALGEBRA II	35	32	0
GEOMETRY	33	28	1
ALGEBRA I	20	22	0
PRE CALCULUS	26	15	0
ALGEBRA II/TRIG	11	10	0
(MATH&151AND152) CALCULUS I AND II /AP CALC AB	0	4	0
(MATH&146) INTRO TO STATISTICS/AP STAT	11	3	0
BRIDGE TO COLLEGE MATHEMATICS	9	3	0
(MATH & 153) CALCULUS III	5	2	0
(MATH &151) CALCULUS I	3	1	0
(MATH &141 AND 142) PRECALCULUS I AND II	11	1	0

Baseline of 285 D/F grades in Math (164 Ds + 121 Fs), with the largest concentrations in **Algebra II (67)**, **Geometry (61)**, **Algebra I (42)**, and **Pre-Calculus (41)**.

A 10% reduction from 285 is 28.5 fewer D/F grades. The target: 256 or fewer total D/F grades.

● 4 Years Math ● 4 Years with Math Equivalent ● Less than 4 Math or Equivalent



Let's pull data for....

ENGLISH

SCIENCE

SOCIAL STUDIES