



Bothell High School 2019-20 Strategic Action Plan

At Bothell High School, we aspire students to build their futures; belong to our community, and become their true selves.

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 goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.

School Goals	Measures of Success
<p><u>Goal 3</u> 97% of 9th graders) will have 6 credits or more by the end of the 2019-2020 school year.</p>	<ul style="list-style-type: none"> ● A decrease in the number of Ds/Fs throughout school year. ● Percentage of 9th graders at the end of 1st semester with 3 credits or more ● A reduction in the percentage of incoming 9th graders failing core classes (was 15%). ● Use of INVEST ED grant for targeted 9th graders to eliminate barriers such as class fees; participation in sports, clubs and activities, etc. ● Quarter grades showing 9th graders on track to pass coursework. ● Tutoring log for early-release Wednesdays. ● Teacher log for Paws release for targeted 9th graders.
<p><u>Goal 5</u> 95% graduation rate for the class of 2020 (excluding ATP). All seniors will have a plan post-secondary.</p>	<ul style="list-style-type: none"> ● A decrease in the percentage of seniors not on track to graduate from 11% (coming into 19-20 school year) to 5% to meet our goal for the Class of 2020. ● A decrease in the number of Ds/Fs throughout school year as shown in quarterly grade reports. ● Senior grad checks: At-risk senior letters in Sept.; End of 1st Semester; End of 3rd Qtr; Senior Check out in June; admin. check ins. ● Check & connect by admin with at-risk Seniors in their respective alphas. ● High School & Beyond Plan ● Post High School Options Fair (FAFSA & WAFSA) ● Financial Aid Night



EQUITABLE SCHOOL ENVIRONMENT

All of our efforts to improve student learning is rooted in our commitment to equitable access and outcomes for students. At Bothell High School, our Equity Team's goal is to establish a culture that welcomes conversations and promotes a deeper understanding in our school community. Specific actions our school will take toward this goal include:

- Share our stories to build an awareness of the inequities that exist while empowering our staff to name inequities when present.
- Build capacity among staff and faculty to transform school culture.
- Be open to difficult or uncomfortable conversations regarding equity.
- Make necessary changes for a more inclusive school environment.
- School2Home Computer Distribution to students.
- Professional development for staff on ELL needs.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn.

OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in 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, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data:

- Attendance Records
- BEISY Inventories
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- D/F Rates
- Discipline Data
- End of Course Grades
- Graduation Rates
- Transcripts
- SBA Scores



- ❑ Administration transition notes

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) we have been developing. 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

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we offer academic interventions on campus and during the school day, then students will improve understanding and work completion to successfully pass classes.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 1 is as follows: By June 2020, the freshmen class will earn 6 or more credits toward graduation as measured by their transcripts.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will offer focused, intentional academic intervention time during the school day. This means that all teachers will identify students earning grades below a C and provide an additional 15 minutes of small group or one-on-one academic assistance. This includes re-teaching, time to complete missing work, tutoring, etc.</p> <p>Teachers will receive professional development in their PLC groups as well as continue work with providing formative feedback.</p> <p>Bothell HS will provide after-school tutoring on early release Wednesdays as well as by departments for additional academic support in an extended amount of time after school. Students can access an activity bus after hours to attend these sessions.</p>	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> ● Building and maintaining relationships ● Setting objectives ● Providing formative feedback ● Developing common assessments and sharing best practices in PLCs.



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 as we measure the progress of seniors they will be on schedule to graduate in June of 2020.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 5 is as follows: By June 2020, 95% of seniors will graduate from Bothell High School as measured by their academic credits earned.

Instructional Strategy	Instructional Practice
<p>To make progress, toward our specific goal, we will offer focused, intentional academic intervention time during the school day. This means that all teachers will identify students earning grades below a C and provide an additional 15 minutes of small group or one-on-one academic assistance. This includes re-teaching, time to complete missing work, tutoring, etc.</p> <p>Teachers will receive professional development in their PLC groups as well as continue work with providing formative feedback.</p> <p>This means that counselors will use a Senior grad tracking Google doc to monitor 12th graders progress toward graduation.</p> <p>Counselors will monitor and communicate home senior grad checks (End of 1st semester; End of 3rd Qtr; Senior check out in June).</p> <p>Admin. and counselors will increase their one-to-one meetings (Check & Connect) with seniors in their respective alphas.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> ● Building and maintaining relationships ● Setting objectives ● Providing formative feedback ● Developing common assessments and sharing best practices in PLCs.

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 selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. 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.

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 2019-20 school year, we will participate in the following professional development as part of our work:

- PLC yearlong work
- New teacher orientation, follow up meetings during the year and orientation mentors
- Committee work - PBIS/SEL, Equity, Technology, E-prep

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- PTSA - Parent Link as part of Back to School Fair; Senior Checkout & Grad Party
- Northshore Schools Foundation - Classroom Grants
- Nick of Time Foundation - EKG Screening at BHS on Nov. 6th
- Bothell Police Department - Senior Prom Presentation in May
- Bothell Fire Department - Senior Prom Presentation in May