



2020-21 Strategic Action Plan



At Bothell High School we have three pillars: Build your future, belong to your community, become your true self. Together, we work with students and families toward identifying goals toward these ends. We plan for our students to learn at high levels and graduate prepared for future success in career, college, and life.

OUR INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

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 2020-21 school year, we will build off of what we learned from our work on Domain 1A; 1D; 1F; 1G of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2020, we reviewed the following data:

- Attendance Records
- Demographic Information
- D/F Rates
- End of Course Grades
- Incompletes
- Graduation Rates
- Student Interviews or Surveys
- 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:

- Administration will follow up with students who earned incomplete grades to ensure they earn credit. Administration developed a systematic plan to connect with each student on this work.
- Administration completed a 85% fulfillment of student requests in developing the master schedule. Administration was able to provide equitable access to classes based on student interests and requests. This included students requesting multiple advanced coursework as

well as developing a schedule with multiple co-taught classes and para-educator supported courses to support students with special needs.

- Due to the impact of the school closure due to COVID-19, there has been an increase in students not on track to graduate including 127 seniors and 464 juniors. Administration is working alongside the counseling department to determine appropriate alternatives to completing the SBA to fulfill this graduation requirement.
- Latino males first semester grades in 2019-2020 in comparison to all other male peers.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore’s Strategic Plan.

School Goals	Equity Means	Measures of Success
<p>Goal 3</p> <ul style="list-style-type: none"> • Short Term Goal: Latino males will decrease the total number of D/Fs in 2020-21 by 50% from the previous school year. • Long Term Goal: Increase in earning credits and increase on-time graduation rate in comparison to peers. 	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional support.</p>	<ul style="list-style-type: none"> • Survey student and use feedback for next year’s planning • Identify an upperclassmen to mentor • Identify interests, sports, clubs and make connections • Targeted check ins on grades, participation, needs, provide supports, positive incentives, etc. • A decrease in Ds/Fs throughout school year as shown on quarter grade reports • Preferential Scheduling in appropriate classes • Use of co-taught classes • Review of Wednesday asynchronous log • Comparison of asynchronous attendance to in-person attendance with success rate

<p>Goal 5</p> <ul style="list-style-type: none"> • 100% graduation rate for the class of 2020 (excluding future ATP) 	<p>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.</p>	<ul style="list-style-type: none"> • Increase percentage of 9th grade students on track to graduate by completing 6 credits or more • Decrease number of seniors not on track to graduate from 6% (coming into 20-21) to 0% • Decrease Ds/Fs during school year as shown on quarter grade reports • Senior Grad Tracking Google Doc with grad pathways identified for senior class • Senior Credits (CHS 202 Report) • High School and Beyond completion data • Senior Letters to parents (Fall & Spring) • Comparison of asynchronous attendance to in-person attendance with success rate • Preferential Scheduling in appropriate classes
--	---	---

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). These are outlined below. 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. [NOTE: On the subsequent pages, for Goal 3 and then your other chosen Goal, describe a Theory of Action, identify a specific SMART goal, and list strategies connected with Instructional Practices according to the provided prompts.]

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we identify the achievement gaps of our Latino male students and intentionally provide the necessary academic support(s) and structure(s) starting in 9th grade and continuing thru 12th grade, then our Latino male students will not only graduate high school but also have skills to be successful in their chosen career paths after high school.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows: *By the end of the 2020-21 school year, our Latino male students will decrease the number of Ds/Fs by 50% from the previous school year.*

Instructional Strategy	Instructional Practice
To make progress toward our specific goal, we will continue to build positive relationships with our latino males and provide the necessary academic support for their success. This means that we will structure our instructional pedagogy to remote learning to best meet the needs of our latino males.	Our instructional strategy relates to : <ul style="list-style-type: none">● Building and Maintaining Relationships● Setting Objectives● Providing Formative Feedback● Structuring Collaborative Learning Experiences● Using staff meetings and PLCs to share best practices
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies

To ensure equity focus to our work on this goal, we will focus on:

2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.

2E Educators relate instructional content and strategies to the diverse backgrounds of their students.

2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.

The equity strategies we will employ:

- Words of the Week lesson plans created BHS REJ Team and used by staff in their classrooms.
- Speak Your Truth Dialogue with Students by BHS Admin Team.
- Student Focus Groups (i.e Climate & Culture) speaking with BHS Staff regarding

GOAL 5: Ready for Lifelong Success after Graduation

Equity Means

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.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we track and provide targeted support during remote learning for seniors, then they will be on schedule to graduate in June of 2021 and continue on in their chosen career paths after high school.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 5 is as follows: By June of 2021, 100% of seniors in the class of 2021 (excluding future ATP) 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 block periods each school day along with teacher office hours on asynchronous Wednesdays for seniors. This means that all teachers will identify seniors needing small group or one-on-one academic assistance. This includes re-teaching, time to complete missing work, tutoring, etc.</p> <p>This means that counselors will use a Senior grad tracking Google doc to monitor seniors progress toward graduation. Counselors will monitor and communicate home senior grad checks (End of 1st semester; End of 3rd Qtr; Senior check out in June).</p> <p>This means admin will conduct 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• Structuring Collaborative Learning Experiences• Encouraging Higher Order Thinking & Asking Higher Order Questions
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies

<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>2D Educators modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn.</p> <p>2E Educators relate instructional content and strategies to the diverse backgrounds of their students.</p> <p>2H Educators work from the premise that “all children can learn” and continue to attempt different instructional approaches until each child is reached.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> ● Words of the Week lesson plans created BHS REJ Team and used by staff in their classrooms. ● Speak Your Truth Dialogue with Students by BHS Admin Team. ● Student Focus Groups (i.e Climate & Culture) speaking with BHS Staff regarding
---	---

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 work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP 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. 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 2020-21 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, REJ, 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 - Classroom Grants for Teachers; Teacher Appreciation; Parent Link as part of Back to School Fair; Senior Checkout & Senior Grad Party
- Northshore Schools Foundation - Classroom Grants & INVEST ED
- UW Forefront Suicide Prevention

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