



# Comprehensive (Long Range) District & School Improvement Plans 2016-2017

## **Vision Statement**

We will work together to foster open communication and continuous improvement, while providing student-centered educational experiences, and maximizing both the potential and subsequent academic success of all students.

## **Purpose Statement**

Our purpose is to partner with families and the community to educate all students in a safe environment that continually inspires, empowers, challenges, and prepares students to become productive citizens.

## **Core Values and Beliefs**

### **The Blaine School District will strive to:**

- Provide a safe physical, emotional environment that assures for a high quality 21st Century education
- Offer a broad and balanced curriculum that equips students for future success
- Recognize that students are unique and diverse in their educational needs and abilities
- Equip all students with the skills to pursue and achieve their goals
- Commit to partnering with parents, students, and community to support a strong foundation for life-long learners
- Provide for high levels of teacher training and professional development
- Remain dedicated to high standards, smaller class size, maximizing individual attention, and stressing the importance of higher education
- Encourage student input in district decisions
- Continually evaluate and evolve its processes to help each student pursue his/her maximum potential
- Model system-wide transparency, collaboration and communication that lead to sound decisions

## **Board of Directors Review & Action Schedule**

### **Board of Directors' Initial Review of 2016-17 Comprehensive Plan (September 2016 and October 2016)**

- Continuing Goal Areas Defined
- Building Improvement Plans Developed
- Superintendent and Board Focus Informed
- Consideration of Mitch Everton Work (Fall 2015 Constituent Input)

### **Board Action (October 24, 2016 Regular Meeting)**

- Goals 1-5
- Supporting Strategies
- Related Action Plans (District)
- School Action Plans
- Board and Superintendent Roles and Responsibilities Defined

### **Projected Board Review Dates (Including Building Progress Reports)**

- January 23, 2017 (5:00pm): Superintendent Performance Review (Final Section of Document)
- January–April 2017: Rotating Building Reports on Regular Board Meeting Schedule
- May 22, 2017 (5:00pm): Board Work Session (Goal 1 and Goal 2)
- June 26, 2017: Full (All Goals) Summary Review at Regular Board Meeting

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*The Blaine School District will assure for continuous overall improvement as measured by exemplary levels of student achievement, demonstrating a consistent commitment to holding high expectations for the overall school community.*

## **Goal 2:** Curriculum and Pedagogy Page 5

***2.1:** Identify multiple teaching strategies across core content areas, which are research-based and have a record of enhancing student academic progress and success.*

***2.2:** The Blaine School District will utilize the state developed curriculum standards and research-based pedagogy so students can maximize their academic achievement as measured by a state provided standardized assessment and district developed formative assessments.*

***TABLE A:** Actions related to Goal Area 2 “Curriculum & Pedagogy”*

***TABLE B:** School Growth Goals & Measures of Student Learning*

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## **Goal Statement:**

The Blaine School District will assure for continuous overall improvement as measured by exemplary levels of student achievement, demonstrating a consistent commitment to holding high expectations for the overall school community.

## **2016-2017 Areas of Focus:**

- Blaine School District will continue to utilize an “Inquiry Model” for continuous improvement of teaching, learning and leadership.
- Over the next 4 years we will target continuous improvement efforts on increasing graduation rates, early literacy development, and literacy learning in the middle grades.

## **District Action Plan**

- **Use of “Cycle of Inquiry” model as process for school and district improvement. Align District, Building, and Teacher Goals.**
  - Each school’s “Cycle of Inquiry” or School Improvement Goal will be tied to key district goals and annual progress will be made toward increasing student achievement in literacy as well as increasing our graduation rates.
  - Staff members will develop their own Professional Growth Plans/“Cycles of Inquiry” as part of the evaluation process. These plans will include specific measures of student learning.
  - Provide ongoing coaching and support for “Cycle of Inquiry”/Professional Growth Model
- **Priority Resource Issues**
  - Instructional Leadership Team time (existing meeting time, release time)
  - Participation in leadership consultancy and work with leadership coach
  - Teacher release time, use of late start time, and use of existing meeting time
  - TOSA (Teacher on Special Assignment) time
  - Use of electronic data and survey systems
- **Measures of Progress**
  - Principals will identify building level focus areas (“Problems of Practice”) using baseline data about student learning, instructional practice, and their own leadership practice at the onset of the school year. Their goals will be presented at the October School Board work session. Administrators will take action on their Cycles of Inquiry and monitor and assess progress throughout the school year.
  - Measures of Progress will be specific to each cycle but will include:
    - Improvements in teacher and principal self-assessment data (pre/post)
    - Observable growth in instructional practice related to areas of focus (collect information through classroom visits)
    - Improvements in student learning related to school-specific problems of practice as well as in connection to long range achievement goals related to literacy and graduation

**\*Reporting on this goal will include principals sharing their Cycle of Inquiry work throughout the year as well as an updated “Data Dashboard”. Documentation of this goal will be embedded in Goal 2 “Curriculum & Pedagogy”.**

### **Goal Statement:**

Identify multiple teaching strategies across core content areas, which are research-based and have a record of enhancing student academic progress and success.

### **2016-2017 Area of Focus:**

- Support teachers in meeting and exceeding standards on Washington State Teaching Criterion #3, “recognizing and meeting student needs.” We will focus on differentiation and formative assessment practices to meet the needs of a range of learners. (Sped, HCP, Schoolwide Title, etc.)

### **District Action Plan**

- **Support all teachers in meeting and exceeding standards on**
  - Use of district professional development time (late starts, Learning Improvement Days, release time) will be focused on Criterion 3
  - Implementation of program changes in HCP and Schoolwide Title Model
- **Priority Resource Issues**
  - Commitment to exclusive use of LID/late start time to support priority initiatives
  - Teacher release time for training & collaborative work related to Criterion 3 & Conferring
  - Contract with UW Center for Educational Leadership
  - TOSA Support Time
  - Administrator Observation Time
  - Professional literature and resources as needed
- **Measures of Progress/Projected Timelines**
  - Teacher feedback from trainings will indicate new learning and classroom implications
  - Improvements in instructional practice relative to Criterion 3 based on classroom observations
  - Improvements in teacher/principal self-assessment data (pre/post).
  - *Improvements in student learning related to school-specific problems of practice (Reported in Table at end of Goal 2)*

### **Goal Statement:**

The Blaine School District will utilize the state developed curriculum standards and research-based pedagogy so students can maximize their academic achievement as measured by a state provided standardized assessment and district developed formative assessments.

### **2016-2017 Area of Focus:**

- Increase student learning relative State Standards through teacher leadership, professional development, and updates to instructional materials.

### **District Action Plan A**

- **Improve student learning in language arts with specific emphasis on implementation of the CCSS in English Language Arts in connection to the Student Engagement Dimension of the 5D Framework**
  - Professional development in conferring, Criterion 3 and literacy leadership, as well as follow up support in close reading strategies
  - Implementation of Curriculum Maps
  - Grade Level/Department collaboration & teacher leadership development
  - Teacher growth goal setting
- **Priority Resource Issues**
  - Release time and added hours to support close reading training and district literacy team training
  - Contract with Center for Educational Leadership
  - Instructional Materials, Professional Literature, technology, and supplemental resources as needed
- **Measures of Progress/Projected Timelines**
  - School-specific measures of student learning in English Language Arts
  - Teacher feedback from trainings will indicate new learning and classroom implications to be followed up on by principals and Teachers on Special Assignment
  - Improvements in instructional practice in ELA based on classroom observations
  - Improvements in teacher self-assessment data (pre/post).

### **District Action Plan B**

- **Implement K-12 Math Instructional Materials with Rigor and Integrity**
  - Professional Development in Mathematics pedagogy, CCSS, instructional routines and materials
  - Grade Level/Department Collaboration & Teacher Leadership Development
  - Teacher growth goal setting
- **Priority Resource Issues**
  - Contracts with University of Washington Math Education Project (K-5) and Agile Mind (6-12)
  - Teacher release time for training, and grade level/department collaboration work
  - Instructional materials, professional literature, technology, and supplemental resources as needed
- **Measures of Progress/Projected Timelines**
  - School-specific measures of student learning in mathematics
  - Teacher feedback from trainings will indicate learning and classroom implications to be followed up on by principals and Teachers on Special Assignment
  - Improvements in student engagement in mathematics based on classroom observations.
  - Improvements in teacher use of student engagement strategies and math instructional routines based on classroom observations
  - Improvements in teacher self-assessment data (pre/post).

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**\*\*Actions taken and anticipated will be reported in Table A, while the impact relative to student growth goals will be reported in Table B. Table A will also include work in the areas of Science, Health, and Technology in preparation for 2017-2018 school year.**

**TABLE A - Actions related to Goal Area 2 “Curriculum & Pedagogy”**

	<b>FALL</b>	<b>Winter – Actions</b>	<b>Spring – Actions</b>
<b>Mathematics</b>	2 Day Training on Bridges in Mathematics 3 Day Agile Mind Training Grant Application for Intensified Algebra Monthly ½ day pd sessions for K5 staff Monthly K5 math leadership meetings	Monthly ½ day pd sessions for K5 staff Monthly K5 math leadership meetings Parent Support Progress Report	Monthly Math Meetings Preparation for Grant work Progress Summary
<b>Science</b>	Development of K-12 Science Team Training on NGSS for all	Science Leadership Team will review current practice, determine needs for training and materials	No materials recommended at this time.
<b>Health</b>	Ensure necessary staff have access to the adopted materials	Develop K-12 Team Review New Standards & Current Practice Consider options for Curriculum Updates Gather input from stakeholders group	Update Policy as Needed Health Committee will recommend materials to IMRC as needed IMRC will review and recommend updates as needed
<b>Language Arts</b>	6-12 Conferring training with CEL 9-12 Conferring Training 9-12 Close Reading Training Use of Late Start Time for Conferring Work Monthly Teacher Leadership Meetings Leadership Sessions with CEL 6-12 Studio Classrooms with CEL Continue to fund materials to increase access to high quality text at a variety of levels	Use of Late Start Time for Conferring Work Monthly Teacher Leadership Meetings Leadership Sessions with CEL 6-12 Studio Classrooms with CEL Continue to fund materials to increase access to high quality text at a variety of levels ILT will do observations to monitor progress K-5 adoption process	Use of Late Start Time Monthly Teacher Leadership Meetings Leadership Sessions with CEL 6-12 Studio Classrooms with CEL K-5 adoption recommendation of Fountas and Pinnell Classroom
<b>Technology</b>	Tech Committee Planning Sessions Purchase additional Chromebook cart to support HS Agile Mind Curriculum Purchase teacher iPads for K team WAKIDS Determine ongoing tech needs for assessment Training for staff on Homeroom Data Tool Training for staff on Google Classroom	Tech Committee Planning Sessions Training for staff on Google classroom Training for staff on homeroom	Vision and Key Priorities for Future of Instructional Technology in Blaine School District to the board

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**TABLE B - School Growth Goals & Measures of Student Learning**

Parallel Building Focus	Mid-Year Reports	May Work Session & Data Summary <i>NOTE – Detailed End-of-Year Reports for each school are attached to the May 22, 2017 worksession agenda which is available in <a href="#">BoardDocs</a>.</i>
<p><b>Blaine Primary School and Point Roberts (PK-2)</b> See Work Session Presentation for Baseline Data <b>Student Growth Goal for BPS:</b> <b>Long Range Goal:</b> 90% of current Kindergarten cohort will be reading at standard by 3<sup>rd</sup> Grade based on SBA and district measures. <b>*16-17 Goal</b> for Current Kindergarten cohort to be determined based on Fall WA KIDS Data. (Goal specifics will be updated by December 2016)</p>	<p><i>The mid-year progress report for Blaine Primary School was provided as an attachment to the Regular Board Meeting agenda for January 23, 2017 which is available in <a href="#">BoardDocs</a>.</i></p>	<p><b>End-of-Year Data:</b> In order for kindergarteners to be reading by 3rd grade and graduation ready, our goal was at least 80% at Benchmark when leaving Kindergarten.  <ul style="list-style-type: none"> <li>•Our two primary measures were sight words and DIBELS. As of spring, 81% of kindergarteners were at benchmark for sight words and 60% were at benchmark for DIBELS.</li> <li>•We see a need for an increased focus on foundational reading skills and ongoing progress monitoring throughout the year to catch these students and close their achievement gap much sooner.</li> </ul> </p>
<p><b>Blaine Elementary School and Point Roberts (3-5)</b> See Work Session Presentation for Baseline Data <b>Student Growth Goal for BES:</b> From September 2016 to April 2017 ELL students in 4<sup>th</sup> grade at BES will show growth on:  <ul style="list-style-type: none"> <li>➤ Smarter Balanced Assessment (ELA) Increase by one level of performance from spring 2016 to 2017</li> <li>➤ Gates (comprehension measure) Make at least one year of growth spring 2016 to 2017</li> <li>➤ ELPA 21 (ELL measure) Increase by one level (1 to 2 in most cases) from 2016 to 2017</li> <li>➤ Formative classroom data embedded in teacher growth goals and ELL progress monitoring tools</li> </ul> </p>	<p><i>The mid-year progress reports for Blaine Elementary School and Point Roberts Primary School was provided as an attachment to the Regular Board Meeting agenda for March 27, 2017 which is available in <a href="#">BoardDocs</a>.</i></p>	<p><b>End-of-Year Data:</b>  <ul style="list-style-type: none"> <li>•Smarter Balanced Assessment (ELA): Whole 4th Grade Spring 2016 ELA = 50% Spring 2017 = 61% *preliminary results</li> <li>•75% of ELL students met standard on the Spring Gates</li> <li>•ELPA 21 (ELL measure) Goal Increase by one level (1 to 2 in most cases) from 2016 to 2017 - WHOLE SUB-GROUP MET GOAL!</li> </ul> </p>
<p><b>Blaine Middle School</b> See Work Session Presentation for Baseline Data <b>Student Growth Goal for BMS:</b> Students who are economically disadvantaged will increase their reading and math achievement scores by increasing one level to the next as measured by the STAR assessment and 5% from the September of 2016 to June of 2017 as measured by the SBA in literacy and math.</p>	<p><i>The mid-year progress report for Blaine Middle School was provided as an attachment to the Regular Board Meeting agenda for February 27, 2017 which is available in <a href="#">BoardDocs</a>.</i></p>	<p><b>End-of-Year Data:</b>  <ul style="list-style-type: none"> <li>•Targeted Small Group data in math on STAR shows 6th grade grew 1.8 GE, 7th grade grew .75 GE and 8th grade grew .35 GE. These 45 students are generally far below grade level when entering the grade.</li> <li>•The group of nearly 200 students generally enter below grade level and often struggle with completing work and persistence. We hoped to gain at least a years Grade Level Growth with this group. According to STAR data, we saw .6 GE growth in math when the three grades are averaged.</li> <li>•As a school, STAR shows a 1.0 school-wide growth. Given that over half of our students begin the year below grade level, we are striving for more than one years growth school-wide. Though we got closer, we have more work to do.</li> <li>•Looking to next year, we are starting a co-teach in 8th grade math, that will focus on supporting our struggling math students.</li> </ul> </p>
<p><b>Blaine High School</b> See Work Session Presentation for Baseline Data <b>Student Growth Goal for BHS:</b> <b>Long Range Goal:</b> 90% Graduation Rate for Current Freshman Cohort (85% on Time, 90% Year 5) <b>16-17 Goal:</b> The total number of F's for Blaine High School Freshmen will decrease from 261 (29%)* for the class of 2015 to 140 (12%)* for the class of 2020 as measured by first and second semester grades in the 2016-2017 school year.</p>	<p><i>The mid-year progress report for Blaine High School was provided as an attachment to the Regular Board Meeting agenda for April 24, 2017 which is available in <a href="#">BoardDocs</a>.</i></p>	<p><b>End-of-Year Data:</b>            We project a minimum increase in on time graduation rate of 10% over the 2016 rate, and likely higher.             Increase in Star Reading scores for 9th grade students (Theme) at moderate levels            Increase in Star Math scores for 9th grade students (Focus standard) at high levels             Significant decrease in 9th Grade F's over 1st semester, with 54 F's to 1140 total Grades (4%), representing 30 of 190 students (15%)         </p>



<p><b>Blaine HomeConnection</b> Teachers at Blaine HomeConnection will engage in student growth goal setting specific to the needs of their students and content areas. These goals will be monitored collaboratively by staff and Cabe VanderYacht. Additionally, HomeConnection staff will participate in learning and feedback relative to Criterion 3 of the Teacher Evaluation.</p>	<p><i>The mid-year progress report for Blaine HomeConnection was provided as an attachment to the Regular Board Meeting agenda for February 27, 2017 which is available in <a href="#">BoardDocs</a>.</i></p>	<p><b>End-of-Year Data:</b> HomeConnection has done a great job this year with 2 teachers working in criterion 8 focusing on student learning plan communication and 2 teachers on the comprehensive plan with a focus on student learning plan communication with students and parents. Next year, we will work on criterion 3 as a focus for all with 2 teachers still on a comprehensive. Additional information is available in the 2016-17 HomeConnection Report attached to the June 26, 2017 meeting agenda in <a href="#">BoardDocs</a>.</p>
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**School Data Profiles/Student Growth Goal:** Data Profiles will be updated throughout the school year. Data points were selected for each school with emphasis on increasing students meeting standard in the area of Literacy as well as Increasing Graduation Rates. Additionally, principals will report measures of progress from school and classroom level related to their student growth goal area.

Key District and State Assessments to be included in each school’s Data Profile:

- **Blaine Primary School & Point Roberts Primary School**
  - WA Kids Literacy
  - GATES
  - DIBELS
- **Blaine Elementary School & Point Roberts Primary School**
  - GATES
  - DIBELS
  - SBA
- **Blaine Middle School**
  - STAR
  - SBA
- **Blaine High School**
  - State Assessments
  - STAR
  - Behavior & Attendance

**Goal 3****HIB Prevention/Discipline & Attendance Guidelines**

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**Goal Statement:**

In response to new State level guidelines, specific to both attendance and discipline, it is the goal of the Blaine School District to account for a reduction in the amount of days that students are out of the classroom. In this context, we will continue to consider options for keeping students with discipline issues on site and engaged in coursework. In addition, we will increase our level of overall focus on addressing students who demonstrate a pattern of non-attendance, either unexcused or excused. Finally, while we have most recently collected data specific to HIB issues that have resulted in discipline (exclusion from school) for the 2016-17 school year, it is our goal to start tracking allegations of HIB, by school, so that so that we can more directly analyze both need for and impact of proactive steps for awareness building and timely intervention.

**2016-2017 Area of Focus:**

During the 2016-17 school year, the Blaine School District will work to reduce the overall (net) number of students being excluded from school (suspension or expulsion) as a result of student management related intervention. For those offenses that are not considered to pose a threat to other students, expanded alternatives for keeping students in the school setting and actively engaged in their coursework will be considered/pursued.

In addition, the Blaine School District will work to increase the attendance rate of all students through compliance with new legislative guidelines. Increased attention will be given to communication with parents regarding both unexcused and excused absences, with specific emphasis on the importance of students being present for all instruction.

- Work with the ESD and the NWRDC on a two–year transition plan for the implementation of new legislation specific to implementation of new guidelines pertaining to student attendance and related intervention requirements
- Modifications to existing policy language specific to student attendance guidelines
- Ongoing consideration of alternatives to student exclusion (out of school suspension) with respect to student infractions that do not relate to matters of staff and student safety
- Consideration of options for building capacity for administrators and intervention staff in the context of “Restorative Justice” and other proactive intervention strategies relating to student to student and student to adult conflict
- Selection and tracking of consistent data point (HIB-specific emphasis on cyber bullying) assurance of consistent entry of data in Student Information System
- Commitment to ongoing (HIB) applicable training (students and staff) at the building level
- Continued enhancement of partnership with Blaine Police Department with emphasis on proactive intervention and support
- Consideration of additional policy level changes with specific emphasis on new language in the area of anti discrimination reporting and tracking protocols

**District Action Plan**

- **Alignment of District Focus and Building/Department Level Involvement**
  - Transition to the new attendance and truancy related regulations will be a two-year process. Our focus in 2016-17 will be on establishing new communication guidelines for our work with students and parents. We will also be identifying risk assessment tools for all grade levels, as required by the new guidelines. In preparation for the 2017-18 school year, we will need to establish a protocol for the initiation of a “Community Truancy Board” model. All of these resulting modifications will need to be integrated into new policy and procedure language, to be reviewed and acted upon by the Board.
  - Discipline guidelines will continue to place an emphasis on the identification of alternatives to out of school suspension and expulsion, with specific emphasis at the High School and Middle School levels.
  - HIB prevention remains a continuing point of emphasis (2016-17)

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- Standardization of data entry protocols (consistent use of applicable Skyward data)
- Consistency of options for tracking Tier II issues (informal interventions...non disciplinary issues)
- Alignment of prioritized prevention/intervention training for staff at all levels
- Updating key HIB policy and procedure language as applicable
- **Priority Resource Issues**
  - Ongoing consideration of consistency for data entry across all buildings (validity of data)
  - Assignment of data oversight and management at building level, with consistent training provided
  - Development of protocols/systems for tracking Tier II (informal intervention) data, including disposition of recorded allegations of HIB incidents
- **Measures of Progress/Projected Timelines**

2015-16 (last year) serves as the baseline year in tracking related student data specific to overall discipline, HIB discipline, and attendance levels for each applicable level of the system. Specific emphasis will be placed upon reference to the following data points:

  - **9-12 Student Suspension and Expulsion Data**
    - During the 2015-16 school year, in Grades 6-12, 38% of suspension and expulsion issues involved students being fully excluded from the campus, with 62% of overall suspension from class issues allowing for students to remain on campus (in school suspension) and receive a more direct level of academic support.
    - Our expectation for the 2016-17 school year will be to reduce the overall percentage of out of school suspension numbers, in comparison to in school suspension numbers, in an effort to assure that more students are remaining on site (receiving academic support) to the greatest extent possible.
  - **HIB Incidents Documented (Grades 6-12)**
    - During the 2015-16 school year, we documented a total of 16 incidents of HIB behavior at the Middle School and High School levels (cumulative total) resulting in disciplinary action (i.e. school suspension). We will continue to track this data during the 2016-17 school year, and in addition will be tracking the total number of HIB allegations surfacing at all schools, which will serve as a future point of comparative reference.
  - **Unexcused and Excused Absences as Percent of Overall Attendance Days**
    - During the 2015-16 school year, in consideration of the attendance pattern of all students (K-12) we documented an unexcused absence level of 1.0% and an excused absence level of 5.3%. During the 2016-17 school year, we will be implementing strategies, as informed through new legislation, with the goal of reducing these numbers by 20%.

## Goal 4

### Goal Statement:

It is the objective of the Blaine School District to assure for successful course completion, and the subsequent attainment of a high school diploma, for all students. To that end, and in consideration of the new guidelines specific to student attainment of 24 credits in order to attain a high school diploma, our work this year will focus more intentionally on early intervention and targeted remediation with struggling Grade 9 students, in addition to more personalized program options for students, with consideration of needs and interests more purposefully considered at the Grade 8 level.

### 2016-2017 Area of Focus:

With the two-year waiver on the new 24-Credit Graduation Requirement, the initial focus has been on projecting future program implications for the new High School facility. Key to this process is consideration of the implications for CTE and College in the Classroom coursework specific to the “Personalized Pathway” component. With the two-year waiver in place, we have continued to seek out information from other Districts specific to how they are handling scheduling challenges.

In the 2016-17 school year, we will work with the Board to process options for granting high school transcript credit for 8th grade students that have formally initiated work on the “Personalized Pathways”, as well as high school transcript credit for those 8th grade students completing the high school equivalent algebra course. We will continue to maximize consideration of course alternatives that do not compromise the level of seat time/course hours required of students in a specific course. In consideration of this objective, it is expected that we will provide students, particularly those at the Grade 9 level, with opportunities for intensified tutorial support, as we work to assure that course failure rates at this level are reduced.

### District Action Plan

- **Alignment of District Focus and Building/Department Level Involvement**

- In the 2016-17 school year:**

- The Blaine School District will be taking steps to assure earlier H.S. credit access for students at the Grade 8 level. Specifically, Grade 8 students will initially be provided credit access linked to:
  - “Personalized Pathway” development at both Grade 8 and Grade 9-12 levels
  - Completion of (High School Equivalent) Algebra 1 at Grade 8 level (HS Transcript Eligible)
- The staff at Blaine High School will continue to consider options for credit retrieval for those students failing one or more courses.
- The staff at Blaine High School will continue to partner with post -secondary entities to assure for expanded program options for student acquisition of credit.
- The staff at Blaine High School will consider expanded options for the retention of students at risk of dropping out, with specific emphasis on Grade 9 students (early course success).

- **Priority Resource Issues**

- The success of the 24 credit transition will be highly dependent upon assuring that resources are being identified to support personalized pathway work.
- In addition, it will be necessary to assure that resources, both short term and long term, are allocated to support targeted level of intervention.
- In addition, as we anticipate that the demand for additional “College in the High School” courses will be expanding, we will need to consider options for supporting students with the payment of these credits, as we seek to minimize the number of students that we are losing to Running Start Programs.

- **Measures of Progress/Projected Timelines**

- The Board will remain consistently informed of student retention (consistency of enrollment levels) over the course of the school year, with specific emphasis on students at the 12th grade levels. Projections for on time graduation levels will be also be surfaced in both mid-year and end of year data.
- The Board will remain consistently informed of the progress being documented specific to increasing the number of students passing courses at the Grade 9 level, with targeted intervention (tutorial) being a key variable for analysis.

**Goal Statement:**

Responsive to the passage of a \$45M Capital Projects Bond in February of 2015, the Blaine School District projects three years of additional construction, as we move toward completion of both new and remodeled facilities on the Blaine High School campus as well as future upgrades at Blaine Elementary School. It remains vitally important that these projects are responsive to the commitments made at the onset of this process, that the teaching and learning needs of staff and students are being met, and that the projects are completed on time and within budget, as prescribed by the level of accepted bid.

**2016-2017 Area of Focus:**

All aspects of the Capital Projects work have consumed a significant level of time and focus from the Leadership Team and, more specifically, the Superintendent and the Board. We have remained publicly transparent with the overall progress of the targeted work, with specific emphasis on the Primary School and High School Construction projects. Our Borderite Page has served to keep the general public informed as to the progress of identified projects, and the website home page has also provided a link for the timely release of construction details and related visuals. In early June, the Board successfully navigated through the challenge of consideration of contractor bids on the High School Project that came in approximately 15% over cost estimates. The Board unanimously committed to the construction of the core facility first, with the grandstand project being placed on hold until the core facility is completed.

**District Action Plan**

- **Alignment of District Focus and Building Level Involvement**
  - With completion of the new wing at Blaine Primary School, as well as enclosure of the existing larger play shed and conversion of the existing smaller play shed to a music room, the program is now poised to respond to early learning needs of students and families at this critical program level. Our work in the 2016-17 school year will place continued emphasis on supporting key partnerships with both families and pertinent community entities, such as Head Start.
  - The most extensive work on the part of the Blaine School District Board and staff, in the 2016-17 program year, involves support for the first phase of construction at Blaine High School. With formal construction now underway, there will continue to be a range of challenges and related opportunities related to assuring that the completed facility is optimally responsive to teaching and learning needs, both now and into the future. Weekly construction meetings, as well as monthly reports to the Board, and periodic public updates on the web site, will serve to assure for both timely decision-making and consistent awareness of what is taking place on this project.
  - With Phase 1 of this project, scheduled to be completed in the summer of 2017, there will be a broad range of transitional issues to consider as we move into the 2017-18 school year.
- **Priority Resource Issues**
  - The overall set of projects remaining, with the exception of the grandstands, presents a targeted expenditure that allows for an estimated contingency of \$2M.
  - As the projects move further into the projected timeline, we will have a better idea of the resources available for addressing the grandstand needs at the District Stadium.
  - It is noted that the project budget is inclusive of furniture and equipment needs anticipated on the Blaine High School campus. As we move into the budget planning process for the 2017-18 school year, there will be a number of staffing related implications for transition of staff and students to the new facility.
- **Measures of Progress/Projected Timelines**
  - Construction timelines are reviewed on a weekly basis, with the Board receiving formal updates at their monthly meetings.
  - Pending change orders are reviewed by the Project Manager and presented to the Superintendent and the Director of Finance and Operations for review as applicable. The Board is informed of substantial variations of project needs and costs as part of their monthly reports from the staff.

*Summary Presented For Board Review/Approval on 10-24-16*

*Mid-Year Review Continuous by Building, January–April 2017*

*Review of Goals 1.0, 2.1, 2.2 on 5-22-17*

*Final (Overall) Review on 6-26-17*

## **Goals 1.0, 2.1, and 2.2: Teaching and Learning Focus**

### **Board Expectations 2016-17:**

It is expected that both administrative and teaching staff will utilize student achievement data from multiple sources to inform instructional targets, while also committing to the intentional and purposeful monitoring of progress toward these goals. In addition, it is expected that instructional goals will be focused and aligned across all levels of the system, and that these goals will be responsive to data supported achievement targets.

### **Board Role/Accountability:**

- Continuation of capacity building specific to instructional frameworks, learning standards and the analysis of applicable student performance data
- Support for timely adjustments to related policies and procedures
- Support to administrators in assuring that they have the resources necessary to facilitate timely and efficient transitions in response to student needs
- Expectation that reports on progress specific to these key initiatives will be supported/informed with data

### **Superintendent Role/Accountability:**

- Consistently assuring for the use of data in informing the specific instructional work at all levels of the program
- Both identifying and then facilitating necessary levels of staff professional development in response to both content and instructional practice priorities
- Supporting the needs of administrators in assuring for a higher level of direct (classroom) interaction with both students and teachers
- Assuring that our primary objectives are being addressed in a timely and efficient manner, while also consistently communicating the implications of this work with parents and community

### **Process and Progress Checks:**

In lieu of one single mid-year report in February, each of the principals will have an opportunity to address progress on their “School Improvement Plans” and related “Cycle of Inquiry” work at successive Board meetings from January through April. The Board will receive an overall summary of the work on Goals 1 and 2 at a designated work session in May and then an overall, final report on Comprehensive Plan work at the July Board meeting.

### **Mid-Year Update:**

In October of the current school year, the Superintendent and Board had an opportunity to hear from each of the principals specific to School Improvement Planning and related “Cycles of Inquiry”. Student performance data has served as a key driver for identification and subsequent processing of program related goals, particularly as those goals pertain to academic performance levels. Ultimately, the overall focus of the system has been placed on the objective of assuring for higher percentages of students reading at grade level at the conclusion of Grade 3, as well of the objective of a higher percentage of students graduating on time. Instructional leaders and support staff are guiding the majority of front line instructional staff through the use of student performance data to inform instructional practice and subsequently raise the level of student performance (TPEP/CEL Criteria 3.1)

Specifically, by program (building) level, the details of this work include:

**K-2** Early Reading Skill acquisition, with specific emphasis on Kindergarten. The initiation of full-time Kindergarten has resulted in an opportunity for a broader scope of language acquisition and early reading skills to be addressed. As these students demonstrate an expanded level of success, there will be additional accountability variables in play for subsequent grade levels (Grades 1 and 2).

**3-5** As with K-2, reading fluency and comprehension remain at the heart of the instructional focus across all grade levels. More specifically, ELL student needs are serving as a driving focus in the work at this level.

**6-8** Blaine Middle School remains focused very diligently on not just the process for addressing deficit skill levels in the arenas of reading comprehension and fluency, but more specifically in the manner in which these deficits are being manifested by those students identified as economically disadvantaged.

**9-12** While the High School also remains focused on intentional and purposeful support to students who are demonstrating challenges in the ELA content areas, their overlay in this work is to assure that a much higher percentage of student are passing courses at the Grade 9 and Grade 10 levels, as the research is clear that early course failure is a strong predictor of students more likely to drop out of school. Reducing the number of students that are experiencing course failure is viewed as a critical variable in this work.

Conferring Update:

It should be noted that all Grade Levels (Buildings) are working on staff training and subsequent implementation of “Conferring” strategies and protocols. Conferring is part of a balanced literacy approach and is the ultimate form of differentiation. It involves one-on-one conferences with students during their independent reading and writing time for personalized teaching of reading skills and behaviors.

It is essential for teachers to confer with students regularly so that they know their students as readers and can provide individualized feedback and next steps to boost the students’ reading skills forward.

**Conferring serves a variety of instructional purposes including:**

- **matching** students to just-right books
- **reinforcing** students’ strengths
- **supporting** students during whole-class studies
- **helping** students move from one reading level to the next
- **holding** students accountable for previous learning
- **deepening** students’ conversations about books in order to deepen their thinking

**Effective conferences include the following explicit teaching methods:**

- **research** a student’s use of skills through questions and observations
- **compliment** to support and build upon successes
- **follow up** on prior instruction for accountability and depth of understanding
- **explain** a reading strategy by providing an explicit purpose and context
- **model** the strategy to make the invisible brainwork of reading more visible
- **guide** a reader in practicing the strategy
- **link** the strategy to independent reading

Math Update:

**Grades K-5**

2016-2017 is the first year of implementation of the Bridges in Mathematics program at the K-5 level. We have provided extensive support to staff through materials, including manipulatives, Bridges materials, materials preparation, and an intervention program. Training has also been provided to staff, including two days with Bridges in August, monthly grade level unit planning and support from the UW Math Education Project, and TOSA support as needed by grade levels and individuals. The math leadership team is meeting monthly to trouble shoot and plan to support implementation based

on teacher feedback. Principals, TOSA's and Stacy have participated in "math walkthroughs" that have revealed a high degree of integrity to teaching the program as intended thus far. Additionally, teachers are submitting their end of unit assessment results each month. As we move forward into year two, we anticipate a greater focus on the intervention materials and using the end of unit assessment data to inform differentiated instruction. Additionally, we have provided parent support through monthly letters, principal notes, and a parent math night. We are currently administering a math survey to K5 parents and will use the data for future planning.

### **Grades 6-12**

2016-2017 is the 2<sup>nd</sup> year of full implementation of Agile Mind 6-12 including Intensified Algebra at BHS. Teachers participated in a summer training as well as 2 days with Agile Mind during the school year. Additionally, we have provided release time and PLC time as needed for math department collaboration and planning for differentiation. We applied for and were notified that we have received a grant for the 2017-18 school year which will provide leadership training beginning this spring and continuing to next year as well as support for the Intensified Algebra (IA) courses and 8<sup>th</sup> grade advisory to support students in developing habits of successful students in addition to math content. Teachers and Administrators at BHS have reported improvements in student learning based on observation of student engagement and familiarity with the program, as well as lower failure rates in IA. After 3 years of full implementation we will plan to do a comprehensive review of the program.

The Board can expect to hear detailed updates on the progress of this work, specific to each individual building, at their regularly scheduled meetings, beginning in January with Blaine Primary School.

### **Final (Year End) Summary Points:**

#### Literacy Update – June

Our K12 Literacy Leadership Team worked with a consultant from Center for Educational Leadership for four full days over the course of the year and participated in peer observation and coaching between sessions. Teachers selected a sub group of students to practice this strategy with and monitored their growth throughout the year.

Each school has developed a school literacy professional learning plan for the 17-18 school year. All schools will continue focusing on the conferring strategy within a balanced literacy structure. We will contract with the Center for Educational Leadership to provide training to the full K-5 Staff and the 6-12 English Language Arts Team. We will also utilize TOSAs and Teacher Leaders for peer observation, co-teaching, and implementation support. We anticipate Fountas & Pinnell Classroom training for K-5 Teachers to be embedded in this work and will also offer a summer training on our adopted materials.

#### Math Update – June

Year 1 of Bridges in Mathematics implementation at the K-5 level was highly successful based on observation data, teacher perception data, parent survey, and preliminary student learning data. During the 2017-2018 school year we will focus on the Bridges intervention components and differentiation to meet student needs.

Agile Mind Curriculum is in its 3rd Year for Blaine High School and 2nd Year at Blaine Middle School. High School staff are reporting higher levels of consistency and skills from students as they enter high school. The Intensified Algebra course in particular has been a strong support to students, increasing student success early in their high school career. We've been awarded grant funding for the next 2 years, renewable for 4 years, which will cover the IA curriculum materials, support for 8th graders in Advisory, and provide training for middle and high school staff. As determined at the time of adoption, we will complete a program review at the end of the 2017-2018 school year.



## **Goal 3: School & Campus Safety**

### **HIB Prevention/Discipline & Attendance Guidelines**

#### **Board Expectations 2016-17:**

During the 2016-17 school year, the Blaine School District will work to reduce the overall (net) number of students being excluded from school (suspension or expulsion) as a result of student management related intervention. For those offenses that are not considered to pose a threat to other students, expanded alternatives for keeping students in the school setting and actively engaged in their coursework will be considered/pursued.

In addition, the Blaine School District will work to increase the attendance rate of all students through compliance with new legislative guidelines. Increased attention will be given to communication with parents regarding both unexcused and excused absences, with specific emphasis on the importance of students being present for all instruction.

#### **Board Role/Accountability:**

- Awareness building around critical elements of current initiatives
- Support for timely adjustments to related policies and procedures
- Support to administrators in assuring that they have the resources necessary to facilitate timely and efficient transitions in response to student needs
- Expectation that reports on progress specific to these key initiatives will be supported/informed with data

#### **Superintendent Role/Accountability:**

- Assuring that key role players in the system have the details they need to better understand compliance related guidelines
- Both identifying and then facilitating necessary levels of staff professional development in each of these two areas, with continued emphasis on HIB and more specifically the issue of cyber bullying
- Defining more succinctly methods for supporting the communication of the system level guidelines and expectations with parents
- Establishing and subsequently managing a plan for the consideration of data applicable to the effectiveness of the prescribed levels of intervention and support to students and families

#### **Process and Progress Checks:**

Data collection and analysis will take place on an annual basis, with summary/comparative data reported to the Board at the close of the 2016-17 school year. Our Director of Student Services will plan for a mid-year report to the Board specific to discipline work, and more specifically HIB work, as well as our work in identifying strategies for increasing overall levels of student attendance. These reports will include reference to related training with staff and students, as well as identification of applicable resources for parents.

#### **Mid-Year Update: (2016-17 January Data Points)**

<b>Attendance</b>	<b>Excused Absence Count (Students)</b>	<b>Unexcused Absence Count (Students)</b>
Primary School	392	166
Elementary School	421	119
Middle School	398	68
High School	537	240

<b>Discipline (Exclusions)</b>	<b>Incidents Resulting in Full Exclusion</b>	<b>Incidents Resulting in In-House</b>
Primary School	N<10	N<10
Elementary School	N<10	15
Middle School	16	20
High School	50	37

<b>HIB Frequency</b>	<b>Documented HIB Incidents</b>
Primary School	N<10
Elementary School	N<10
Middle School	12
High School	N<10

The new truancy statute takes full effect in the 2017-18 school year, and it is likely that there will be substantive modifications to the statute in the upcoming Legislative Session. At this time Blaine, as well as other school districts in Whatcom County, is working with the Juvenile Court System to address/overcome some of the barriers in the new law. All school districts are required to have community based Truancy Boards in place not later than the 2017-18 school year. We are poised to receive more specific training, through NWESD 189, over the balance of the current school year.

We are now in position for the Board to take preliminary action on related policy and procedure language, specific to student attendance, at the January 2017 meeting.

With respect to alternatives to disciplinary exclusion (i.e. student suspension and expulsion), both the Middle School and High School have considered a limited level of increasing In House/On Site intervention. In the future, this approach (i.e. keeping offending student on campus) will place a greater level of expectation on staffing allocations, as current options have been somewhat restrictive. We will continue to involve our staff in applicable training opportunities as we strive to reduce the overall number of days that students are out of school for disciplinary reasons.

With respect to HIB related incidents and issues, we continue to place a strong emphasis on the presence of cyber related concerns. Student leadership at both the High School and Middle School levels are actively participating in activities, both locally and regionally, aimed at proactively enhancing the overall level of positive culture and climate.

**Year-End Summary: (2016-17 June Data Points)**

<b>Attendance</b>	<b>Excused Absence Count (Students)</b>	<b>Unexcused Absence Count (Students)</b>	<b>Chronic Absence (Percentage of Overall Students Missing 10% or More of Eligible Days)</b>
Primary	471	262	16.6%
Elementary	492	177	11.5%
Middle	487	49	19.1%
High	639	367	27.9%

<b>Discipline (Exclusions)</b>	<b>Incidents Resulting in Full Exclusion</b>	<b>Incidents Resulting in In-House</b>
Primary	N<10	N<10
Elementary	N<10	26
Middle	46	63
High	91	104

<b>HIB Frequency</b>	<b>Documented HIB Incidents</b>
Primary	N<10
Elementary	N<10
Middle	33
High	N<10

The Blaine School District will need to have a Truancy Board in place for the 2018-19 school year. The role of the Truancy Board will be to provide for a meaningful analysis of the intervention steps taken to date, while then considering additional alternatives in support of students and families.

The Superintendent has taken initial steps to inform a monthly column, in *The Northern Light*, specific to the need for community-wide support with respect to the increasing level of emphasis on the mitigation of “chronic truancy”.

Moving into the 2017-18 school year, the Blaine School District will be considering options for increasing technical support in addressing new statutes specific to both truancy and discipline.

Overall, in the second half of the school year, we saw a marked increase in the number of exclusion incidents at both the Middle School and the High School levels. Of particular note is the overall number of “In House” incidents, particularly at the High School level. Our intent, overall, is to reduce the number of suspension related incidents, while concurrently moving a higher percentage of the consequences that do occur to the “In House” context. That being said, we also want to support the presence of non-disciplinary intervention with students as applicable, with the result being that students will receive a more consistent level of daily support to academic intervention when we can keep them in the classroom or, at minimum, on site.

Overall, the entry of incidents of HIB behaviors, as recorded in Skyward, remains unique to each school. We are continuing to work with behavior intervention specialists and administrators to seek greater consistency in the documentation of HIB related issues.

During the 2017-18 school year, the Board of Directors adopted policy language aimed at addressing issues of cyber-bullying, and more specifically the use of personal or school technology, for the purpose of “sexting” and/or cyber-bullying of peers.

## **Goal 4: Enhancement of Student Graduation Rates**

### **24-Credit Transition Planning**

#### **Board Expectations 2016-17:**

With the two-year waiver on the new 24-Credit Graduation Requirement, the initial focus has been on projecting future program implications for the new High School facility. Key to this process is consideration of the implications for CTE and College in the Classroom coursework specific to the “Personalized Pathway” component. With the two-year waiver in place, we have continued to seek out information from other Districts specific to how they are handling scheduling challenges.

In the 2016-17 school year, we will work with the Board to process options for granting high school transcript credit for 8th grade students that have formally initiated work on the “Personalized Pathways”, as well as high school transcript credit for those 8th grade students completing the high school equivalent algebra course. We will continue to maximize consideration of course alternatives that do not compromise the level of seat time/course hours required of students in a specific course. In consideration of this objective, it is expected that we will provide students, particularly those at the Grade 9 level, with opportunities for intensified tutorial support, as we work to assure that course failure rates at this level are reduced.

#### **Board Role/Accountability:**

- Awareness building around critical elements of current initiatives
- Support for timely adjustments to related policies and procedures
- Support to administrators in assuring that they have the resources necessary to facilitate timely and efficient transitions in response to student needs
- Expectation that reports on progress specific to these key initiatives will be supported/informed with data

#### **Superintendent Role/Accountability:**

- Providing applicable administrative staff with access to resources that assure for relevant consideration of options for staff and students
- Pursuing second tier options (community based) for supporting students at risk
- Networking with post secondary entities to assure for expanded levels of partnership and mutual support to students
- Assuring for an ongoing level of communication with the overall community

#### **Process and Progress Checks:**

This transitional work will be ongoing, with periodic updates to the Board taking place at schedule meetings. The Blaine High School Improvement Planning work is focused extensively in on the topic of student retention, through successful course completion, with the data specific to this goal projected for presentation to the Board both mid-year and end of the year. Program resource issues related to this goal will be consistently under review in the fiscal planning process.

#### **Mid-Year Update:**

Following multiple, successive years of on-time and extended graduation rates tracking at or above State averages, the on-time rate for the 2016 cohort of students dropped significantly off the mark, with the rate anticipated to be below 70% when ultimately presented by OSPI in the Spring of 2017. While it is felt that to some extent this cohort of students may represent an anomaly of sorts, we have spent a significant amount of time looking more purposefully at the data specific to these students. A constant in this profile is the extent to which a high percentage of students are demonstrating course failure at the Grade 9 and Grade 10 levels. The research is clear that course failure early in the High School experience is a strong predictor of higher levels of student drop out.

As a system, we are working to more purposefully assure that students are entering High School with the requisite skills, particularly in the context of ELA (Reading) to be successful as 9<sup>th</sup> Graders. As we move into the 2017-18 school year, we know that entering Grade 9 students will be accountable to successfully completing a higher number of academic credits (24). As such, we must recognize and address that this is not just a Grade

9-12 issue. The need for intervention and support starts early and attention to this need must remain pervasive. Our PLC (late start) work, our TOSA work and our overall professional development work must remain responsive to the School Improvement Targets that have been set.

In response to the need for a higher percentage of our students to be experiencing early and pervasive academic success, we initiated some new intervention strategies over the course of the first semester of the 2016-17 school year.

### **WOIS (Personalized Pathway Development) 6-12**

Both the High School and Middle School are now working with students to assure for early identification of career interests. The tools/protocols in play for this purpose are those developed through Washington Occupational Information Services (WOIS). In the Fall of this school year, the Board approved the granting of High School transcript credit to those Grade 8 students who have completed a “Personalized Pathway” Plan as a prerequisite for entry into Grade 9.

### **Middle School Math Credit**

The Board of Directors took action in the Fall to provide for the issuance of High School transcript credit to those Grade 8 students completing High School equivalent Algebra I at the Middle School level.

### **Expansion of “College in the High School” Course Offerings**

Over the past few years, Blaine High School has worked with Everett Community College to offer courses in mathematics for college credit. At this time we are looking to expand “College in the High School” course offering to include the content areas of Language Arts and Art. It is our expectation that, in the future, if we are able to budget the cost of credit for those students who have successfully completed these courses, we could see a reciprocal reduction in the number of students leaving campus to participate in Running Start.

### **After School Intervention 6-12**

The “Course Failure Rate” analytical tool recently released by OSPI provides us with the opportunity to review how our Grade 9 students are performing in relationship to other High Schools in Washington State. Through review of this data, we recognize that a relatively high number of our students are failing one or more courses in their first year of High School, which provides for a reasonable level of concerns, subject to the research, that these students are at higher risk for not completing High School. With the initiation of the 24-credit requirement for next year’s Grade 9 class, that risk becomes even more prevalent. Over the course of this school year, we are committed to making this issue the focal point of the School Improvement work at Blaine High School. To that end, we have, as of November, initiated an after school support program at both the High School and Middle School levels, reinforcing targeted intervention for struggling students. The Board can anticipate periodic updates, from the principals, on the impact of this intervention.

## **Final (Year End) Summary Points:**

### **WOIS (Personalized Pathway Development) 6-12**

Both the High School and Middle School have worked with students to assure for early identification of career interests. The tools/protocols in play for this purpose are those developed through Washington Occupational Information Services (WOIS). As approved by the Board for granting of 0.5 credits on the High School transcript (for 8<sup>th</sup> Grade students), close to 100% of eligible students have met this requirement. This is a very significant step in the early identification of the “Personalized Pathway” and has served to assure for a more authentic and efficient course registration process for the 9<sup>th</sup> Grade year.

### **Middle School Math Credit**

The Board of Directors took action in the Fall to provide for the issuance of High School transcript credit to those Grade 8 students completing High School equivalent Algebra I at the Middle School

level. The vast majority of the 30 students that completed this course will likely pursue this credit on the High School transcript. We are anticipating two sections of Grade 8 Algebra (approximately twice the number of students) in the 2017-18 school year.

### **Expansion of “College in the High School” Course Offerings**

Over the past few years, Blaine High School has worked with Everett Community College to offer courses in mathematics for college credit. We are continuing to work with Everett Community College and are now also working with Central Washington University, as we have now added an additional three (3) for next year and are anticipating the addition of two (2) more. Students enrolling in these courses for the 2017-18 school year will have the majority of the credit-bearing fee paid by the District. It is our expectation that, in the future, if we are able to budget the cost of credit for those students who have successfully completed these courses, we could see a reciprocal reduction in the number of students leaving campus to participate in Running Start.

### **After School Intervention 6-12**

As summarized at mid-year, the “Course Failure Rate” analytical tool released this year by OSPI allowed for us the opportunity to review how our Grade 9 students have been performing in relationship to other High Schools in Washington State. Through review of this data, we found that a relatively high number of our students are failing one or more courses in their first year of High School, which provides for a reasonable level of concern, subject to the research, that these students are at higher risk for not completing High School. With the initiation of the 24-credit requirement for next year’s Grade 9 class, that risk becomes even more prevalent.

Over the course of this school year, we have made this issue the focal point of the School Improvement work at Blaine High School. To that end, we were successful in initiating an after school academic intervention program at both the High School and Middle School levels. This program operated three days per week, from November through May. Both levels of the program reported a marked impact on the number of students passing courses, which will result in significant future implication for the number of students poised to ultimately complete the overall requirements for graduation. It should be noted that we anticipate our on time graduation rate for Blaine High School’s Class of 2017 will be up at least 10% above the Class of 2016 rate.

### **2017-18 Areas of Emphasis**

During the upcoming school year, we will be working with the ESD to more clearly articulate goals for Blaine High School, which will more intentionally address the improvement of performance level data in each of the following areas:

- Grade 9 Course Failure Rates
- Chronic Truancy
- Discipline Exclusions
- Dual Credit Offerings
- On Time Graduation
- Post Secondary Enrollment

It should also be noted that, with the transition to the new building completed in Phase I of construction, the staff at Blaine High School will be able to expand the overall lunch schedule and allow for intensified intervention and enrichment support for students. More details on this model will surface in the Fall.

## **Goal 5: Capital Project Emphasis**

### **School Construction Planning /Implementation and Support**

#### **Board Expectations 2016-17:**

All aspects of the Capital Projects work have consumed a significant level of time and focus from the Leadership Team and, more specifically, the Superintendent and the Board. We have remained publicly transparent with the overall progress of the targeted work, with specific emphasis on the Primary School and High School Construction projects. Our Borderite Page has served to keep the general public informed as to the progress of identified projects, and the website home page has also provided a link for the timely release of construction details and related visuals. In early June, the Board successfully navigated through the challenge of consideration of contractor bids on the High School Project that came in approximately 15% over cost estimates. The Board unanimously committed to the construction of the core facility first, with the grandstand project being placed on hold until the core facility is completed.

#### **Board Role/Accountability:**

- Consistent expectation for completion of Phase I of the project as committed
- Informing adjustments to Phase I of the project as applicable
- Consistent expectation that the academic needs of students will be held at the core/foundation of all facility related decisions

#### **Superintendent Role/Accountability:**

- Ongoing engagement in and contribution to construction related decisions as applicable to program objectives and expectations
- Assuring for the integrity of the overall project through consistent communication of progress details to Board, staff and community
- Informing and subsequently overseeing the management of schedules as they pertain to the overall delivery of program to students, with direct emphasis on staff and student safety

#### **Process and Progress Checks:**

The Board will receive monthly updates (status reports) on all Capital Projects work. Included in these updates will be reference to the status of projected timelines for the project, as well as a summary of change orders or modifications of significance. The Board will remain involved in discussions of significance to the overall project, through the open (regular) meeting structure.

#### **Mid-Year Updates:**

The Primary School facility was completed on time and is serving the expectations of the K-2 Program in an efficient and effective manner.

In response to the initiation of full time Kindergarten, resulting from new construction, we have created a "Kindergarten Corner" feature on the website which is updated monthly.

The Superintendent has remained committed to regular participation in weekly construction meetings.

We are on track for completion of Phase I of the High School facility by July of 2017. We anticipate having student access to this initial phase by the start of the 2017-18 school year, at which time Phase II of the project will be underway. There will be a number of budget implications, particularly as we open the High School Cafeteria, with the onset of programs in the new space.

We are in the process of working with the general contractor to establish a context for review of future options to complete the grandstands.

Construction updates are a standing item on the monthly Board Meeting agenda.

Monthly *Borderite Reports* in *The Northern Light* newspaper, as well as the District website, serve as key reference points for the communication of construction progress to the overall community. The Superintendent has also reported to applicable community groups, with the next presentation scheduled for the Semiahmoo Men's Club during the first week of February.

### **Final (Year End) Summary Points:**

In spite of significant delays in the construction schedule during the winter months, Phase I of the project is back on track as of early June. We fully anticipate occupying Phase I by late August.

The Superintendent has remained actively involved in weekly construction meetings throughout the current school year, with subsequent reports to the School Board taking place at each of their regular meetings.

Updates on construction work have been issued to the general public through the website, as well as the monthly *Borderite Report* in *The Northern Light* newspaper.

There will be a number of teachers impacted, many temporarily displaced, as we prepare for the initiation of Phase II, which will involve the demolition of four classrooms in early July.

Multiple smaller projects, many of which will be funded by the general fund, will take place over the summer of 2017, including painting, the replacement of the garage doors on the old bus garage, and the resurfacing of the old tennis courts.

In July, the School Board will be provided with an update on alternative considerations for the upgrade, or replacement, of the existing stadium grandstands.



## Glossary

AIMSweb®	Achievement Improvement Monitoring System
ALEKS	Assessment and Learning in Knowledge Spaces
AVID	Advancement Via Individual Determination
AWSP	Association of Washington School Principals
CBA	Classroom Based Assessment
CCSS	Common Core State Standards
CEDARS	Comprehensive Education Data and Research System
CEL	Center for Educational Leadership, University of Washington
COI	Cycle of Inquiry
DIBELS®	Dynamic Indicators of Basic Early Literacy Skills
ELA	English Language Arts
HIB	Harassment, Intimidation and Bullying
HSPE	High School Proficiency Exam
LID	Learning Improvement Day
MASI	Multilevel Academic Skills Inventory
MSP	Measurement of Student Progress
PGO	Professional Growth Option of Certificated Evaluation
PLC	Professional Learning Community
RTI	Response to Intervention
SBA	Smarter Balanced Assessment
SMART	Specific, Measurable, Attainable, Relevant and Time Bound
TPEP	Teacher/Principal Evaluation Project
TWSSP	The Whole School Success Partnership
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WSRMP	Washington State Risk Management Pool