



# Comprehensive (Long Range) District & School Improvement Plans 2017-2018

## **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 2017-18 Comprehensive Plan (August/September 2017 and October 2017)**

- Continuing Goal Areas Defined
- Building Improvement Plans Developed
- Superintendent and Board Focus Informed

### **Board Action (October 23, 2017 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 22, 2018 (5:00pm): Superintendent Mid-Year Performance Review (Final Section of Document)
- January 22, 2018 (Regular Board Meeting): 6-12 Level Mid-Year Report
- February 26, 2018 (Regular Board Meeting): K-5 Level Mid-Year Report
- May 29, 2018 (5:00pm): Board Worksession – Review Goal 1 and Goal 2
- June 25, 2018 (Regular Board Meeting): Full (All Goals) Summary Review

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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.*

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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.

## **2017-2018 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. For 2017-2018 we will utilize a growth goal setting table.
  - 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. The focus for Criterion 3 student growth goals will emphasize students not reaching learning potential and living in economic poverty.
- **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
  - Electronic Data System (Homeroom) and District Assessments (STAR)
- **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. These will include “nested goals” with whole school and subgroup goals focused on students not reaching learning potential and living in economic poverty. School goals will be presented at the October School Board work session. Administrators and their school teams 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:
    - 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. STAR assessment in Literacy and Mathematics will be utilized to measure 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.

### **2017-2018 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 with emphasis on students not reaching learning potential and living in economic poverty.

### **District Action Plan**

- **Support all teachers in meeting and exceeding standards on Criterion 3**
  - Use of district professional development time (late starts, Learning Improvement Days, release time) will be focused on Criterion 3
  - Content training in literacy and mathematics will emphasize strategies to understand and meet the needs of a range of learners.
  - Implementation of program changes in Highly Capable Program 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, Agile Mind, UW Math Education Project
  - 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 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.

### 2017-2018 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 Common Core State Standards 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, Common Core State Standards, instructional routines and materials with emphasis on “Work Places” (math workshop time) and Bridges Intervention Modules at the K-5 level. Enhanced use of Agile Assessment Tools will be emphasized in grades 6-12.
  - Grade Level/Department Collaboration & Teacher Leadership Development
- **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 (STAR & Curriculum Based)
  - 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 and differentiation strategies and math instructional routines based on classroom observations

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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.**

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

	<b>FALL</b>	<b>Winter</b>	<b>Spring</b>
<b>Mathematics</b>	<u>Elementary (K-5)</u> Bridges Intervention training Monthly half day PD sessions for K-5 staff Monthly K-5 math leadership meetings Parent Math Night  <u>Secondary (6-12)</u> 3 Day Agile Mind training 1 Day training Agile Assessment Mixed grade lesson study	<u>Elementary (K-5)</u> Differentiated support to individual teachers/departments (coaching) Monthly K-5 math leadership meetings Special Education training Parent Math Nights  <u>Secondary (6-12)</u> Mixed grade lesson study Teachers Development Begin planning for review process	
<b>Science</b>	K-12 Science Team focus on “Science Practice Standards” Continue providing training on NGSS for all relevant staff Set up leadership training with NWESD	Continue providing training on NGSS for all relevant staff Presentations from Project Lead the Way for grades K-12	
<b>Health</b>	Parent review opportunity (Annual)	Health Committee and IMC to review FLASH updates	
<b>Language Arts</b>	Implementation of Fountas and Pinnell Classroom at grades K-2 Use of Literacy Maps in grades 3-8 K-12 Conferring training with CEL Use of late start time for conferring work Monthly teacher leadership meetings Leadership sessions with CEL Continue to fund materials to increase access to high quality text at a variety of levels	Implementation of Fountas and Pinnell Classroom at grades K-2 Use of Literacy Maps in grades 3-8 K-12 Conferring training with CEL Use of late start time for conferring work Monthly teacher leadership meetings Leadership sessions with CEL Purchased pre-school components of Fountas and Pinnell Classroom	
<b>Technology</b>	Leadership Team meeting Gather building input on any pressing needs as budgets are limited in 17-18 Identify options to continue technology training offerings especially related to use of Google Classroom	Developed an overview of goals for informational document on capital levy Use of Google classroom tools for professional learning	

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

Parallel Building Focus	Mid-Year Reports	May Worksession & Data Summary
<p><b>Blaine Primary School and Point Roberts (PK-2)</b> See Work Session Presentation for Baseline Data</p> <p><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.</p> <p><b>Whole School</b> By April 2018, the percentage of Blaine Primary School student reading at grade level will increase by 3-5% based on the following measures; Dibels, STAR, Dolch, and the Fountas &amp; Pinnell (F &amp; P) Benchmark assessment.</p> <p><b>Achievement Gap</b> Students in the FRL subgroup will close the reading achievement gap, i.e. % of students reading at grade level, by demonstrating an additional 3-5% growth based on the following measures; Dibels, STAR, Dolch, and the Fountas &amp; Pinnell (F &amp; P) Benchmark assessment.</p> <p><b>Selected Classes Student Growth Measures</b> By April 2018, percentage of 2nd grade students reading at grade level will grow by 3-5% based on the following measures; Dibels, STAR, Dolch, and the F&amp;P Benchmark assessment.</p>	<p>A K-5 level mid-year progress report will be provided as an attachment to the Regular Board Meeting agenda for February 26, 2018 which can be accessed in <a href="#">BoardDocs</a>.</p>	<p><b>End-of-Year Data:</b></p>
<p><b>Blaine Elementary School and Point Roberts (3-5)</b> See Work Session Presentation for Baseline Data</p> <p><b>Student Growth Goal for BES:</b> <b>Whole School</b> By April 2018, percentage of 5<sup>th</sup> grade students meeting standard in ELA will grow by 14% based on SBA, 6% on DIBELS, and percent TBD on STAR based on fall data.</p> <p><b>Achievement Gap</b> By April 2018, percentage of 5<sup>th</sup> grade students on free and reduced lunch meeting standard in ELA will increase by 20%, subsequently narrowing the achievement gap.</p> <p><b>Selected Classes Student Growth Measures</b> Identified subgroup of students in 5<sup>th</sup> grade classrooms will grow by one performance level on SBA, 1.5 Grade levels on STAR, and 4-5 levels on the Fountas and Pinnell Benchmark assessment.</p>	<p>A K-5 level mid-year progress report will be provided as an attachment to the Regular Board Meeting agenda for February 26, 2018 which can be accessed in <a href="#">BoardDocs</a>.</p>	<p><b>End-of-Year Data:</b></p>
<p><b>Blaine Middle School</b> See Work Session Presentation for Baseline Data</p> <p><b>Whole School</b> By Spring 2018, percent of BMS students meeting standard in ELA will grow by 5% based on SBA &amp; STAR.</p> <p><b>Achievement Gap</b> By Spring 2018, percentage of BMS students on free and reduced lunch meeting standard in ELA will increase by 7% on SBA subsequently narrowing the achievement gap. Additionally, BMS students on free and reduced lunch will grow from level 2 to 3 on the January and May screenings.</p> <p><b>Selected Classes Student Growth Measures</b> Areas of Focus will include student performance in transition years (8<sup>th</sup> grade math and 6<sup>th</sup> grade ELA.) Teachers will identify a sub group of students below standard. Students in this sub group will make additional growth relative to peers based on STAR, SBA, and classroom data in order to close the achievement gap.</p>	<p>A 6-12 level mid-year progress report will be provided as an attachment to the Regular Board Meeting agenda for January 22, 2018 which can be accessed in <a href="#">BoardDocs</a></p>	<p><b>End-of-Year Data:</b></p>



<p><b>Blaine High School</b> See Work Session Presentation for Baseline Data</p> <p><b>Student Growth Goal for BHS:</b> <b>Long Range Goal:</b> 90% Graduation Rate for current freshman cohort (86% on time, 90% Year 5).</p> <p><b>Whole School</b> Create a culture and environment where kids feel safe at school and enjoy school. Additionally by Spring 2018, students will increase rates of math performance from 38.9% to 50% on the 11th grade SBA and increase the percent of students meeting standard in ELA by 3-5% based on STAR and SBA.</p> <p><b>Achievement Gap</b> By Spring 2018, we will narrow the achievement gap in math of children living in poverty from 18% to 8% as measured by SBA, as well as increase the graduation rate of students with disabilities to 100%.</p> <p><b>Select Classes Student Growth</b> English teachers will identify a sub group of students below standard. Students in this sub group will make additional growth relative to peers (8%) based on STAR, SBA, and conferring data in order to close the achievement gap.</p>	<p>A 6-12 level mid-year progress report will be provided as an attachment to the Regular Board Meeting agenda for January 22, 2018 which can be accessed in <a href="#">BoardDocs</a></p>	<p><b>End-of-Year Data:</b></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>A mid-year progress report will be provided as an attachment to the Regular Board Meeting agenda for January 22, 2018 which can be accessed in <a href="#">BoardDocs</a></p>	<p><b>End-of-Year Data:</b></p>

**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
  - STAR Reading
  - STAR Math
- **Blaine Elementary School & Point Roberts Primary School**
  - STAR Reading
  - STAR Math
  - SBA
- **Blaine Middle School**
  - STAR Reading
  - Star Math
  - Behavior & Assessment
  - SBA
- **Blaine High School**
  - State Assessments
  - STAR Reading
  - STAR Math
  - Grades
  - 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 (prior) 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.

**2017-2018 Area of Focus:**

During the 2017-18 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 continue to 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.

- Ongoing 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, with specific emphasis on the work of the 2017 legislative session.
- 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
- Continued 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 points (HIB-specific emphasis on cyber bullying) supporting assurance of consistent entry of data in Student Information System, with direct emphasis on those incidents resulting in formal disciplinary action for one or more students
- Ongoing commitment to ongoing (HIB) applicable training (students and staff) at the building level
- Continued enhancement of partnership with Blaine Police Department, taking into consideration a Police Department Leadership transition, with emphasis on proactive intervention and support
- Consideration of additional policy level changes with specific emphasis on new language in the area of anti HIB 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 has been a two-year process. Our focus in 2017-18 will be on establishing improved communication guidelines for our work with students, parents, and the overall community. We will also be identifying risk assessment tools for all grade levels, as required by the new guidelines. We will need to finalize a protocol for the initiation of a “Community Truancy Board” model. All of these resulting modifications must be integrated into modified 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.

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- HIB prevention remains a continuing point of emphasis (2017-18)
  - Standardization of data entry protocols (consistent use of applicable Skyward data)
  - Consistency of options for tracking Tier II issues (informal interventions at the building level...non disciplinary issues)
  - Alignment of prioritized prevention/intervention training for staff at all levels, with specific emphasis on closing the gap for those students represented in our low income cohort
  - Updating key HIB policy and procedure language as applicable, with continued emphasis on cyber-bullying prevention/intervention strategies
- **Priority Resource Issues**
    - Ongoing consideration of consistency for data entry across all buildings (validity of data), which we project will be positively impacted by the addition of student data management staff
    - Expansion of data oversight and management at building level, with consistent and relevant training provided through applicable staff
    - Development of protocols/systems for tracking Tier II (building-based informal intervention) data, including disposition of recorded allegations of HIB incidents
- **Measures of Progress/Projected Timelines**

2016-17 (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 2016-17 school year, in Grades K-12 (primarily Grades 6-12), there were 100 students represented in 144 suspension and expulsion incidents, incidents involving students being fully excluded from the campus for one or more school days.
      - Our expectation for the 2017-18 school year will be to reduce the overall (K-12) number of out of school suspension incidents (full exclusion from school), by a minimum of 50%, with the objective of assuring that, to the fullest extent possible, students are permitted to remain on campus, while continuing to experience relevant academic support.
    - **HIB Incidents Documented (Grades 3-12)**
      - During the 2016-17 school year, we documented a total of 14 incidents of HIB behavior at the Elementary School, 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 2017-18 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 2016-17 school year, in consideration of the attendance pattern of all students (K-12) we documented an unexcused absence level involving a total of 10 or more days at 7.2% of all students, and a combined (excused/unexcused) absence level of 18 or more days at 12.8% of all students. During the 2017-18 school year, we will move forward with implementing strategies, as informed through new and /or revised legislation, with the goal of reducing these numbers by 20%.

# Enhancement of Student Graduation Rates 24-Credit Transition Planning

## 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 continue to 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 student needs and interests more purposefully considered at the Grade 8 level.

### 2017-2018 Area of Focus:

With the first cohort of students accountable to the new 24-Credit Graduation Requirements now entering Grade 9, the initial focus has been on projecting future program (course) needs and implications, and the degree to which our new facility will serve to support implementation. Key to this process is consideration of the implications for CTE (e.g. Bio-Medical) and College in the Classroom coursework specific to the “Personalized Pathway” component. Over the past year, WOIS has served as a resource to support students in identifying both educational and future career interests, as early as Grade 7.

Specifically, during the 2017-18 school year, we will monitor the progress and resulting impact of moving forward with the following program objectives:

1. A significant increase in the number of College in the Classroom Courses available to BHS students.
2. After school Academic Intervention Support for struggling students
3. Implementation of the BUILD Program during the regular school day at Blaine High School

In the 2017-18 school year, we will continue with the recently Board approved policy for granting high school transcript credit for 8th grade students that have formally initiated work on “Personalized Pathways”, as well as high school transcript credit for those 8th grade students completing the high school equivalent algebra course.

We will also continue to maximize consideration of course alternatives that do not significantly compromise the level of seat time/course hours expected 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 2017-18 school year:**

- The Blaine School District will continue working to assure for targeted 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. At this time, the process of supporting either on-time issuance of credit, or the timely attainment of credit lost or yet to be earned, is directly supported through a change in policy language, as well as the implementation of the expanded advisory program (BUILD).
- The staff at Blaine High School will continue to partner with post-secondary entities to assure for expanded program options for student acquisition of both High School and College level 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). At the first official grade check point in the 2017-18 school year, late October or early November, we will have an opportunity to consider year over year comparisons with respect to Grade 9 course failure rates.

- **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 levels of intervention for struggling students.
  - We have experienced the demand for additional “*College in the Classroom*” courses expanding, and as such have addressed 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. During the 2017-18 school year, students will be supported financially in the payment for credits earned in the completion of *College in the Classroom* courses. In the 2017-18 we have experienced an increase in the number of such courses offered to students from three to twelve. Once students have made a final decision on enrollment through the applicable college, we will have a baseline for consideration of initial impact.
  - During the 2017-18 school year, Blaine High School will work in partnership with ESD 189 to complete the formal Accreditation Process, with specific emphasis being placed in the tracking of applicable academic achievement goals.
- **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. Preliminary data represents an increase of approximately 8-10% in the overall on-time graduation rate for BHS when we look at the Class of 2017 in comparison to the Class of 2016. Final number should be available by early November.
  - 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), particularly the expanded advisory program (BUILD) being a key variable for review and analysis.

Goal 5

**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 defined by the level of accepted bid.

**2017-2018 Area of Focus:**

All aspects of the Capital Projects work continue to consume a significant level of time and focus from the Leadership Team and, more specifically, the Superintendent and the Board. Over the course of the last 24 months, 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 Report* has served to keep the general public informed as to the progress of identified projects, and the District website home page has also provided a link for the timely release of construction details and related visuals. In June of 2016, 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, and net available revenue variables can be considered. In the October/November of 2017 timeframe, a committee comprised of staff and community members will be charged with considering the existence and implications of short term facility needs, those in a window of up to five years, that will not be either fully supported, or supported at all, by the 2015 Facility Bond.

**District Action Plan**

- **Alignment of District Focus and Building Level Involvement**
  - With completion of the new wing at Blaine Primary School in August of 2016, as well as enclosure of the existing larger play shed and conversion of the existing smaller play shed to a music room, the program enters its second year (2017-18) of response to the early learning needs of students and families at this critical program level. Our work in the 2017-18 school year will place continued emphasis on supporting key partnerships with both families and pertinent community entities, with specific emphasis on the attainment of early literacy success for all students.
  - With Phase I of the Blaine High School project now complete, the most extensive work on the part of the Blaine School District Board and staff, in the 2017-18 program year, involves support for Phase II (19 classrooms) of construction at Blaine High School. There will continue to be a range of challenges and 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 II of this project, scheduled to be completed in the summer of 2018, there will be a broad range of transitional issues to consider as we move into the 2018-19 school year.
  - *(Added pursuant to Board Motion on October 23, 2017)* Phase III will include renovation of the library and office areas and is scheduled to be underway in June 2018. During Phase III construction, the High School office, counseling staff, and library will need to be temporarily relocated to the Phase I area of the facility.
- **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 \$1.7M. This number could be impacted by any number of yet to be surfaced project variables.
  - 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 2018-19 school year, there could once again be a number of staffing related implications for transition to the new facility (Phase II). Phase III of the BHS Project is scheduled to be underway in the summer of 2018, with the overall facility scheduled for full occupancy in the fall of 2019.
- **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.
  - As of October of 2017, the BHS Project remains within the overall projected window with respect to contingency balance.

*Summary Presented For Board Review/Approval on 10-23-17  
Mid-Year Review, January (6-12) and February (K-5) of 2018  
Review of Goals 1.0, 2.1, 2.2 on 5-29-18  
Final (Overall) Review on 6-25-18*

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

### **Board Expectations 2017-18:**

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:**

Each of the principals will have an opportunity to address progress on their "School Improvement Plans" and related "Cycle of Inquiry" work at the Board meetings in January (K-5) and February (6-12) of 2018. 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 June Board meeting.

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

#### **Literacy**

This fall we began the roll out of "Fountas & Pinnell Classroom," our newly adopted K-5 Literacy Program. Teachers have participated in a range of training facilitated by the Center for Educational Leadership and by our Teaching and Learning Department. The training has taken place through release time and our late start protocols. The focus for the first part of the year was around "shared reading" and "interactive read aloud" components of the program. Principals and the Teaching and Learning department are participating in regular classroom visits during literacy to monitor progress and to support staff with the transition to the new materials.

As a K-12 system, we have continued our partnership with the Center for Educational Leadership, focusing on differentiation and personalization of literacy learning through the conferring structure. Staff have participated in ongoing training and coaching on conferring practice, as well as deepening knowledge of text levels and reading behaviors to help reading make growth.



### **Student Growth & School Improvement Goals**

Teachers across the system have selected a focus group of students, specifically targeting students on free and reduced lunch, to provide additional support based on need. They have set student growth goals specific to that sub-group and are working toward closing the achievement gap on a personalized level. In this second year of the Title I K-8 Schoolwide model, the primary and elementary schools are using a 6 to 1 week cycle protocol to provide intervention for students below standard in reading and then monitor data and adjust instruction after each cycle.

We are now using STAR across grade all levels to track student progress in literacy and mathematics. We anticipate reviewing system level data after the benchmark assessments at the end of January. Additionally, updates on School Improvement Plans will be reported during January and February at which time the Board can anticipate presentations from principals on mid-year data relative to each school's goals and including an analysis of STAR data.

### **Mathematics**

2017-2018 is the second year of implementation for the K-5 Bridges in Mathematics program. In addition to utilizing the pacing guides, included in the materials, to guide lesson delivery, teachers and support staff are implementing the Bridges intervention materials to support students who are struggling with the core lessons. Based on parent surveys last year, we are hosting regular family math nights where parents can learn about the program's content and how to support their children, while the students participate in mathematics games and activities.

Agile Mind is in the third year of implementation at BMS and fourth year at BHS. In addition to general Agile Mind training, included in our contract, the 6-12 teachers are participating in a lesson study protocol to align practices and look at student learning across grade levels. We intend to complete a program review and status check after the 2017-2018 school year in order to determine strengths, needs, and next steps for the 6-12 mathematics program.

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

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

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

#### **Board Expectations 2017-18:**

During the 2017-18 school year, the Blaine School District will proceed with our 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. In addition, full support will be given to the establishment of building-based Truancy Boards, as we seek to assure for an intensified level of support for students and families at all levels of the system.

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

- Continued 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 (building level administrators, counselors, intervention specialists, and data management staff) 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 three areas (HIB, Discipline, and Attendance) 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, and the broader community
- 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 2017-18 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.

Concurrently, our Student Data Supervisor will report to the Board on the preliminary success of our efforts to identifying and implement 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: (2017-18 January Data Points)**

During the 2017-18 school year, we have been diligently focused on addressing, in greater detail, the social and emotional needs of students at all levels of the program.

Our Leadership Team, and, in turn, many of our support staff, have been working with the text: "Turning High Poverty Schools Into High Performing Schools". This text was ordered for the Board as well and will be

surfaced as a point for reference during future Board meetings. The general premise of the text is that of seeking to develop a pragmatic understanding of the academic, social, and emotional needs of economically disadvantaged students, while establishing a more authentic and more purposeful level of relationship with not just these students but their families as well. It should be noted that, while we are collectively focused in the current year on extending the scope of our work in the context of economically disadvantaged students, the resulting protocols are expected to have a reciprocal impact on the needs of all students.

We are continuing to work through the Leadership Team to both sustain and initiate strategies for a higher level of targeted support to K-12 families. The research is clear that the initial contacts are most effective when they come from those closest to the frontline work with students. For challenged and often distracted or disruptive students, we must continue to work on identifying protocols and assuring for parallel training to support both teachers and support staff in this work.

In late December, we released to the media, and posted on our website, the details of the initiatives that are either currently in place or taking shape. Many of the initiatives are both time and cost intensive. In the Blaine School District, our resource margins, in terms of both time and funding, present limitations to the number of initiatives that can be concurrently pursued. To that end, the **attached summary** represents those that would be viewed as substantial priorities at mid-year. This list is fluid, and by no means should the list be considered as all-inclusive.

**January 2018 Data Points (December 31 Cut Off Date)**

	<b>HIB Incidents (Involving Disciplinary Action)</b>	<b>Unexcused Absences (Days Total)</b>	<b>Excused Absences (Days Total)</b>	<b>Out-of-School Suspension Incidents</b>	<b>In-School Suspension Incidents</b>
<b>Blaine Primary</b>	0	115	2,025	0	0
<b>Blaine Elementary</b>	0	123	1,927	0	17
<b>Blaine Middle School</b>	4	58	1,720	6	43
<b>Blaine High School</b>	2	957	2,113	12	17

**Final (Year End) Summary: (2017-18 June Data Points)**

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

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

#### **Board Expectations 2017-18:**

With the first cohort of students accountable to the new 24-Credit Graduation Requirements now entering Grade 9, the initial focus has been on projecting future program (course) needs and implications, and the degree to which our new facility will serve to support implementation. Key to this process is consideration of the implications for *CTE (e.g. Bio-Medical)* and *College in the Classroom* coursework specific to the “*Personalized Pathway*” component. Over the past year, WOIS has served as a resource to support students in identifying both educational and future career interests, as early as Grade 7.

Specifically, during the 2017-18 school year, we will monitor the progress and resulting impact of moving forward with the following program objectives:

1. A significant increase in the number of *College in the Classroom* courses available to BHS students.
2. After school *Academic Intervention Support* for struggling students
3. Implementation of the *BUILD Program* during the regular school day at Blaine High School

#### **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 (information sharing) with the overall community, with specific emphasis on the relevance of the work taking place through the BUILD Program.

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

This transitional work will be ongoing, with periodic updates to the Board taking place at schedule meetings. The completion and subsequent opening of Phase I of the High School have served to further enhance scheduling opportunities in support of these initiatives.

The Blaine High School Improvement Planning work is focused extensively 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:**

Over the past three years, we have been particularly concerned about the level of academic performance of students at Blaine High School, with specific emphasis on the relatively low level of performance of students that would be considered to be economically disadvantaged, as well as students served on IEPs. During the 2016-17 school year, we were provided with a more comprehensive set of data points (analytics) through OSPI, and as a result, are focusing on the following metrics more directly during the 2017-18 school year:

- A. Grade 9 (and 10) Course Failure Rates
- B. Dual Credit Enrollment (Courses taken for both High School and College Credit)
- C. Student Attendance Levels (specific emphasis on Grades 6-12)
- D. Student Discipline (exclusion/non exclusion) Protocols

While we did experience an increase in on-time (4-year) graduation rates from 2016 to 2017, we remain below the 80% level and continue to see a disproportional level of IEP students, economically disadvantaged students, and males (deficiently) represented in this data. Subsequently, in addition to graduation rates, we remain focused longer term on the balance of these metrics.

**More specifically this year:**

At Blaine High School, the *BUILD Program* is serving to provide a more intensified level of daily support to students (30 minutes), in a more personalized setting. In effect, all students are experiencing a certificated staff supported opportunity to engage academic content, beyond the regular classroom setting, during the school day.

At Blaine Middle School, the point of emphasis this school year, through LAP Grant funding, has been on placed on the development of an *In School Suspension/Truancy Prevention Program*.

The Board can expect to receive more detailed information on the progress/impact of these initiatives when principals present their reports on January 22 (Grades 6-12 High School and Middle School).

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

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

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

#### **Board Expectations 2017-18:**

All aspects of the Capital Projects work continue to consume a significant level of time and focus from the Leadership Team and, more specifically, the Superintendent and the Board. Over the course of the last 24 months, the District has 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 Report* has served to keep the general public informed as to the progress of identified projects, and the District website home page has also provided a link for the timely release of construction details and related visuals. In June of 2016, 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, and net available revenue variables can be considered. In the October/November of 2017 timeframe, a committee comprised of staff and community members will be charged with considering the existence and implications of short term facility needs, those in a window of up to five years, that will not be either fully supported, or supported at all, by the 2015 Facility Bond.

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

- Consistent expectation for completion of Phase II of the project as committed
- Informing adjustments to Phase II 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 continue to 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 first six months of the 2017-18 contract year have been heavily impacted by construction and related program transitions on the Blaine School District campus. Weekly construction meetings continue to bring context to the complexity of the work that remains to be completed over the next 18 months. Although manageable, we are consistently challenged with the management of this magnitude of overall facility work while our students remain on the campus.

*Phase I* of the overall Blaine High School Project reached substantial completion in August of 2017 and, as such, we were able to occupy this space at the start of the current school year (September). Punch list work remains active in *Phase I*, with related attention to deficit areas being scheduled for attention into and through the summer of 2018.

We have received a grant for artwork, through OSPI, and have a student, staff and community based committee slated to work with a representative of the *State Arts Commission* on options for bringing emphasis to this element of the overall facility. Specific emphasis, through the grant, will be placed on the completion of an historical mural, for display on the east wall of the cafeteria.

**Phase II** of the Blaine High School Project is moving forward and is on schedule to be completed and ready for occupancy at the start of the 2018-19 school-year. **Phase II** of the project includes the largest share of new classroom space, and, as such, will represent the most complex and impacting transition for the overall program. The Board, and subsequently the overall community, will continue to be apprised of the project's progress through monthly Board meeting reports, postings to the website, and the inclusion of details in the *Borderite Report* (weekly newspaper).

**Phase III**, the final phase of the project, is scheduled for completion during the 2018-19 school year, at which time the Main Office and Support Staff will be temporarily relocated to the future Band Room.

In addition, we are on schedule for upgrades to the north wing of Blaine Elementary School in the summer of 2018. The Board will review preliminary designs for this work at the January 22, 2018 meeting.

Finally, the Board is expected to take action at their January 22, 2018 meeting on a resolution for placement of a six-year *Capital Levy* on the April 24 ballot. This measure will be targeted at the completion of commitments made in the previous Bond period, commitments that could not ultimately be addressed as a result of project cost escalation. In addition, the *Capital Levy*, once approved, will provide the resources to complete higher cost facility upgrades, over the next six years, as well as much-needed upgrades to technology and CTE equipment. The focus of this initiative was informed through the recent work of the *Facility Needs Review Committee*, under the facilitation of the Superintendent.

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

## 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
STAR®	Standardized Test for the Assessment of Reading (and other skills)
TPEP	Teacher/Principal Evaluation Project
TWSSP	The Whole School Success Partnership
WaKIDS	Washington Kindergarten Inventory of Developing Skills
WSRMP	Washington State Risk Management Pool