



Blaine School District
"Home of the Borderites"

Blaine School District Comprehensive (Long Range) Plan

- District Improvement Plan
- School Improvement Plans

Board Review (9-26-11)

- Core Values and Beliefs
- Vision Statement
- Purpose Statement
- Preliminary Goals and Timelines (2011-12)
- Preliminary (District) Strategies and Supporting Action Plans (2011-12)

Board Action (10-24-11)

- Supporting Strategies
- Related Action Plans
- School Action Plans
- Board and Superintendent Roles and Responsibilities

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 that system-wide transparency, collaboration and communication lead to sound decisions

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.

Blaine School District Comprehensive Plan Goal Statements

Goal 1: Continuous Improvement – 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. (2009-2010-2011-2012-2013)

Goal 2.1: Curriculum and Pedagogy - Identify multiple teaching strategies across core content areas, which are research-based and have a record of enhancing student academic progress and success. (2009-2010-2011-2012-2013)

Goal 2.2: Curriculum and Pedagogy – 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. (2009-2010-2011-2012)

Goal 3: Technology – The Blaine School District will support creative teaching and student learning methods utilizing existing technology, with a realistic approach to recurring investment in new, proven technology. (2010-2011-2012)

Goal 4: Community and Parent Involvement – Based on school community survey data, by June 2012, parents and community members will indicate a high degree of satisfaction with the Blaine School District in the areas of parent and community involvement. (2010-2011-2012)

Goal 5: Teaching Staff – The Blaine School District will attract, maintain, and develop quality educators as measured by staff turnover rate, meaningful and relevant teacher performance evaluations, and tools to measure quality instruction. (2010-2011-2012)

Goal 6: Safety – The Blaine School District will reduce crimes, injuries, and dangerous behavior on campus by 10% each year, as measured by data obtained using Skyward (discipline data), L&I, uniform crime reports, fire and EMS and other systems. (2010-2011-2012)

Goal 7: Opportunities For All Students – By 2013, the Blaine School District will assure for the continuous social, emotional, physical and academic skill development of all students, as measured by a student perception survey to be administered at grades 2, 5, 8, and 12, in addition to standard measurements of academic progress. (2012-2013)

Goal 8: Facilities – The Blaine School District will provide up-to-date facilities that will enable all students to grow and learn in a non-restrictive, safe environment. (2009-2010-2011-2012)

Goal 9: Transportation – The Blaine School District will provide safe transportation equipment and professional staff to assure student travel to and from school and extracurricular activities in an efficient and practical manner. (2011-2012-2013)

Goal 10: Resource and Finance Issues – The community, in partnership with the Blaine School District, will economically and innovatively use resources to educate and develop every student to their fullest potential and provide ample support and professional development to staff. These outcomes will be measured in accordance with a five-year action plan. (2009-2010-2011-2012)

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 1: **Continuous Improvement** – 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.

Strategy A: Supporting the development of formative classroom-based assessments in order to avoid over-reliance on state assessments in driving instructional decision making.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Development teams to be facilitated at building/department level w/emphasis on alignment of State Standards and Performance Expectations, while also including an intentional level of emphasis on the common core standards (federal level standards/applicable content areas).	CIA Director Principal, and Grade Level/Content Teams	This work is currently in process Annually review progress	Staff training, quality visitations, networking, with all supporting technical knowledge of State Standards and Performance Expectations, as well as the Common Core Standards and related timelines for implementation.	Collection of reciprocal student performance data (core content) Teacher survey (feedback alternative) specific to process K-12 aligned curriculum documents
Scheduled opportunity for transitional grade levels (2/3, 5/6, 8/9) to meet and assure for K-12 continuity within core content areas (reading, writing, math, science), specific to both the delivery of content and the subsequent (timely) assessment of student progress.	Curriculum Director, Principal, and Grade Level/Content Teams	This work is currently in process Annually review progress	Continued allocation of resources for release time (collaboration time) as well as resources for training specific to State Standards and PEs, and Common Core Standards.	K-12 aligned curriculum documents in core content areas (math, reading, writing and science), with specific attention to the prescribed timeline.

Building: Blaine Primary School

Applicable Data Source and Implications: Blaine Primary School will be using common screeners to determine Tier II/III students. This will also determine instructional strategies.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Reading: K-2 students will be screened using the Dibels tool. Use the screener to identify specific skills needed for the students to move to Tier I (Standards).	Principal Title I Screening Team	September through May	Dibels screener Intervention Notebook CORE resource book Standard Protocols	Blaine Primary School staff will design intervention/instruction to decrease the number of Tier II and III students by 5% by January 2012 screening and an additional 5% by May 2012 screening.
Math: Students in Grade 1 and 2 will be screened using the AIMSweb tool to identify specific skills needed for the students to move from Tier II/III to Tier I (Standards). Develop Specific interventions for computation. Align K-2 Math Curriculum maps to the Common Core Standards.	Principal Teachers	September through May	AIMSweb Release time for math coaches to determine and develop intervention strategies.	We will identify the Tier II and III students. We will decrease Tier II and III students by 5% by January 2012 and additional 5% in May of 2012.

Building: Point Roberts Primary School

Applicable Data Source and Implications: Point Roberts Primary School will use RTI screeners in conjunction with classroom-based assessments to help identify student strengths and needs and modify instruction accordingly.

<p>Activities: Steps to be taken. What will occur?</p>	<p>Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?</p>	<p>Timeline: When will this strategy or action begin and end?</p>	<p>Resources Needed: What existing and new resources will be used to accomplish this strategy?</p>	<p>Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?</p>
<p>Students will be screened 3 times a year using the following measures: Reading - MAZE, DIBELS, and CBAs / Math – MASI, AIMSweb fact probes, Test of Math Concepts and Applications, and CBAs / Writing – writing prompts. Assessments administered at Point Roberts will be aligned with those used in the other Blaine schools.</p>	<p>Mary Edgley Deb Wilkowsky</p>	<p>fall, winter and spring</p>	<p>Specified reading, writing and math assessments and the CORE Assessment Book</p> <p>1 day of release time to administer and score assessments and analyze results</p> <p>Participation in Elementary LID days</p>	<p>Assessment results will be used to monitor student progress toward benchmarks with the goal of each student reaching benchmark, or making at least one year’s growth over the school year .</p>
<p>Formative Classroom-Based Assessments aligned with the common core standards will be developed and administered. The results of these assessments will be used to modify both classroom and individual student instruction/intervention.</p>	<p>Mary Edgley</p>	<p>Underway October through March 2011-12</p>	<p>Non-teaching time to develop assessments and scoring guides.</p> <p>Participation in Elementary LID days.</p>	<p>A complete set of Formative CBAs in reading and math will be developed, that can be used at least monthly to monitor student progress toward meeting common core standards.</p>
<p>Assessment data will be used to guide interventions for students in math, reading and writing, and to modify curriculum and instruction</p>	<p>Mary Edgley</p>	<p>Ongoing September 2010 through May 2011</p>	<p>Non-teaching time to collaborate with Blaine Elementary and</p>	<p>Ongoing progress monitoring -Continued growth as measured by</p>

as needed to address any identified areas of concern.			Primary staff on the development of intervention strategies	specified assessments will determine the effectiveness of interventions and need for modification.
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Building: Blaine Elementary School

Applicable Data Source and Implications: Blaine Elementary School will use RTI screeners in conjunction with classroom-based assessments to help identify student strengths and needs and modify instruction accordingly.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Staff will administer common assessments including: Reading: MAZE, DIBELS, CBA Math: MASI, common grade level assessments Writing: common grade level writing assessment with scoring guide/rubric (3 times per year)	Teachers, Administrators, Paraprofessionals	2011-12 Fall, Winter, Spring	Reading and Math Assessments (MAZE, DIBELS, MASI, CBA's) Release Time – PD Building Funds LID/Staff Meetings Grade Level Meetings	Ongoing progress monitoring to measure student growth in each respective area (grade level assessments, CBA's, writing assessment, etc.). Use of assessment calendar to guide implementation school-wide.
Staff will use assessment data to determine interventions for students below standard in math and reading.	Teachers, Administrators, Paraprofessionals	2011-12 fall, winter, spring	Release Time – PD Building Funds LID/Staff Meetings Grade Level Meetings	Use of student data collection tool- grades 3-4-5.
Use of LID time to build staff understanding and application of research based instructional strategies to support student learning. Examples include the “workshop model” in literacy and “social-mathematical norms” in the mathematics.	Teachers, Administrators, Paraprofessionals	2011-12 at LID, Staff Meetings, and other collaborative team times.	Professional development time at LID and staff meetings.	Ongoing staff feedback at each LID to guide planning of PD. Application of various instructional strategies throughout the school. Use of materials related to PD- example “math norms” posters in

				classrooms. Staff/student use of terms during instruction.
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Building: Blaine Middle School

Applicable Data Source and Implications: Teachers will collaborate to create common formative assessments aligned with the state standards, the adopted curriculum and use the assessments as an instructional guide for student learning.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Teachers will use screeners, such as the MASI, BST, MAZE, and Fluency assessments as a benchmark for math basic skills and reading comprehension and fluency.	Teachers Administrators Academy Staff	Fall, Winter, Spring	MASI, MAZE, and Fluency assessments.	To increase 6 th , 7 th , and 8 th grade MSP math and reading achievement to meet state standards, by using formative assessment to guide instruction and interventions.
During common planning time and LID days, teachers will create common assessments to guide instruction.	Teachers Administrators	Ongoing	State Standards Collaboration Time	Copies of Assessments will be placed into the assessment notebooks.
Teachers will use data from common assessments to guide future instructional student learning needs.	Teachers Administrators	Ongoing	Class Time Common Plan Time	Student Learning Data Evidence of Intentional Interventions
Each grade level will put a copy of grade level common assessments for storage and availability in the assessment notebook.	Teachers Administrators	Ongoing	Assessment Notebooks Communication	Grade Level Assessments will increase throughout the school year.

Building: Blaine High School

Applicable Data Source and Implications: Teachers will collaborate to create common formative and summative assessments, and align courses to state standards and end of course crosswalks to increase student achievement and inform instruction collaboratively. Work will continue in the Math areas, Biology will be an extreme focus as the HSPE will move to End of Course Biology Exams.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Teachers will develop pre and post unit assessments in Biology that are aligned with state standards and end of course assessment rubrics to inform their instruction throughout the course sequence. Students will be offered an end of course assessment twice during the school year to provide feedback on instruction and course pacing implications. Math will modify current work with Data from Math EOC results and make informed modifications.	Administration Science PLC	October-June	Unit common assessments developed via state standard alignment and COE crosswalks.	70% of 10 th graders will pass end of course exam for the 2011/12 school year by using formative and summative assessment to guide instruction and determine necessary intervention in Biology.
Teachers will administer the Algebra ready test to identify incoming student's skills in math. Teachers will use results to guide future instruction and placement.	Math PLC Administration	April/ May	Algebra ready testing, teacher collaboration on feedback, student data i.e. Attendance etc.	Data gathered will be used to assess 9 th grade placement and remediation recommendations.
Math teachers will work with new Collection of Evidence rubrics to design a Portfolio course that will cater to students who have not passed one of the two math EOC assessments.	Math PLC Administration	Sept.-January develop and align course. February-June implement class for current Juniors in need of intervention.	Release time to attend trainings, collaboration time to share and observe and align.	Development of common strategies used in Algebra/Geometry throughout COE course via OSPI guidelines.

Building: HomeConnection

Applicable Data Source and Implications: Continual monitoring of Written Student Learning Plans (WSLP).

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Development of additional support for continuous progress toward WSLP goals.	Family Support Team Lead Teacher Administrator	October – January	WSLP syllabi from content areas	Required monthly WSLP reviews
Training in use of content-based sequence in selection of student goals.	Lead Teacher Selected parent trainer	January – June 2011	Allocation of resources to support parent attendance at training.	Improved WSLP s and assessment results
Additional support for enhanced program requirements as per ESB2065.	Staff	Sept - June	Estimated cost: \$10,000	Monthly P223 @ 80% or 90%.

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 1: **Continuous Improvement** – 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

Strategy B: The development of alternative measures of student performance, including student projects, portfolios, participation, and presentation opportunities

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Inventory(update directory of) existing practices specific to alternative measures of student performance.	Principals CIA Director Instructional Staff Students	2011-12	Related template for collection of relevant data. Time for representative group (K-12) to assimilate/coordinate relevant information.	Teachers are using alternative measures/data specific to the results of these measures will be reported out on an annual basis.
Use of annual data to identify, surface and reinforce effective practices in the use of alternative measures of student performance.	Principals CIA Director Instructional Staff Students	2011-2012	Consistent tool for recording of data specific to current alternative performance measurement practices and subsequent results.	Teachers are using alternative measures data specific to the results of these measures will be reported out on an annual basis.
Establish focus on most effective practices and support teacher professional development relevant to applicable implementation/application.	Principals, CIA Director Instructional Staff	2012-13 and annually from that point	Identify research-based effective practices.	Develop and track list of effective practices, reinforcing supporting data.

Building: Blaine Primary School

Applicable Data Source and Implications: Blaine Primary School will utilize Dibels, AIMSweb and Progress Monitoring Data to drive instructions.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Staff will give additional alternative measures that show student performance.	Instructional curriculum leaders Principal	September through May	Time Alternative assessment tools Data recording Tool	Research and collect a list of alternative measures to share with staff.

Building: Point Roberts Primary School

Applicable Data Source and Implications: Point Roberts Primary School will identify and implement effective research-based alternative measures of student performance that will drive instruction.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Point Roberts' staff will continue to work with Elementary and Primary staff to share information concerning alternative assessments already in place. Identified assessments will be evaluated for their potential effectiveness in improving student performance in relation to the common core standards.	Mary Edgley	October through May 2011-12	Participation in Elementary LID days Non-teaching time that can be used to work with Primary staff Access to current research	An up-to-date directory of research-based performance assessment practices related to the common core standards that can be used effectively in a multiage setting to improve student achievement.

Building: Blaine Elementary School

Applicable Data Source and Implications: Blaine Elementary School will explore effective research-based alternative measures of student performance to support instruction.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Staff will use a variety of alternative assessments including Student projects, portfolios, participation, and presentation opportunities.	Administration, Teachers, Support Staff	2011-12	Time at LID, staff, grade level, and content area meetings.	Share/discuss performance based assessment practices at BES during staff development time.

Building: Blaine Middle School

Applicable Data Source and Implications: At School Improvement Meetings and LID days, the discussion of standards-based grading and portfolios will be continued.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
A discussion of Standards-Based grading and the use of portfolio's has begun at BMS.	SIP Team LeAnne Robinson	Ongoing development	Learning from other schools using these methods.	Making progress toward using or not using standard-based grading and/or portfolio's.

Building: Blaine High School

Applicable Data Source and Implications: Standards based assessment and collection of evidence (portfolios) will be developed in math for Certificate of Academic Achievement equivalencies. Reading and Writing collection of evidence will continue to be revised upon state guideline and rubrics.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Completion of state expectations in the area of Math C.O.E. for the class of 2013 allow for a comprehensive collection of evidence class. Math teachers will develop a math course that is portfolio based and adheres to the third year math requirement elements, CTE based or traditional format.	Math PLC Rouse/Messenger Administration	Available in February 2012 to Juniors who have not qualified for a C.A.A.	Currently using state rubrics to establish pacing and course standards for second semester implementation.	90% of eligible students will complete a portfolio to present to OSPI to fulfill math requirement of the CAA.
English COE procedures and course syllabus will be refined as needed. EOC will move to online supplements and assessment in 2011/12.	Administration Laskey	2011/2012	Collaboration time, workshop attendance	90% of eligible students will complete a portfolio to OSPI to fulfill writing and or reading requirement of the CAA.

Building: HomeConnection

Applicable Data Source and Implications: Annual calendar of events and Student Learning Plans.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Inventory existing opportunities for alternative measures of student performance.	Chris Beth FST	2010-2011	TBD	TBD
Align alternative measurement opportunities with class schedules and WSLPs.	FST Lead Teacher Administration	2011-2012	Resources to support FST activity	Increased WSLP growth

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 1: **Continuous Improvement** – 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

Strategy C: Ongoing focus on meaningful, relevant professional development opportunities for all staff considering both short and long-term student skill acquisition needs and priorities

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Review of student performance data specific to priority content areas: (2011-12 includes Reading/Writing/Math/Science)	CIA Director Leadership Team Building Principals Building Staff	Underway and ongoing Annually reviewed with progress details reported to the Board in February and June.	Annual performance data in reading, writing, math, and science.	Annual PD priorities will be set based on student performance data and the related analysis of staff PD needs.
Validation of existing professional development targets, with emphasis on evidence of effectiveness (student performance data). (2011-12 AVID/RTI/Science/Early Intervention and/or Transition to Kindergarten)	CIA Director Leadership Team Building Principals Building Staff	Annually, w/emphasis on June reporting period data in preparation for subsequent program year strategies.	Identify current staff who are experts in the identified areas of need.	Implementation of strategies covered in staff development.
Ongoing and continuous prioritization of professional development emphasis (including coordination with building targets/priorities).	CIA Director Leadership Team Building Principals Building Staff	Annually (no later than June)	Assessment data used to identify priorities.	Improved student achievement based on test scores.

Building: Blaine Primary School

Applicable Data Source and Implications: Staff and Site Based Council will help develop and plan current Learning Improvement Days.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Survey staff on needs Review data from screening tools Interest groups are developed to work on instructional areas. Areas to be addressed: Math/Science/Writing	Staff Principals District Leadership Team Building Leadership Teams	September through May	Results from Survey Data from the screening tools	Sharing and Implementation of instructional strategies covered in staff development.

Building: Point Roberts Primary School

Applicable Data Source and Implications: Point Roberts' staff will identify and participate in professional development related to identified areas of need.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Review of school and district performance data specific to priority content areas. This review will include data from periodic screenings, as well as MSP data. (Reading, Math, Writing and Science)	Mary Edgley	Immediately following screenings in the fall, winter and spring and upon the release of MSP data	MSP data for the district and school, data from periodic screenings Staff time	Professional development priorities that are based on identified areas of need.
Participation in Elementary School LID day activities directed toward improving student achievement.	Mary Edgley	September through May 2011-12	None	Improved student achievement as measured by test scores. Instructional practices and curriculum aligned with the Elementary School.
Continued participation in workshops offered through the ESD	Mary Edgley	September through May 2011-12	Travel expenses Release time with sub	Improved student achievement as measured by test scores.
Continued participation in MSP test development and scoring opportunities offered by O.S.P.I.	Mary Edgley	Spring and summer 2012	Possible release time, with no sub needed	Passing rates on the MSP higher than the state average.

Building: Blaine Elementary School

Applicable Data Source and Implications: Blaine Elementary School will identify and participate in professional development related to identified areas of need.

<p>Activities: Steps to be taken. What will occur?</p>	<p>Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?</p>	<p>Timeline: When will this strategy or action begin and end?</p>	<p>Resources Needed: What existing and new resources will be used to accomplish this strategy?</p>	<p>Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?</p>
<p>Professional development and support for math & reading and learning environment practices at BES.</p> <p>Math:</p> <ul style="list-style-type: none"> Develop social culture in the mathematics classroom to support mathematical understanding and improve student engagement Build instructional frameworks and tools to support conceptual understanding in mathematics. Develop alignment of grades 2-6 mathematics instruction, curriculum and assessment. Increase the number of students meeting standard at the 3rd, 4th and 5th grades (computational fluency, conceptual understanding). <p>Reading</p> <ul style="list-style-type: none"> Increase the number of students meeting standard at the 3-4-5 grades in reading comprehension and oral reading fluency Increase understanding & application of Workshop as an instructional model. Develop pacing guides/maps at grades 	<p>Administration, Teachers, Support Staff</p>	<p>2011-12</p>	<p>Release time grades 3-5</p> <p>Time for PD at LID, staff, grade level, and content area meetings.</p> <p>Data collection systems- (RTI Team)</p> <p>Learning Environment Team attend “Responsive Classroom” workshop in Seattle- November 2011</p> <p>Staff Meetings: (2nd staff meeting of each month has been designated to support the BES learning environment)</p>	<p>RTI data from initiatives in math and reading. Various benchmark and progress monitoring data.</p> <p>Observational evidence of strategies in classrooms (i.e. posters for Math Norms).</p> <p>Teacher & staff feedback on confidence/competence.</p> <p>Completion of reading and math mapping/alignment work.</p> <p>Learning Environment Survey results</p> <p>Observational evidence of strategies investigated by the learning</p>

<p>3-5 to o support reading instruction, curriculum and assessment. Focus on strategy and skills.</p> <ul style="list-style-type: none"> • Build instructional capacity for how to teach for reading comprehension (core and intervention) <p>Learning Environment</p> <ul style="list-style-type: none"> • Educate all students to reach their full potential to become responsible, respectful, safe & productive citizens, persons of character and contributing community members. • Build a shared perspective for teaching, supporting and reinforcing the 4 Be's. (class meetings- Talk it Out- School Assemblies-etc.) • Build knowledge/ capacity to act on shared agreements and research based- best practices for student social and emotional development. • Invite and inform parent participation supporting the BES learning environment and 4 Be's. 				<p>Parent Involvement in Learning Environment Initiatives</p>
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Building: Blaine Middle School

Applicable Data Source and Implications: Professional development will occur throughout the school year that will impact reading, writing, social studies, math, and science with evidence being collected through meeting minutes and intervention results.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
RTI training and implementation will occur at the middle school throughout the school year.	Administration Teachers LeAnne Robinson Randy Elsbree	Begin: Fall 2010 End: Never	ARRA funds LeAnne Robinson Collaboration Time Planning Time	Staff will provide intentional student interventions identified from common assessments.
CRISP – Science teachers will work together to create common practices between middle school and high school science programs.	WWU Science Teachers Administrators	Summer, Fall, Winter, Spring PLC meetings	CRISP grant funds	PLC meetings occur on a regular basis, minutes are recorded, and increased level of student learning is evidenced.
CO-TEACHING – 6 th and 7 th grade teachers will continue to develop accommodating curriculum and assessments to help special needs meet standard.	Teachers Administrators Para-educators Students	2011 - 2012 School Year	ARRA funds to provide collaborative time and training.	Students achievement increases as a result of the co-teaching intervention.
Teachers will form Assessment PLC's focused on assessing student skills and using the RTI strategies to plan academic interventions.	Teachers Administrators ESD189	On-going	ESD Cooperative	Teachers learn and use common reading language and reading strategies.

Building: Blaine High School

Applicable Data Source and Implications: Professional development will occur throughout the year that will focus and impact student engagement, purpose and student achievement.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
AVID training and implementation school wide will continue to be the focus at Blaine High School. Student engagement strategies, collaboration and WICR foundations will be of utmost importance and focus with combination of “5 Dimensions” work and language.	AVID Site team	LID DAYS Revisited consistently	GEAR Up Funds, Collaboration time, AVID site team structure and relevance	Staff will continue to use effective student engagement techniques in their classrooms.
CRISP- Science teachers will collaborate and work within a structured PLC format to focus on practice within science classrooms in grades 6-12.	WWU Crisp PLC Administrators Crisp Teacher Leaders	Summer 1 week 2 Saturday’s at WWU Monthly 2 hour PLC meetings after school	Crisp Grant Funding	CRISP Planning and effective strategies have and will continue to benefit students on the science HSPE.
Blaine High School will go through the accreditation process in 2011/2012 school year.	Accreditation team Northwest Accreditation	LID Days April 28 th site visit	Accreditation Fees paid out of building budget.	BHS will become accredited for seven years in May 2012.

Applicable Data Source and Implications: Continued recognition of parent as primary educator in Parent Partnership Programs.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Inventory of current resources available in HC library	Chris FST	Oct. – Dec	Allocation of resources for time required for task	List available for parents and classroom teachers.
Continued involvement in state sponsored parent conference opportunities	FST	ongoing	Allocation of resources for time required for task	Participation ratio
Development of WINGS section for parents to access for their professional development	HC staff & parents	Jan. 2011 – continuing	TBD	Access on WINGs for professional library.
Continue original philosophy of PPPs in light of ESB2065	Staff	Oct 2011 - continuing	TBD	Continued state funding of PPPs.

Blaine School District Goals, Strategies, and Supporting Action Plans

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

Strategy A: District and school teams will continue to investigate and review the latest research specific to those programs and related instructional strategies demonstrating the greatest positive impact on student performance

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Review and synthesize current instructional research; identify best practices, and reinforce opportunities for collaboration specific to relevant content and supporting practice.	Identified staff from each building CIA Director	Underway in 2010-11 and continuing in 2011-12	Staff Time	Establish protocol (building and district level) for documentation of progress specific to the “5 D” work.
Collaboration on strategies identified by District Team, with specific emphasis placed upon the formal integration of the “5 Dimensions Framework” as a foundation for this work (building and district levels).	Staff Principal CIA Director	2011-12	Staff Time Professional Development	Collect longitudinal data to ascertain if identified strategies are improving student achievement, with continued emphasis (K-12) in the content area of math.

Building: Blaine Primary School

Applicable Data Source and Implications: AIMSweb screening tool will be given school wide in math.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Work with Leadership Team to develop, implement, and educate staff on data and processes around the “5 Dimensions” training.	Principal Teachers	September through May	Time	Develop a math intervention plan for Tier II/III students.
Grades 1-2 will be given the AIMSweb screener fall, winter, spring. Kindergarten will be participating in WaKIDS as a pilot this year.	Principal Teachers	September through May	<ul style="list-style-type: none"> • AIMSweb screener Time for data management and for intervention development • Strategies Gold 	<ul style="list-style-type: none"> • Data will be used to identify Tier II/III students • Kindergarten team will be using the data and system to report to parents and drive instruction

Building: Point Roberts Primary School

Applicable Data Source and Implications: Point Robert’s staff will continue to review and implement current research on effective instructional practices.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Continued review of current research and information regarding best practices in targeted areas.	Mary Edgley	Underway and ongoing in 2011-12	Non-teaching staff time Continued participation in National Board activities	Assessments and interventions implemented in Point Roberts will have a strong research base and proven effectiveness in improving student achievement.
Participation in Elementary LID days designed to build understanding and application of research-based instructional strategies to support student learning.	Mary Edgley	September through May 2011-12	None	Continued improvement in student performance on assessment measures as a result of the implementation of strategies in the classroom.
Participation in study teams with specific emphasis upon the integration of the “5 Dimensions Framework” into classroom discussion.	Mary Edgley	September through June 2011-12	Non-teaching (substitute) time to participate in related meetings	Improvement in student performance on state assessments.

Building: Blaine Elementary School

Applicable Data Source and Implications: Blaine Elementary School staff will continue to review and implement current research on effective instructional practices.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Implementation of RTI in reading and math.	Administration, Teachers, Support Staff	2011-12	PD Building Bunds – ½ day release time grades 3-5 Time for PD at LID, staff, grade level, and content area meetings. Data collection systems (RTI Team)	Ongoing progress monitoring to measure student growth in each respective area (grade level assessments, CBA’s, etc.). Use of assessment calendar to guide implementation school-wide.
Professional development supporting the use of workshop model (literacy) and socio-mathematical norms (math) in grades 3-5 at BES.	Administration, Teachers, Support Staff	2011-12	Time for PD at LID, staff, grade level, and content area meetings. Various research and resources to support PD.	Implementation grades 3-5 of defined instructional strategies applicable to multiple classroom contexts. Observational evidence of strategies in classrooms (math norm posters) Teacher/staff feedback.

Building: Blaine Middle School

Applicable Data Source and Implications: Through the school improvement process, the middle school has discovered research that supports the use of Response to Intervention (RTI), Double Dose instruction, and staff collaboration to increase student achievement.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Response To Intervention – Research demonstrates that focused assessment that informs a teachers instruction and leads to interventions helps students to recover gaps in learning.	Teachers Para-educators Administrators LeAnne Robinson	In-service Days LID Days Plan Time Class Time	Coaching Expertise ARRA funds Collaborative Time Quality assessments and instruction	Staff Feedback Assessment Data Readiness
Double Dose Reading and Math Instruction, Linked to Heterogeneous Grouping, and Teaming provides struggling learners multiple opportunities to learn strategies and content.	Teachers Para-educators Administrators LeAnne Robinson	Daily Throughout the school year	Collaborative Time and Common Plan Time	Formative Assessments MSP Results
Collaboration builds a trusting and professional learning environment for staff to take risks.	Teachers Para-educators Administrators	Daily Throughout the school year	Collaborative Time and Common Plan Time In-service Days LID Days	Meeting Minutes

Building: Blaine High School

Applicable Data Source and Implication: Within the last three years, the High School has determined that AVID and CRISP PLC strategies used within our school and courses have increased student engagement, achievement and motivation tremendously.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
AVID- student engagement and WICR (Writing, Inquiry, Collaboration, Reading) strategies and models will continue to be incorporated into classrooms school wide with connections to the “5 Dimensions” framework.	AVID Site Team Administrators 5D cohort	Bi-Monthly PLC mtgs. LID days Summer Institute	Gear UP Funding 5 Dimensions release days	AVID Portfolio and school certification under AVID guidelines. 5 Dimensions PLC portfolio.
CRISP- Guided PLC work in the area of Science will continue to demonstrate a significant increase in teacher collaboration, content knowledge and student achievement.	CRISP PLC CRISP teacher leaders CRISP administrators District administrators	Monthly PLC mtgs. Quarterly Admin mtgs. Sat. sessions at WWU Summer Sessions at WWU	CRISP GRANT funding	CRISP portfolio and increased science HSPE scores.

Building: HomeConnection

Applicable Data Source and Implications: Survey of HC Math Usage.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Parent reviews of math programs	Program coordinator Parents	Nov – Jan	Staff time	Summary document
FST research of MAP	FST	Jan – June	FST & staff time	Decision of purchase of MAP

Blaine School District Goals, Strategies, and Supporting Action Plans

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

Strategy B: District and school teams will ensure all students are demonstrating proficiency on all state developed content standards and performance expectations

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Comprehensive review of newly adopted content standards (inc. common core standards) and related performance expectations, with continued emphasis on (reading/math/science).	CIA Director District (K-12) Math Committee Building Principals	2011-12 school year	Dedicated time for committee work	Summary document (K-12)
Surfacing critical areas of need/support (staff training) specific to these standards and performance expectation (use of student achievement data as resource).	CIA Director District (K-12) Math Committee Building Principals	2011-12 school year	Dedicated time for committee work	Summary document (K-12) w/ evidence of analysis of student achievement data.
Establish schedule for ongoing staff training on priority elements, with specific emphasis on the integration of targeted instructional framework strategies.	CIA Director District (K-12) Math Committee Building Principals	2011-12 school year	Resources to support training (including staff release time or related allocation) Designated trainer/facilitator	Establishment and implementation of professional development timeline.

Building: Blaine Primary School

Applicable Data Source and Implications: Math Pacing Guides were developed and shared.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Additional math mini assessment will be created and added to the pacing guide for each unit. The pacing guides will be aligned with the common core standards.	Math leaders Principal	May 2010 to May of 2012	Collaboration Time	Revise document and share across grade levels and buildings.

Building: Point Roberts Primary School

Applicable Data Source and Implications: Instruction and curriculum at Point Roberts will be aligned to the revised state standards.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Common core standards will be reviewed in relation to the instruction currently provided at Point Roberts to determine match.	Mary Edgley	May 2011 through May 2012	Non-teaching time	Areas not currently covered will be identified.
Curriculum and instruction will be modified to adequately cover areas of common core standards not currently addressed, with specific emphasis on incorporating targeted framework strategies.	Mary Edgley	May 2011 through May 2012	Non-teaching time Instructional materials necessary to cover content areas not currently addressed	Student performance on assessments will improve through the year as needs are identified and addressed.
Assessments developed and adopted for use with Point Roberts' students will align with the core curriculum.	Mary Edgley	September 2011 through June 2012	Non-teaching time CBA workshops offered by the ESD and the State Access to assessment materials used in Blaine Elementary and Primary Schools	Point Roberts students will perform above the state average on the MSP.
Staff will participate in opportunities offered by O.S.P.I. to deepen understanding of the standards and improve alignment of curriculum and instruction.	Mary Edgley	Spring and summer of 2012	Possible release time without sub costs	Point Roberts students (Grade 3) will score above the state average on the MSP.

Building: Blaine Elementary School

Applicable Data Source and Implications: Blaine Elementary School will align instruction and curriculum based on revised state standards.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
BES staff will implement math and reading interventions based on RTI screening and assessment tools.	Administration, Teachers, Support Staff	2011-12	Time for PD at LID, staff, grade level, and content area meetings. Data collection systems- (RTI Team)	Ongoing progress monitoring to measure student growth in each respective area (grade level assessments, CBA's, writing prompts, MSP data, etc.). Use of assessment calendar to guide implementation school-wide. Teachers submit assessment data to RTI Team/principal.
BES staff will continue to grow alignment of curriculum, instruction and assessments 3-5 and expand that alignment K-5.	Administration, Teachers, Support Staff	2011-12	Time for conversation about alignment at LID, staff, grade level, and content area meetings. Facilitation of K-12 alignment by curriculum director.	Ongoing progress monitoring to measure student growth in each respective area (grade level assessments, CBA's, writing prompts, MSP data, etc.).

Building: Blaine Middle School

Applicable Data Source and Implications: Teachers will use the Washington State Learning Standards to guide their planning for instruction.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Before reading, during reading, and after reading, strategies will focus on the CBA Cooperative's 11 skills and concepts identified in the state standards.	Teachers Para-Educators Administrators	Throughout the school year and before the MSP	Continued CBA training and collaboration time to assess and align at each grade level.	By giving four reading CBA's throughout the school year, teachers will identify and instruct underdeveloped student skills.
Math teachers will instruct to and assess the state standards in math.	Teachers Para-Educators Administrators	Throughout the school year and before the MSP	Collaboration Time to create, edit, give, and assess student work.	Students will continue to make improvement on common based assessments and the state MSP.
Science teachers will instruct to and assess the state standards in Science by aligning the science kits with the state standards and filling any gaps with supplement materials.	Teachers Para-Educators Administrators	Throughout the school year and before the MSP	CRISP PLC Collaboration Time to create, edit, give, and assess student work.	Students will continue to make improvement on common based assessments and the state MSP.

Building: Blaine High School

Applicable Data Source and Implications: Staff will use the Washington State Learning Standards and New Graduation requirements (class of 2013) to guide their planning for instruction and course sequence and development using Common Core Standards as a connection to the current work.

<p>Activities: Steps to be taken. What will occur?</p>	<p>Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?</p>	<p>Timeline: When will this strategy or action begin and end?</p>	<p>Resources Needed: What existing and new resources will be used to accomplish this strategy?</p>	<p>Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?</p>
<p>Staff in the subject areas of Math, Science and Language Arts will study curriculum gaps with current state standards and the Common Core Standards that are forthcoming. Make recommendations for future discussions in curriculum, pacing and course sequence and structure.</p>	<p>Teachers Administrators</p>	<p>Sept-June</p>	<p>Collaboration Time State crosswalk criteria Common Core in service via subject area workshops.</p>	<p>Staff throughout the curricula will be giving common assessments both formative and summative that are aligned with state standards and department criteria that will inform instruction in a logical timeline and pace with Common Core as a guide for the future.</p>
<p>Current Freshman-Junior students have increased graduation requirements. 3 credits of math with Advanced Algebra or a CTE equivalent with a passing EOC score is now a requirement. Staff will establish the proper pathways to ensure student graduation and success. Further credit adjustments from the state are expected in the Area of English to a 4 credit requirement.</p>	<p>Administrators Building and District Math PLC English PLC</p>	<p>2011-2012</p>	<p>Review district policies on Graduation. Develop a sequence and flow diagram that allows for completion. Develop protocols and CTE options for 3rd year math requirement and possible 4 credit English requirement.</p>	<p>Ensuring that graduation rates do not decrease in 2013 and beyond will be critical.</p>

Building: HomeConnection

Applicable Data Source and Implications: To be determined.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
TBD	TBD	TBD	TBD	TBD

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 2.2: **Curriculum and Pedagogy** – 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

Strategy A: District and School based teams will continue to meet in a Professional Learning Community context to review effective practices (internal and external evidence) and consider implications for instruction

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Review elements of effective learning communities, as defined by a consistent source and commit to implantation of work under a standard, prescribed set of protocols.	Instructional Leadership Team	Ongoing work initiated in 2008-09/Continuing in 2011-12	LID time for supporting focus with full staff	Staff understands elements of effective PLCs and consistently implements protocol.
Staff provides principal with PLC agenda, minutes and group PLC norms, reinforcing consistent communication of work (transparency of protocols).	Grade Level Teams Principal	2011-12	Time during school day to meet in PLC format	Minutes, agendas, norms are developed and committed to.
Common grade level assessments are developed in (Reading and Math) content areas.	Grade Level Teams Principal	Underway and continuing in 2011-12	Time during school day to develop common assessments	Common assessments are developed and implemented.
Grade level team will identify areas of instructional focus based on common assessment analysis.	Grade Level Teams Principal	2011-12	PLC time to support analysis and implementation	Instruction focus will be identified.

Building: Blaine Primary School

Applicable Data Source and Implications: PLC’s will continue in math, sharing common assessments and the data that will drive instructions.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Common grade level assessments are developed in (Reading, Science, Math and Writing) content areas.	Grade level teams Principal	Underway and continuing in 2011-2012	Time to develop common assessments	Data collected and common assessments are developed and implemented.
Grade level team will identify areas of instructional focus based on common assessment analysis (Reading, Science, Math and Writing).	Grade level teams Principal	Underway and continuing in 2011-2012	PLC time to support grade level work	Instructional strategies will be developed.

Building: Point Roberts Primary School

Applicable Data Source and Implications: Point Roberts' staff will connect with Blaine teachers as part of an extended Professional Learning Community.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Point Roberts' staff will participate in learning communities established at Blaine Primary and Elementary Schools whenever possible.	Mary Edgley	September 2011 through June 2012	Non teaching time Travel expenses Resources used by the learning communities	The instructional program at Point Roberts will align with Blaine Elementary, increasing the number of students who successfully make the transition.
Grade-level assessments developed in (Reading and Math) content areas will align with those used in Blaine Primary and Elementary and with the common core standards.	Mary Edgley	September 2011 through June 2012	Access to assessments used in Blaine Non-teaching time to help in the development of formative assessments aligned with the common core standards	A portfolio of assessments appropriate to a multiage setting.
Areas of instructional focus will be based on an analysis of assessment results.	Mary Edgley	September 2011 through June 2012	Non-teaching time to administer assessments, analyze results and adjust instruction	Instructional strategies implemented based on identified areas of need.

Building: Blaine Elementary School

Applicable Data Source and Implications: Blaine Elementary School will continue to develop and align practices through PLC’s to improve instruction and teaching practices.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Grade Level Teams and Collaborate Teams will meet regularly to discuss common assessment data and related instructional practices.	Administration, Teachers, Support Staff	2011-12	Collaborative Menu groups focused on various SIP goals including: comprehension, Workshop, writing, and math menus. Release time, Time at LID, staff meetings, before and after school	Grade level leaders and group facilitators will regularly communicate collaborative work back to Leadership Team-(responsible for building instructional leadership and SIP). Collaborative teams will share learning throughout the school year as well as at the final LID on March 19 th .
Building leadership and content teams will meet regularly to consider curriculum, assessment instructional and systemic aspects of the BES program.	Administration, Teachers, Support Staff	2011-12	Time before and after school Some release time (1/2 days)	Assessment results

Building: Blaine Middle School

Applicable Data Source and Implications: Staff will complete a Goal and Accomplishments worksheet on each LID day, recording intended and actual accomplishments. Grade level’s will assess and intervene with students who require additional math and reading work by using data from the MASI, MAZE, and other classroom designed assessments.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
On LID days, grade level teams will provide their professional work goal for the day, the day’s accomplishments, and next steps.	Teachers Administrators	All LID Days	LID Worksheet Due Date	Grade Level Teams will turn in completed LID Accomplishment’s Worksheet.
Grade Level’s will identify and provide interventions for skills in which students need additional instruction and practice.	Teachers Para Educators Administrators	Ongoing	Flexibility during academy and instructional staff	Assess the effectiveness of the interventions by tracking student performance data.

Building: Blaine High School

Applicable Data Source and Implications: Blaine High School will continue to work on the effectiveness of our Professional Learning Community work and expand this work to grade levels as well as departments.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Establish best practices within the building and initiate grade level PLC's that are guided to toward student interventions and awareness of at risk students in classroom settings. Also working with a district PLC in the area of the 5 dimensions, collaboration in a K-12 model.	Administrators Staff AVID PLC 5D PLC	October - June	Collaboration Time Schedule flexibility NAV 101 grant	Grade level or Department PLC's will communicate and articulate interventions for struggling students. Formulate grade level calendars to ensure student success.

Building: HomeConnection

Applicable Data Source and Implications: WINGS.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Moving from EALRs to GLE on WSLP	Staff Parents	Oct – May	WINGS	New WSLP entries

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 2.2: **Curriculum and Pedagogy** – 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

Strategy B: Blaine School District will investigate viable comprehensive CTE opportunities for students at both the High School and Middle School levels, while continuing to network with other Districts in Whatcom County to maximize on opportunities for partnering on course offerings

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
A study of CTE program offerings will be conducted. (Career and Technical Education)	CTE Director Principal Superintendent	2011-12 school year	Time to conduct survey	Study identifies strengths and areas of improvement
CTE study recommendations are implemented – realizing budget implications and consideration of the need for program integration opportunities (CTE and Basic Education).	CTE Director Principal Superintendent	June 2012 or earlier to advise 2012-13 master schedule	Staff time	Recommendations are implemented
Study viability of students enrolling in a NCTA satellite program(s) including identification of barriers and work diligently to remove barriers to enrollment in NCTA satellite program. (Northwest Career and Technical Academy)	CTE Director Principal Superintendent	Underway 2009-10/Emphasis in 2011-12 program year	Time to conduct study	Prioritize identified barriers Monitor student enrollment in programs

Building: Blaine Middle School

Applicable Data Source and Implications: Four seventh grade and three eighth grade CTE classes will be offered to connect academic content with real world skills.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
7 th Grade Horticulture, Computer Science, Business classes will be offered throughout the school year.	CTE staff Administrators	Quarterly	Student Fees High School Staffing	Frequent Observations Number of Students Enrolled
8 th Grade Spanish and Teen Living classes will be offered throughout the school year.	Spanish Teacher CTE Staff Administration	Semester Yearly	Student Fees High School Staffing	Frequent Observations Number of Students Enrolled

Building: Blaine High School

Applicable Data Source and Implications: Blaine High School will continue to foster and promote a successful CTE program.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Staff will continue to work with OSPI and neighboring Districts to develop cross curricular CTE classes that can be dual credited and taught by CTE staff.	Administrators CTE Director CTE Staff Counselors	2011/12	Collaboration Time Availability and Timeline of new programs.	CTE teachers and counselors will identify potential students to participate in these programs.

Building: HomeConnection

Applicable Data Source and Implications: To be determined.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
TBD	TBD	TBD	TBD	TBD

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 2.2: **Curriculum and Pedagogy** – 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

Strategy C: Instructional feedback work, involving both peers and leadership staff, will continue to focus on strategies for increasing levels of meaningful student engagement, as defined/outlined by the instructional framework “Five Dimensions of Teaching and Learning” (Center for Educational Leadership), as well as other related sources

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Identify relevant training to ensure staff will have knowledge, skills, and ability to create a classroom environment in which students are demonstrating an optimal level of engagement in the learning. (use of “5 Dimensions “ model as a framework for reference).	Principals Staff CIA Director Superintendent	Underway 2009-10 with continued emphasis annually	Facilitator hired to provide training/Consideration given to specific/initial focus on single content area (math?)	Training is completed with collaborative implementation plan in place.
Support for the consistent implementation of targeted instructional strategies (district-wide cohort model initiated 2011-12).	Principals Staff CIA Director Superintendent	2011-12	Ongoing support by facilitator and administrative team through PLC (Professional Learning Community) venue	Techniques are observed in classroom.
Baseline quantitative and qualitative data is collected prior to training and two years after implementation to evaluate effectiveness of changes that were undertaken.	Principals CIA Director Superintendent	Initiated 2011-12	Time to collect diagnostic data, including relevant student performance data	Data collected, analyzed and integrated into the work.

Building: Blaine Primary School

Applicable Data Source and Implications:

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Purpose: How to share out with staff what we learned today. Plan for the LIDS. This is a tool to organize good teaching, best practices.	<ul style="list-style-type: none"> •Principal •5-Dimensions Team 	<ul style="list-style-type: none"> •October 11, 2011 throughout the 2011-2012 School year 	<ul style="list-style-type: none"> •Time on LID days •District release days to visit classrooms •Time to meet as a team and prepare 	<ul style="list-style-type: none"> •Plan •plus/delta on LID
October 24, 2011 <ul style="list-style-type: none"> •LID-9:30-11:30 •Overview: Each person share out 2-3 ah's from our day together •Bring your frameworks sheet •Jig Saw activity with staff •Show staff Wiki and Blog •Questions around the 5-D on what we know as of today. 	<ul style="list-style-type: none"> •Principal •5-Dimensions Team • All staff 	<ul style="list-style-type: none"> •October 24, 2011 	<ul style="list-style-type: none"> •Time •Material •Equipment 	Brainstorming: What do we already do and how does it align for purpose with 5-D? What do we need to do to make what we do align with purpose and 5-D? Over all questions What does 5-Dimension, "Purpose" look like at our level? <ul style="list-style-type: none"> •Summary from grade level meeting to share with building and district team.
Next steps: <ul style="list-style-type: none"> •Grade level discussion on purpose, 	<ul style="list-style-type: none"> •Principal •Staff 	October through November 2011	<ul style="list-style-type: none"> •Time 	<ul style="list-style-type: none"> •Notes from the grade level meetings

<ul style="list-style-type: none"> •5-Dimensions Team will meet to develop a common content lesson that will include purpose. For example: Number Talks 	<ul style="list-style-type: none"> •Principal •5-Dimension Teams 	<p>Early November prior to December 6, 2011</p>	<ul style="list-style-type: none"> •Time •Release time (sub's) 	<ul style="list-style-type: none"> •Common plan around the 5-D/purpose.
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Building: Point Roberts Primary School

Applicable Data Source and Implications: The Five Dimensions of Teaching and Learning will be considered in the instructional planning at Point Roberts.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Staff will utilize the “5 Dimensions of Teaching and Learning” in planning instruction.	Mary Edgley	October through June 2011-12	Professional development Non-teaching time for planning Participation in District cohort	Teacher evaluation will indicate that the Five Dimensions of Teaching and Learning are considered in instructional planning and implementation of lessons.

Building: Blaine Elementary School

Applicable Data Source and Implications: The Five Dimensions of Teaching and Learning will be considered in the instructional planning at Blaine Elementary School.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
BES administrative/teaching staff will attend 5D training and participate in a variety of collaborative efforts to support professional development. Each LID will involve some integration of the 5D's.	Administration, Teachers, Support Staff	2011-12	Training at ESD	Participation in cohort process. Sharing and gathering feedback with staff.
BES will conduct a school community survey to gather student, parent and staff feedback on its learning environment.	Administration, Teachers, Support Staff	Spring 2011	Online survey access	Results from survey will offer qualitative feedback for future goal setting.

Building: Blaine Middle School

Applicable Data Source and Implications: The middle school 5D Teaching Team will improve their understanding of “Purpose” by experimenting with learning targets, collecting artifacts that demonstrate teacher use and student understanding of the learning target, collaborating (BLOG) with the K – 12 / 5D Teaching Teams, and developing a plan to involve the whole middle school staff.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Post learning targets on the board.	Team: Jeff, Sheri, Cyndi, Cabe, Darren, Molly	October 20, 2011	Time to Construct Learning Target/Teaching Points	Examples can include Observations Photographs Learning Target student handouts
WIKI Posts – Post “Purpose” question and response by October 20.	Team: Jeff, Sheri, Cyndi, Cabe, Darren, Molly	October 20, 2011	Time to Post question and answer	Self-Assess completion of posting. Idea: Partner accountability. Look for Middle school team members question to answer.
Assess student understanding of teaching point/learning target. Collect artifacts demonstrating student understanding and/or teacher use of teaching points/learning targets.	Team: Jeff, Sheri, Cyndi, Cabe, Darren, Molly	October 20, 2011	Creating data collection methods to assess student understanding of purpose – Teaching Point	Subjective or Objective Data demonstrating level of student understanding of purpose and teacher use of teaching points/learning targets.

Read "Learning Target" article by October 20.	<p><u>Sheri gets article to team</u></p> <p><u>Team reads article:</u> Jeff, Sheri, Cyndi, Cabe, Darren, Molly</p>	October 20, 2011	Hardcopy or Email copy of "Learning Target" article.	Self-Assess and group discussion on October 20, 2011.
Meet on October 20, 2011, to plan next steps involving whole middle school staff.	<p><u>Darren</u> requests subs for teaching team.</p> <p><u>Team comes prepared:</u> Jeff, Sheri, Cyndi, Cabe, Darren, Molly</p>	October 20, 2011	Sub Time Artifacts of Purpose/Teaching Point	Team is present with required materials to successfully plan next steps for teams professional development and whole staff training on 5D and Purpose.

Building: Blaine High School

Applicable Data Source and Implications: Blaine High School will begin the process of school improvement through the Five Dimension training and work with ESD 189 and CEL to increase staff and administration knowledge in relevant and targeted instructional strategies.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
The High School in conjunction with the other buildings will develop a small group of teachers to collaborate and work K-12 with the 5 Dimension frameworks. This group will serve as a bridge to the entire staff in the “5D” process and will facilitate pedagogy and instructional method with the entire staff.	Administrators building and District ESD 189 Selected classroom teachers 5D PLC’s	2011/12	Timeline and Schedule 5D structure and Protocols	The Blaine ILT in conjunction with selected staff will learn the “5D” system of observation and dialogue with WIKI discussion and portfolio development.

Building: HomeConnection

Applicable Data Source and Implications: To be determined.

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
TBD	TBD	TBD	TBD	TBD

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 4: **Community and Parent Involvement** – Based on school community survey data, by June 2011 parents and community members will indicate a high degree of satisfaction with the Blaine School District in the areas of parent and community involvement

Strategy A: Improve direct communication with all stakeholders in the Blaine School District

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Promote the use of web based tools for communication between schools, as well as communication between schools and community.	Superintendent Leadership Team Parent Leaders Business Leaders	Begin 2010-11 Continue 2011-12	Email Access Web Site Development and Maintenance Resources (Dedicated Staff Time, Staff Training and Resources for Implementing and Processing Surveys Involving Community)	Completion of annual Community Survey of Information Access Needs and Concerns.
Complete parent and community needs survey.	Superintendent Leadership Team Parent Leaders Business Leaders	Survey complete Winter 2011	Resources to create, conduct and analyze survey data.	Recurring survey (every two years).
Use of survey data to prioritize communication goals and parent/community feedback loops.	Superintendent Leadership Team Parent Leaders Business Leaders	Implement 2011-12	Dedicated staff time to facilitate and monitor.	

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 4: **Community and Parent Involvement** – Based on school community survey data, by June 2011 parents and community members will evidence a high degree of satisfaction with the Blaine School District in the areas of parent and community involvement

Strategy B: Parenting forums/classes supporting a higher level of understanding of an engagement in key initiatives

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
<i>Transition to Kindergarten</i> continued focus, involving enhanced networking with community pre schools and parents of preschool age children.	K-2 Teachers Primary Principal Special Programs Director CIA Director	Underway in 2009-10 Annual area of focus and emphasis, with increased level of participation (agency-wide) anticipated.	Continued networking with area Districts/Preschools through partnership grant.	Track level of parent participation in related activities and ultimately success of students at Kindergarten level.
Continue w/ <i>Community Math Night</i> focus in support of K-12 Math Improvement Initiatives (building specific focus).	K-12 Math Teachers CIA Director Principals	2011-12-ongoing	Continuation of MEC Grant to support related activities, or increased allocation of District funds.	Survey of participants.
Support to buildings specific to their work with parents on a range of program related initiatives, including but not limited to AVID, RTI, Math Support Activities, Senior Projects.	Building Staff Special Programs Director CIA Director Principals	Underway in 2009-10 Annual area of focus and emphasis (continued development of opportunities to connect existing data to instruction).	Currently funded through grants and ARRA (Fed Stimulus). Future funding unstable	Track levels of parent participation by specific program and level.

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 5: **Teaching Staff** – Blaine School District will attract, maintain, and develop quality educators as measured by staff turnover rate, meaningful and relevant teacher performance evaluations, and tools to measure quality instruction.

Strategy A: Establish and sustain a standardized recruitment and new staff support protocol based upon the identification of critical needs

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Develop a standardized set of interview questions and related selection procedures that will elicit the type of responses necessary to select quality staff.	Superintendent HR Supervisor Principals Union Reps	2011-2012	Staff time to develop questions	Use of developed questions in interview process.
Identify baseline attributes and qualities required of staff in Blaine SD and structure support for new staff to assure for reinforcement of those attributes and qualities.	Superintendent HR Supervisor Principals Union Reps	2011-2012	Staff Time	Integration of identified attributes and qualities into interview questions.
Create a process to gather data on staff turnover and exit interview questions.	Superintendent HR Supervisor Principals Union Reps	2011-2012	Staff Time	Analyze and use data for system improvements.
Develop tools to measure instructional quality based upon agreed upon “Instructional Framework”(new requirement in play in place in 2013-14).	Superintendent HR Supervisor Principals Union Reps	2011-2012	Staff Time	Implement measurement tool Analyze data and establish applicable plan for support.

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 6: **Safety** –Blaine School District will reduce crimes, injuries, and dangerous behavior on campus by 10% each year, as measured by data obtained using Skyward (discipline data), L&I, uniform crime reports, fire and EMS and other systems

Strategy A: Identify safety related priorities district-wide and continue to adjust related plans accordingly

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Establish <i>Task Force</i> to surface key areas of concern and establish priorities areas for support.	Superintendent Safety Committee Leadership Team Community Leaders (inc. Law Enforcement)	TBD	Time for Task Force to meet. Relevant and consistent source of data.	Task Force product/recommendations to Board.
Update existing District and Building Safety/Emergency Response Plans.	Superintendent Safety Committee Leadership Team Community Leaders (inc. Law Enforcement)	Annual target date	Time for participants to meet.	Active and relevant plans in place.
Establish continuous timeline for training, implementation and the subsequent analysis of data.	Superintendent Safety Committee Leadership Team Community Leaders (inc. Law Enforcement)	2011-12	Designated time for applicable training and subsequent implementation of plan.	Reduction in frequency of targeted student behavior.

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 7: **Opportunities For All Students** – By 2013, the Blaine School District will assure for the continuous social, emotional, physical and academic skill development of all students, as measured by a student perception survey to be administered at grades 2, 5, 8, and 12, in addition to standard measurements of academic progress

Strategy A: Survey identification, staff training and subsequent implementation

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Identification of survey source and consideration of implementation options.	Relevant School Staff Principals	2012-2013	Printing and disseminating survey	Collect and analyze results.
Training for all relevant staff in the purpose for and the use of resulting data to inform program decision making.	Leadership Team Principal	2012-2013	Identify trainers	Decisions are based on training expectations and collected data.
Implementation of survey protocol and processing of resulting data.	Leadership Team Principal	2012-2013	Staff time to administer survey	Data is used to make programmatic decisions.

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 8: **Facility** -The Blaine School District will provide up-to-date facilities that will enable all students to grow and learn in a non-restrictive, safe environment

Strategy A: Development of a comprehensive facility plan, accounting for facility maintenance, instructional program needs and up-to-date student enrollment projections

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Reconvene District Facility Review and Planning Committee to review existing target areas and consider options for bringing an abbreviated initiative to the voters in 2012.	Principals Superintendent Facility Planning Committee	September 2011	Staff Time Facilitator	Updated facility planning document (draft) developed.
Determine both a short term and long term set of recommendation for Board consideration.	Principals Superintendent Facility Planning Committee	October 2011	Staff Time	Final (approved) document in place.
Assure for opportunity for community input into the process, as well as the final product.	Superintendent Facility Planning Committee Other Staff as Needed	Ongoing advertisement of applicable meetings with the broader community (Fall 2011)	Staff Time Funding for targeted mailings	Level of feedback and subsequent monitoring of results.

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 9: **Transportation** – Blaine School District will provide safe transportation equipment and professional staff to assure student travel to and from school and extracurricular activities in an efficient and practical manner

Strategy A: Assure for the thorough consideration of all short term and long term transportation needs and issues as we continue to work through reduced revenue/expenditure challenges

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Conduct review and audit current transportation department and service level.	Transportation Supervisor Superintendent Fiscal Analyst	2011-12 Program Year	Expertise to conduct review/audit	Analyze recommendations and accommodate.
Ascertain expanding service delivery based on audit findings.	Transportation Supervisor Superintendent Fiscal Analyst	2012-13 Program Year	N/A	Transportation generates a report specific to implementation targets.

Blaine School District Goals, Strategies, and Supporting Action Plans

Goal 10: **Resource and Finance Issues** – The community, in partnership with the Blaine School District, will economically and creatively use resources to educate and develop every student to their fullest potential and provide ample support and professional development to staff. These outcomes will be measured in accordance with a five-year action plan.

Strategy A: The District will annually engage staff and community in a comprehensive and transparent budget development process designed to assure for the relevant, efficient and timely allocation of increasingly limited resources

Activities: Steps to be taken. What will occur?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Timeline: When will this strategy or action begin and end?	Resources Needed: What existing and new resources will be used to accomplish this strategy?	Monitoring Effectiveness: For each activity, what formative evidence will be gathered to demonstrate progress?
Transparent and inclusive budget process will be developed, with the work in 2011-12 tied directly to preparation for February of 2012 Levy Initiative.	Board Superintendent Leadership Team	Initiate annually no later than December (earlier in 2011-12 w/levy target date)	Time to develop process, while assuring for a meaningful level of staff and community involvement.	Process is developed and shared throughout the district.
Developed process will be followed on an annual basis (w/attempt made to minimize the level of redundancy in the process).	Superintendent Oversight w/Board, Leadership Team, Staff, Student and Community Involvement	Continuous process (12 months)	Allocated time to ensure process is followed.	Analysis of feedback gathered from individuals involved in the budget process.
Improve/change process based on staff, student and patron evaluation/feedback.	Superintendent	July/August annually	General survey completed at the conclusion of budget process.	Analysis of survey results.

Blaine School District Comprehensive Plan Goal Statements

Board and Superintendent Focus 2011-12 (Summary Presented For Board Review/Approval 10-24-11)

Goal 1: Continuous Improvement – 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. (2009-2010-2011-2012-2013)

Board Expectations 2011-12: Consistent use of student performance data to drive instructional practice. The development of and support to SMART Goals (Specific, Measurable, Attainable, Relevant and Time Bound).

Board Role: Assuring for the consistent and adequate allocation of resources to support this work, including the possibility of reduced staffing levels to account for the need for additional professional development and related program development time.

Superintendent Accountability: Assuring for October report to Board on individual aligned building work (School Improvement Plans).

Process and Progress Checks: Mid Year (Feb) and year End (June) progress reports, with an emphasis on the existence of quantitative performance data.

Goal 2.1: Curriculum and Pedagogy - Identify multiple teaching strategies across core content areas, which are research-based and have a record of enhancing student academic progress and success. (2009-2010-2011-2012-2013)

Board Expectations 2011-12: Consistent use of student performance data to drive instructional practice. Those instructional practices embraced district-wide should have a proven, research record of enhancing student performance specific to defined and prioritized content areas.

Board Role: Assuring for the consistent and adequate allocation of resources to support this work, including the possibility of reduced staffing levels to account for the need for additional professional development and related program development time.

Superintendent Accountability: Assuring for Leadership team access to effective models of instructional practice and then subsequent time with teachers to support and reinforce opportunities for implementation.

Process and Progress Checks: Mid Year (Feb) and year End (June) progress reports, with an emphasis on the existence of quantitative performance data. Inclusion of opportunities for teacher voice (direct participation) in the reporting work.

Goal 2.2: Curriculum and Pedagogy – The Blaine School District will utilize the state developed curriculum standards, “common core 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. (2009-2010-2011-2012)

Board Expectations 2011-12: Consistent use of student performance data to drive instructional practice. The development and subsequent use of assessments which remain consistent aligned with and responsive to applicable grade level standards (applicable common core standards).

Board Role: Assuring for the consistent and adequate allocation of resources to support this work, including the possibility of reduced staffing levels to account for the need for additional professional development and related program development time.

Superintendent Accountability: Assuring for October report to Board on individual aligned building work (School Improvement Plans). Continued support to the implementation of the “5 Dimensions Framework”. Initiation of two-year plan for the development of a Teacher and Principal evaluation model to be implemented formally in the 2013-14 program year.

Process and Progress Checks: Mid Year (Feb) and Year End (June) progress reports, with an emphasis on the existence of quantitative performance data.

Goal 3: Technology – Support creative teaching and student learning methods utilizing existing technology, with a realistic approach to recurring investment in new, proven technology. (2010-2011-2012)

Board Expectations 2011-12: Representative level of community involvement in the review of the applicable date and ultimately planning for the existence of a supportive platform.

Board Role: Support to the allocation of resources necessary to assure for the attainment of the applicable “platform” level.

Superintendent Accountability: Assuring that the applicable committee is formed and that they have the resources needed to complete their work.

Process and Progress Checks: Committee report to the Board in May 2012, with specific consideration given to options for reprioritization of existing program resources.

Goal 4: Community and Parent Involvement – Based on school community survey data, by June 2012, parents and community members will indicate an increasing degree of satisfaction with the Blaine School District in the areas of parent and community involvement.

Board Expectations 2011-12: Encouragement of community and parent involvement in the schools.

Board Role: Championing authentic opportunities for community and parent engagement and then assuring for ongoing recognition (celebration) of these partnerships.

Superintendent Accountability: Ongoing communication of opportunities to our community and parents. Use of the district website for ongoing communication and reinforcement of this work.

Process and Progress Checks: Formal component of School and District Improvement Plan Reports to Board (October, February and June).

Goal 5: Teaching Staff – Blaine School District will attract, maintain, and develop quality educators as measured by staff turnover rate, meaningful and relevant teacher performance evaluations, and tools to measure quality instruction. (2011-2012-13)

Goal 6: Safety – Blaine School District will reduce crimes, injuries, and dangerous behavior on campus by 10% each year, as measured by data obtained using Skyward (discipline data), L&I, uniform crime reports, fire and EMS and other systems. (2010-2011-2012)

Board Expectations 2011-12: System commitment to a comprehensive safety plan, with an emphasis on crisis response strategies and protocols.

Board Role: Assurance for continuation of a reasonable level of staffing to support this work. Acknowledgment that there may be a need for limiting instructional enhancement/support work when key safety initiatives surface.

Superintendent Accountability: Continued attention to and resolution of the most critical of concerns, and example of which would be the recently escalating concerns specific to “cyber bullying”. School districts are going to be expected to take a more active role (policy and procedure relevant) specific to this issue, even if the majority of adverse behavior is being initiated off site (i.e. cyber bullying).

Process and Progress Checks: Report to the Board three times annually (September, January, May).

Goal 7: Opportunities For All Students – By 2013, the Blaine School District will assure for the continuous social, emotional, physical and academic skill development of all students, as measured by a student perception survey to be administered at grades 2, 5, 8, and 12, in addition to standard measurements of academic progress. (2012-2013)

Goal 8: Facilities -The Blaine School District will provide up-to-date facilities that will enable all students to grow and learn in a non-restrictive, safe environment. (2009-2010-2011-2012)

Board Expectations 2011-12: Presentation of a reduced Capital Facilities Bond to voters in February of 2012. Clear articulation of need, while assuring for the highest level of efficiency in the overall work of updating our facilities.

Board Role: Remaining aware of the key details specific to the need for a Capital Projects Bond, and then articulating those needs consistently and proactively with constituent groups. High level of engagement in overall process of presenting the initiative for community consideration.

Superintendent Accountability: Getting the details out early and accurately. Remaining visible in and responsive to the needs of the community across the course of the campaign. Assuring for the involvement of staff in the work of getting the message out to the community.

Process and Progress Checks: Reports to the Board to remain a regular part of future meeting agendas.

Goal 9: Transportation - Blaine School District will provide safe transportation equipment and professional staff to assure student travel to and from school and extra-curricular activities in an efficient and practical manner. (2011-2012-2013)

Goal 10: Resource and Finance Issues – The community, in partnership with the Blaine School District, will economically and innovatively use resources to educate and develop every student to their fullest potential and provide ample support and professional development to staff. These outcomes will be measured in accordance with a five-year action plan. (2009-2010 & Continuous in subsequent budget years)

Board Expectations 2011-12: Comprehensive, timely, participatory and transparent budget planning process, as well as specific emphasis on the presentation of a Maintenance and Operations Levy in February of 2012.

Board Role: Direct participation in the budget development work, with continued communication of unprecedented levels of potential impact to the educational program. Items will have to be prioritized and there will continue to be unpopular decision being made.

Superintendent Accountability: Clear and concise communication of all variables with the staff and community. Specific emphasis on the implications of program reduction on teaching and learning. Commitment to not placing items on the table for consideration that we do not intend to cut. Maintenance of the integrity of the overall program, with limited impact on staffing levels, as feasible.

Process and Progress Checks: The 2011-12 budget planning work will get underway by November of 2011, with updates to the Board taking place on a monthly basis.