

School Improvement Plan

School BLAINE HIGH SCHOOL

SMART Goal One: At Least 69% of BHS students will meet standard on spring 2021 SBA in ELA in order to close the gap toward the 2027 expected target of 90%.

School Focus Area	Actions, Strategies, Interventions	Timeline	Person(s) responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
ELA	Teachers will use the workshop model structure on a regular basis, including a mini-lesson, student work time, and share out.	ongoing	Teachers	Teacher Plans Department Units Biweekly Classroom Observations	
ELA	Teachers will meet in PLCs weekly under the new hybrid/digital model on Friday's to align curriculum and instruction, including reviewing student work and data from multiple sources to meet student needs.	ongoing / weekly	Teachers	PLC minutes and agendas Biweekly Observations of PLCs	
ELA	Continue to develop the 9th and 10th grade pacing guides to establish a rigorous, comprehensive, and equitable curriculum for all students, including special populations (EL, Sped, HiCap, 504, etc) prioritizing essential standards.	ongoing	Teachers	Pacing Guides Classroom Observations	
SEL	Staff will build classroom culture and relationships with students and families so students feel connected and successful in every classroom.	Sept and ongoing	All staff	self-assessment on criterion 7 & 8 indicators?	
ELA ADMIN	Admin will regularly attend PLC meetings to monitor progress and support developing needs of staff and students.	ongoing / biweekly	Cottnair Ellis Thomas	Minutes from PLC meetings Observations/Feedback from Thomas	
ELA ADMIN	Admin will provide feedback and coaching via the power walk template, coaching sessions, professional development sessions, and PLC discussions.	ongoing / monthly	Cottnair Ellis Thomas	Power Walk Notes/Data Feedback Protocol Observations from Thomas CEL work with Amy V.	
Projected Targets on SBA in ELA	2021: 69% 2022: 71% 2023: 75% 2024: 79%	yearly	Teachers Cottnair Ellis	SBA data	

through 2027	2025: 83% 2026: 87% 2027: 90%				
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SMART Goal Two: At least 49% of BHS students will meet standard on the spring 2021 SBA in Math in order to close the gap toward the 2027 expected target of 90%.

School Focus Area	Actions, Strategies, Interventions	Timeline	Person(s) responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
Math	Utilize instructional strategies provided by CEL PLC work in daily instruction.	ongoing	Teachers	Teacher Plans Department Units Biweekly Classroom Observations	
Math	Teachers will meet in PLCs weekly under the new hybrid/digital model on Friday's to align curriculum and instruction, including reviewing student work and data from multiple sources to meet student needs.	ongoing / weekly	Teachers	PLC minutes and agendas Biweekly Observations of PLCs	
Math	Continue to follow Agile Mind and PLC modified pacing guides for each math course to establish a rigorous, comprehensive, and equitable curriculum for all students, including special populations (EL, Sped, HiCap, 504, etc) prioritizing essential standards.	ongoing	Teachers	Pacing Guides Classroom observations	
SEL	Staff will build classroom culture and relationships with students and families so students feel connected and successful in every classroom.	Sept and ongoing	All staff	self-assessment on criterion 7 & 8 indicators?	
Math ADMIN	Admin will regularly attend PLC meetings to monitor progress and support developing needs of staff and students.	ongoing / biweekly	Ellis Thomas	Minutes from PLC meetings Observations/Feedback from Thomas	
Math ADMIN	Admin will provide feedback and coaching via the power walk template, coaching sessions, professional development sessions, and PLC discussions.	ongoing / monthly	Ellis Thomas	Power Walk Notes/Data Feedback Protocol Observations from Thomas CEL work with Renee	
Projected Targets on	2021: 49% 2022: 56%	yearly	Teachers Ellis	SBA data	

SBA in Math through 2027	2023: 63% 2024: 70% 2025: 77% 2026: 83% 2027: 90%		Thomas		
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SMART Goal Three: BHS CTE Department will expand course selections and develop Industry Recognized Credential (IRC) or Dual credit opportunities to create multiple graduation CTE pathways by the end of 2021.

School Focus Area	Actions, Strategies, Interventions	Timeline	Person(s) responsible	Evaluation of Implementation and Impact on Student Learning	
				Artifacts	Evidence
CTE	Develop a Seven Period Day to give students more access to CTE courses.	20/21	Ellis	Master Schedule	
CTE	Create a variety of CTE course selections to give students the ability to complete a sequence of CTE Courses and become completers.		Vezzetti	Master Schedule -Graduation Pathway/Course Sequence Documents for BHS	
CTE	Identify Industry Recognized Credentials (IRC) and/or Dual Credit opportunities within every CTE course and modify frameworks		Vezzetti Teachers	-Statewide Enrollment and Reporting Systems (SERS) -Classroom Frameworks -Graduation Pathway/Course Sequence Documents for BHS	
CTE	Work Whatcom County Dual Credit Consortium to create course articulations for CTE Courses at BHS.		Vezzetti	-Articulation Agreements	
CTE	Teachers will meet in PLCs weekly under the new hybrid/digital model on Friday's to review student work and data from multiple sources to meet student needs.		Teachers	PLC minutes and agendas Biweekly Observations of PLCs	
CTE	Staff will build classroom culture and relationships with students and families so students feel connected and successful in every classroom.		Teachers	self-assessment on criterion 7 & 8 indicators?	
CTE ADMIN	Admin will regularly attend PLC meetings to monitor progress and support developing needs of staff and students.		Vezzetti	Minutes from PLC meetings Observations/Feedback	