



## District Strategic Plan 2005-2010

*The mission of the Bellingham School District, in partnership with the community, is to provide students with the knowledge, skills and qualities to be successful in our changing, diverse world.*

*Our vision is that education in Bellingham is a shared, lifelong experience in which the diverse needs of all individuals are met. This experience, provided in a safe, supportive environment, will ensure success in our changing world.*

## Our Foundation for a Successful Strategic Plan

---

As part of this strategic planning process, we:

- Developed the plan;
- Communicated the plan; and we will
- Implement and continuously assess the plan.

The core beliefs that serve as our foundation are:

- All students are worthy of a quality education;
- Learning is essential for success in today's world;
- All adults and students in our district can succeed as learners;
- The district is continuously improving as a system;
- Relationships are based on respect for self and for one another;
- Partnerships among the district, families of students and the community members of Bellingham are essential; and
- Diversity is celebrated and supported.

When we act on the core beliefs listed above, we:

- Apply the Essential Strategies for Powerful Teaching and Learning (see Addendum);
- Align curriculum standards and assessments, and expect joint accountability for student success in all classrooms, schools and the district;
- Sustain collaborative professional development focused on student and adult learning in all schools and at the district level;
- Improve professional practice focused on high achievement for *all* students;
- Develop authentic partnerships focused on student success with community members and *all* families of the students in our schools; and
- Practice ongoing two-way communication, joint problem-solving and systemic alignment throughout the district.

For historical information about the district's strategic planning process, [please click here](#).

For historical highlights of progress on the current strategic plan, [please click here](#).

# Measures of Progress

---

The Bellingham School District has used previous strategic plans to guide its work to improve student learning in all schools. This strategic plan is used in the same way.

Staff members engage in a systematic and continuous process of assessment. A variety of measures are used at regular intervals to monitor progress in each goal area of the strategic plan.

## **Goal 1: Learn with a focus on powerful teaching and learning strategies in all classrooms.**

### **Student Achievement Data:**

- Continuous assessment of student performance in the classroom, including Classroom-Based Assessments (CBAs);
- Assessment data reported to families for each student regularly;
- Compliance with the Executive Limitations and Ends Policies in School Board policy governance model (beginning implementation in 2009-10);
- Student academic profiles maintained in the district's data warehouse;
- District reading assessment (Developmental Reading Assessment [DRA] and Degrees of Reading Power [DRP]);
- District math assessment (Measures of Academic Progress [MAP]);
- District universal screener and progress monitoring data for Response to Intervention (RtI), AIMSweb
- Measures of Student Performance (MSP) and High School Performance Exams (HSPE) to replace the Washington Assessment of Student Learning (WASL) in spring 2010;
- Participation rates and levels of achievement in accelerated learning opportunities in math, science and world language;
- Participation and levels of achievement in alternative learning opportunities such as Options High School, summer and extended learning;
- Participation rates and levels of achievement in district program options such as Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Science, Technology Engineering and Math (STEM) and Arts Academy programs;
- Participation rates, equivalency credits, and levels of achievement in Whatcom County career and technical education program options;
- District and school performance on Adequate Yearly Progress;
- District technology assessments;
- Participation rates and levels of achievement in summer school;
- Participation rates and levels of achievement in college-preparatory courses;
- Washington Language Proficiency Test II (WPLT) for English Language Learners;
- SAT and ACT scores by number tested, ethnicity and socio-economic indicators; and
- State community college report on students taking remedial courses.

*Please note: Assessments may be added or dropped based upon federal and state mandates, the need for data and effective use of that information.*

## **Measures of Progress, *continued***

---

### **Goal 2: Personalize learning in the school setting.**

#### **Organizational Achievement Data:**

- Engagement of staff in professional development such as Professional Learning Communities;
- National Board Teacher Certification numbers;
- High school graduation and dropout rates;
- Attendance and discipline rates; and
- Balanced budget and alignment of resources.

### **Goal 3: Engage families and community in student learning.**

#### **Family Engagement and Perception Data:**

- Participation rates and levels of engagement of families and students in opportunities to improve learning;
- Stakeholder feedback regularly gathered through a variety of methods, including surveys, focus groups and Superintendent's Parent Advisory Council;
- Student feedback regularly gathered through a variety of methods, including surveys, focus groups and Superintendent's Student Advisory Council;
- Staff feedback regularly gathered through a variety of methods, including surveys, focus groups, including labor association meetings
- Awards and national, state and regional recognition of students, staff and school volunteers;
- Participation rates and opportunities for recognition of students staff and volunteers through a comprehensive recognition program;
- Levels of active community partnerships with the district and schools;
- Participation rates of students and families using ParentConnect and StudentConnect, online programs to monitor assignments, achievement and other data;
- Participation rates and opportunities for students, staff or community members to provide feedback and share information with School Board members through the online Listening Post, the School Board's school adoption program, district events and Board meetings;
- Participation rates and the regular sharing of information with stakeholders through district print publications (Family Handbook, Annual Report and School Performance Reports, Ready Guide) and online communications (e-news registration, Web online calendars); and
- Bond and levy support.

## The Structure of Our Strategic Plan

---

The following pages outline three goals that will help the Bellingham School District meet an expected outcome of high levels of achievement with *all* students prepared for college, career and citizenship.

Each of the three goals contains target objectives that are designed to move us closer to this expected outcome. Strategic actions will be developed to reach these targets and accomplish our goals as we prioritize our work.

*Ready for College, Career, Citizenship*



GOAL 1

**Learn**

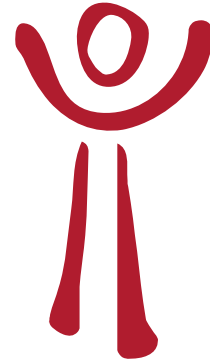
Focus on powerful teaching and learning strategies in all classrooms.



GOAL 2

**Personalize**

Personalize learning in the school setting.



GOAL 3

**Engage**

Engage families and community in student learning.

# Bellingham Public Schools

... where *every* student learns

**Expected Outcome: This plan will result in high levels of achievement with *all* students prepared for college, career and citizenship.**

---

*The following goal and target objectives support this outcome. School strategic plans and Central Services departmental plans will align with the district strategic plan to help meet these target objectives and make progress toward each goal and the expected outcome.*

**Goal 1: Learn with a focus on powerful teaching and learning strategies in all classrooms.**

*Vision of Success:* The Bellingham School District actively engages adults and students in the use of the Essential Strategies for Powerful Teaching and Learning to support lifelong learning and the highest possible achievement for every student. All learning environments include creativity, risk-taking, acceptance, collaboration and feedback, while focusing on continuous growth of students and adults.

**Target Objective 1:** Continue to improve instruction by utilizing the Essential Strategies for Powerful Teaching and Learning in all content areas at all instructional levels.

*2008-09 Progress:*

- Formed Professional Learning Communities (PLCs) by grade level or content area at elementary, middle and high schools with teams of staff focused on increasing student achievement.
- Started implementing a balanced math program at all elementary schools – a structure for teaching math review, math facts, mental math, problems-solving and conceptual understanding. This program supports and aligns with Washington state’s “Mathematics Performance Expectations.”
- Continued implementation of Thinking Maps to support teachers in applying instructional strategies for engaging all students to use visual tools to represent their thinking skills in all content areas; trained new staff and special education resource room teachers on use of Thinking Maps and provided first-year implementation at Sunnyland Elementary School.
- Trained district staff as trainers to expand Thinking Maps to include strategies for increasing language proficiency for students who are below level in achievement due to challenges in vocabulary or language learning.
- Developed and piloted an assessment tool for determining levels of classroom implementation of Thinking Maps.

- Implemented Bellingham Virtual Learning to provide rigorous coursework in an online learning environment during the 2009 summer school session for high school students.

***2009-11 Work Priorities:***

- Extend the balanced math program structure that has been implemented in elementary schools into grades six, seven and in algebra 1A & 1B courses.
- Expand Thinking Maps basic in-service to middle school teams of teachers with English Language Learners (ELL) students and to elementary schools that have clusters of ELL students.
- Increase classroom support for implementation of Thinking Maps with a focus on beginners and those not making expected progress.
- Provide Thinking Maps II: Path to Language Proficiency for a core group of teachers who demonstrate proficiency in Thinking Maps and who have students who need of vocabulary or language learning support.
- Assess the implementation of Thinking Maps at schools in year one and year two of implementation to determine next steps for support in content areas and/or language proficiency development.
- Seek funding to continue the implementation of Bellingham Virtual Learning as an alternative learning opportunity that provides rigorous coursework in an online learning environment.

**Target Objective 2:** Align the written, taught and tested curriculum across elementary, middle and high schools to create consistency, common language, procedures and standards for all students as they move from one instructional level to another.

***2008-09 Progress:***

- Pursued implementation of the balanced math structure in grades K-5, with initial efforts with grade 5 through algebra. This program supports and aligns with Washington state's "Mathematics Performance Expectations."
- Supported districtwide opportunities on multiple occasions for middle school staff to collaborate in content-alike groups with the objective of creating a consistent and aligned core curriculum. This work will continue by determining appropriate resources to support the implementation as well as the creation of common assessments.
- Started in summer 2009 initial work on the alignment of FOSS & STC science curriculum kits due to a new state science sequence of expectations.
- Started initial implementation efforts in Response to Intervention, RtI. Identification of AIMSweb as the universal screener and progress monitoring tool, as well as administrative in-service on the components of RtI, occurred in summer 2009.
- Implemented READ180, a software-supported reading program, at three elementary schools that receive federal Title I funds. This supplementary reading program serves fourth and fifth grades students who are below level in reading and is in addition to the

regular classroom instruction. This program aligns with the elements of the district literacy program and uses an assessment system to guide and personalize instruction.

- Implemented a supplementary software application, Math Whizz, at four elementary schools that receive federal Title I funds. Students in grades K-5 had access this software from home and school to practice math skills and concepts that are aligned with the state performance indicators.
- Reviewed the program reading assessment process. The supplementary assessment process updates the existing process and continues program aligned with the district and state reading assessments. Consistent implementation of this process across schools supported by federal funds assures the use high quality assessment to effectively evaluate program services to students.
- Used Learning Assistance Program (LAP) funds to implement a supplementary math class for 11<sup>th</sup> and 12<sup>th</sup> grade students who had failed required high school math classes. This supplementary math class used a common assessment to collect baseline math achievement information and to set personalized instructional goals for each participating student.
- Developed a new summer school structure for high school students to retrieve course credit using a virtual learning environment provided by an accredited online provider. This newly implemented curriculum was aligned with district and state standards and students were able to earn district high school credits.

#### *2009-11 Work Priorities:*

- Execute high school graduation requirements implementation plan. View the plan at <http://www.bham.wednet.edu/staff/GradImplementationTaskForce.htm>
- Implement K-12 world language plan. View recommendations at <http://www.bham.wednet.edu/staff/WorldLanguages.htm>
- Create a written and accessible common core curriculum and assessments that support state and national standards through a districtwide collaborative process.
- Realign math instruction in middle school with the new state math standards to support new graduation requirements and algebra.
- Expand and continue balanced math training for teachers.
- Provide ongoing College Preparatory Mathematics (CPM) training for high school teachers of math.
- Create a common schedule for middle and high school students to implement in 2010-11 so that students can access all available curriculum.

**Target Objective 3:** Design and implement the coordination and collaboration of general education and specialized programs (e.g. Highly Capable Learners, English Language Learners, Special Education).

#### *2008-09 Progress:*

- Began training for and implementation of the High Scope approach for kindergarten at all elementary schools.

- Launched full-day kindergarten programs at five elementary schools for fall 2009 with sliding-scale tuition.
- Implemented the Re-EDucation model in the district special education program for students with significant behavioral challenges.
- Added a second Lifeskills program at Sehome High School and expanded the Community Transitions program at Options High School.
- Developed and presented consistent professional development (characteristics and methodology) for general education and special education staff who work with students with autism spectrum disorders

*2009-11 Work Priorities:*

- Expand full-day kindergarten according to implementation plan, including adoption and alignment of preschool and kindergarten instructional program.
- Provide additional professional development for staff in using the High Scope approach at the preschool and primary grades, including the special education program.
- Continue consistent professional development annually in the area of autism and provide advanced training in autism spectrum disorders (characteristics and methodology).
- Provide for regular staff collaboration opportunities focused on student achievement.
- Support implementation of Navigation 101 program at Options High School
- Develop and implement a districtwide plan for the Response to Intervention (RtI) national model for providing tiered learning intervention for students using federal stimulus (ARRA) funds to launch the initiative.
- Provide universal screening and progress monitoring using AIMSweb for all students in grades K-8 to intervene early for students who are below standard academically and behaviorally.
- Improve legal compliance and service delivery of special education, using federal IDEA and ARRA stimulus funds for a variety of needs including professional development for staff, instructional materials, transition planning and assistive technology.
- Provide additional professional development for staff in the Re-Education model and begin to infuse Re-ED concepts into general education at Birchwood Elementary School.
- Implement a 'specialist' special education model to provide consultation and guidance to school teams.
- Improve the continuity of services between early intervention providers in the community and the district through the addition of a part-time early intervention specialist who serves as a school-agency-family liaison

**Target Objective 4:** Provide professional development that is based on assessed needs and schools' goals/focus areas through whole group and small group formats, and one-on-one instructional

coaching.

*2008-09 Progress:*

- Continued one-on-one instructional coaching and made it fully operational at the high school level.
- Established Professional Learning Communities for staff and administrators focused on improving student learning.
- Partnered with Allied Arts Education Project of Whatcom County to deliver the Arts Impact Program to provide training for teachers in how to use the arts to teach core curriculum at Roosevelt Elementary School, an arts-focused learning environment.

*2009-11 Work Priorities:*

- Continue succession planning.
- Facilitate the development and implementation of professional development plans for staff at Title I elementary schools that address the achievement needs for identified subgroups or students who are at risk for experiencing success in school.
- Facilitate the development and implementation of a Title I professional development plan for the district that addresses the achievement needs for identified subgroups or students who are at risk for experiencing success in school.

**Target Objective 5:** Develop a sequence of experiences that provides all students with opportunities to connect their learning in their school environment to responsible citizenship.

*2008-09 Progress:*

- Supported high school students as part of their curriculum in meeting the graduation requirement of a culminating project, which is designed to help students develop or improve a skill or performance; design or create a product, service, system or event; and investigate a career to better prepare them for further studies or employment after high school.
- Supported staff at Wade King and Northern Heights elementary schools in using their allotted resources to pursue initial application A for the International Baccalaureate Primary Year Program, (PYP). Both schools worked diligently towards the completion of the final Application B and the resulting Authorization Team visit. This well respected program focuses on a student-inquiry instructional approach with an international mindedness focus.
- Administered classroom-based assessments in civics were administered in grades 5, 8 and 12.
- Fostered many opportunities for district students to practice citizenship including:

Superintendent's Student Advisory Council, which meets once per month to discuss current issues and concerns of high school students. Juniors and seniors

from each of the four high schools represent their peers in discussions with district leadership.

Associated Student Body (ASB), which is a school level opportunity to participate in citizenship activities and student government. This gives students the chance to practice democracy in action while giving back to their school community.

Career & Technical Student Organizations (CTSO's), which are offered as after school programs that are integrated within career and technical education courses. Student groups participate in FirstRobotics, Vex Robotics, DECA, FBLA and FCCLA. Leadership and employability standards are part of the career and technical education curriculum, and these groups provide time to practice and compete in competitions at the regional, state and national level.

Teen Court, which is linked with the Whatcom County Juvenile Justice System and Northwest Youth Services. Students serve as advocates, presenting the case to the jury on behalf of the State and the accused. Other students may serve as bailiffs, clerks and in other roles as needed. Students work with youthful offenders charged with misdemeanors through the Juvenile Court.

YMCA Mock Trial Program, which allows students to learn trial processes and procedures. The students write arguments and briefs for trials that compete locally, regionally, and nationally.

*2009-11 Work Priorities:*

- Advance and expand upon the opportunities outlined above for students to connect their learning in the school environment to responsible citizenship.

**Expected Outcome: This plan will result in high levels of achievement with *all* students prepared for college, career and citizenship.**

---

*The following goal and target objectives support this outcome. School strategic plans and Central Services departmental plans will align with the district strategic plan to help meet these target objectives and make progress toward each goal and the expected outcome.*

## **Goal 2: Personalize learning in the school setting.**

*Vision of Success:* Small learning environments result in meaningful, caring relationships between students and staff members at all instructional levels. Staff members have high expectations for each student and they help that student meet those expectations by providing a personalized and continuous learning path with interventions as needed.

**Target Objective 1:** Design smaller learning environments that provide optimum learning opportunities for each student at all instructional levels.

*2008-09 Progress:*

- Continued to make steady and significant progress with the building of ninth grade teams at the high school level.
- Earned national candidate status as part of the International Baccalaureate (IB) Primary Years Program (PYP) authorization process for Wade King and Northern Heights elementary schools.
- Explored International Baccalaureate (IB) Middle Years Program (MYP) and supported teacher training in inquiry based instruction at Fairhaven Middle School.

*2009-10 Progress:*

- Opened new Shuksan Middle School in fall 2009, supported by the 2006 voter-approved bond, with a design that allows for teaming personalization and collaborations, implement Gateway to Technology program and Science, Technology, Engineering and Math (STEM) focus through community engagement.

*2009-11 Work Priorities:*

- Continue International Baccalaureate (IB) Primary Years Program (PYP) authorization process for Wade King and Northern Heights elementary schools through community engagement.
- Continue implementation of arts academy at Roosevelt Elementary and Engineering Is Elementary and Visual Arts at Larrabee.
- Pursue Science, Technology, Engineering and Math (STEM) initiatives by working closely with local business community leaders on mentorship, career connections, professional development and support opportunities.
- Expand school-based community engagement work for schools to explore educational program options.
- Continue the Advancement Via Individual Determination (AVID) program at Shuksan Middle School, implement at Squalicum High School and explore at Bellingham High School.
- Explore the development of a homeschool connections program and digital/online learning academies to increase opportunities for students.
- Provide all district middle schools, followed by elementary schools, with laptop computers on carts for mobile computing from technology levy funding.

**Target Objective 2:** Develop an academic portfolio of student progress that moves with each student from grade to grade and school to school. This portfolio is a source of information about each student's needs, strengths and interests as a learner. It is designed to assist teachers in collaborating with students and families to plan personalized instruction for each student.

*2008-09 Progress:*

- Completed an operational database of student achievement information, increasing the ability of staff to make ongoing instructional decisions.
- Identified the need and funding for a data system to collect and support the analysis of achievement for students who participate in Title I, Learning Assistance Program (LAP) and English Language Learners (ELL) Programs.
- Initiated a process to create and implement an assessment and evaluation process to inform federal program decisions.
- Used existing state achievement data for English Language Learners (ELL) students to create charts and graphs that assist school staff in evaluating the progress of ELL students in the district and the schools.

***2009-11 Work Priorities:***

- Continue visioning and partnership work with all Whatcom County school districts to increase career and technical education/vocational learning options for students.
- Provide training for staff on using the operational database of student achievement information, increasing the ability of staff to make ongoing instructional decisions.
- Pilot electronic Student Learning Plans and High School and Beyond Plans at all high schools.
- Continue to develop state-mandated, classroom-based assessments in social studies, the arts, health and fitness.
- Continue to expand the academic potential of the culminating project and the portfolio.
- Identify and implement a data collection and management system that supports the immediate and ongoing analysis of student achievement data for students who participate in Title I, Learning Assistance Program (LAP) and English Language Learners (ELL) Programs.

**Target Objective 3:** Provide personalized interventions for each student who is not yet at standard.

***2008-09 Progress:***

- Used Accelerated Achievement Conferences at the elementary school level to regularly assess students not yet at standard and plan instructional steps.
- Received state School of Distinction award for Bellingham High School for academic gains.
- Received Silver Medal Award for Sehome High School for outstanding school national status.
- Continued the implementation of READ 180 as a supplemental reading support program for fourth and fifth grade students at three Title I schools: Alderwood, Birchwood and Roosevelt elementary schools. Purchased and implemented computer software and provided one day of initial teacher in-service and follow-up job embedded support from a consultant during the school year.
- Implemented the first year of Math Whizz for Title I program students and provided support to staff and school administrators during the implementation.

- Collected and analyzed student assessment data related to the implementation and effectiveness of Math Whizz and READ 180.
- Implemented the use of the District Reading Assessment (DRA) 2 to increase the information Title I teachers use in selecting teaching objective for students who are below level in reading in grades one through five at Title I schools.
- Developed a plan in collaboration with Title I school administrators to build the capacity to provide effective math interventions at the four Title I elementary schools.
- Created Teachers on Special Assignment (TOSAs) in math for Title I schools, funded by federal resources, to develop a math intervention supports for students in grades three, four and five who are below level in math.

*2009-11 Work Priorities:*

- Implement use of the District Reading Assessment (DRA) 2 to support instruction for students in grades one through five who are below grade level in reading at Title I schools.
- Initiate Response to Intervention (RtI) program in elementary and middle schools.
- Implement AIMSweb universal screen and progress monitoring system for RtI.
- Develop diagnostic assessment toolkit and appropriate intervention strategies.
- Implement READ 180 at Sunnyland Elementary School.
- Use READ 180 program assessment data to provide ongoing professional development to increase student reading achievement.
- Assess the implementation of the use of District Reading Assessment (DRA) 2 and plan for the implementation of the Scholastic Reading Inventory (SRI) classroom-based assessment program for third grade and English Language Learners (ELL) students at Title I schools.
- Develop and deliver to schools achievement data for English Language Learners (ELL) students who are not making expected progress in meeting the language learning expectations.
- Provide targeted assessment data and professional development to support to teachers in addressing the learning needs of English Language Learners (ELL) students who are not making expected progress.
- Design and implement a student learning plan to direct interventions for English Language Learners (ELL) students not making expected progress and to monitor the students' responses to the interventions.
- Implement stage one of Pathways to Proficiency for English Language Learners (ELL) and Title I students.
- Investigate the use of professional development in writing strategies to support English Language Learners (ELL) at the elementary and middle schools.
- Develop and implement for all school administrators and staff an informational presentation covering the rights of English Language Learners (ELL) students within the school setting and basic language development theory.
- Continue to develop and implement a math intervention process for students at Title I schools who are below level in math achievement.

**Target Objective 4:** Provide rigorous learning opportunities for all students and further challenge students who are meeting or exceeding state standards.

*2008-09 Progress:*

- Piloted algebra in seventh grade at Whatcom Middle School and world language for high school credit at Fairhaven Middle School.
- Provided support for 20 more teachers districtwide to earn their National Board Certification.
- Defined and implemented accelerated mathematics opportunities in middle school.
- Expanded Advanced Placement (AP) class offerings at Bellingham, Sehome and Squalicum high schools.
- Facilitated the Highly Capable Learners (HCL) Program and Enrichment Options Committee that recommended to the Superintendent the formation of an Advanced Learner Program managed by the Curriculum Department to address the needs of above-level students in the district.

*2009-11 Work Priorities:*

- Expand acceleration opportunities for district students.
- Support teachers with common formative assessment to influence instruction daily to meet the students' different learning needs.
- Implement Junior Great Books in elementary and middle schools.
- Provide teacher training on development and implementation of the Highly Capable Learners (HCL) program Student Learning Plan.
- Develop applied algebra 2 course.
- Develop post-algebra 2 courses for non-calculus bound math students.
- Expand world language opportunities at the middle school level.
- Offer full-year high school geometry in the eighth grade.
- Link learning opportunities for students in the Highly Capable Learners (HCL) program with Western Washington University and other entities that provide enrichment for advanced learners.

**Target Objective 5:** Provide an equitable, sustainable and balanced program of required academic subjects and elective offerings.

*2009-11 Work Priorities:*

- Align the schedules and structures of the middle and high school day to increase opportunities for students as they meet new graduation requirements.
- Pursue implementation of K-12 world language recommendations by piloting the use of Rosetta Stone software and community partnerships to offer elementary students a second language, such as Spanish or Mandarin Chinese.
- Expand equivalency crediting opportunities for high school students with career and technical education (CTS) coursework.

## **Expected Outcome: This plan will result in high levels of achievement with *all* students prepared for college, career and citizenship.**

---

*The following goal and target objectives support this outcome. School strategic plans and Central Services departmental plans will align with the district strategic plan to help meet these target objectives and make progress toward each goal and the expected outcome.*

### **Goal 3: Engage families and community in student learning.**

*Vision of Success:* The Bellingham School District collaborates with community members and *all* families to build mutually supportive home and school cultures that enhance each student's achievement.

**Target Objective 1:** Develop strategies for authentic family engagement and joint accountability that result in successful and complementary learning at home and at school.

#### *2008-09 Progress:*

- Engaged families, community members, student and staff in a Budget Savings Process that involved numerous opportunities for stakeholder input: <http://www.bham.wednet.edu/staff/budgetupdate2009.htm>
- Increased opportunities for School Board members to hear from and build relationships with staff, students, families and community members through an adopt-a-school program, Listening Post (<http://www.bham.wednet.edu/district/SchoolBoard.htm>) and more.
- Worked with the Family Friendly Schools Organization to engage parents/guardians and staff from Alderwood, Birchwood, Roosevelt and Sunnyland elementary schools to enhance the schools' family friendly environments.

#### *2009-11 Work Priorities:*

- Support schools in developing and implementing effective engagement strategies that are differentiated based upon students' needs.
- Modify the Budget Savings Process based upon input and provide opportunities for stakeholder input regarding the impact of reduced state revenue on the district and its schools.
- Implement a School Board policy governance model. Learn more at <http://www.bham.wednet.edu/district/SchoolBoard.htm>
- Continue labor management meetings and work with all five union groups in the district to strengthen communication and continue to build collaborative relationships.
- Continue telephone system replacement at remaining schools and departments.

**Target Objective 2:** Keep parents/guardians continuously engaged so each student experiences a successful transition from elementary to middle to high school and beyond.

***2008-09 Progress:***

- Updated school strategic plans, including missions, visions and beliefs to advance the preparation of all students through learning, personalization and engagement.
- Produced a Ready Guide, enhanced based upon student and parent input, to provide information about preparation for high school and post-high school planning.
- Shared progress on district and school strategic plans to community in District Annual Report and on the district Web site.
- Launched an integrated districtwide calendaring system for all schools, funded by the technology levy, to improve communications and awareness of opportunities for students, staff, families and community members:  
<http://www.bham.wednet.edu/district/calendar.htm>
- Evaluated the delivery of services and support to high school English Language Learners (ELL) students.

***2009-11 Work Priorities:***

- Update the district strategic plan, including target objectives and measures of progress to advance the preparation of all students through learning, personalization and engagement.
- Complete an integrated district marketing, branding and communication plan, supported by school plans, to engage stakeholders in learning about current program offerings and in future visioning.
- Build and implement a districtwide content management system for all Web sites with timely and useful content for students, staff, families and community members.
- Adapt district and school emergency and crisis communications plans to meet new state legislation and provide staff training.
- Revise English Language Learners (ELL) program delivery to align with the common high school schedule.

**Target Objective 3:** Create structures to support families and students whose primary language is not English.

***2008-09 Progress:***

- Implemented annual meetings of the Title I Parent Advisory following the procedures outlined in School Board Policy 4130:  
[http://www.bham.wednet.edu/district/documents/P4130\\_000.pdf](http://www.bham.wednet.edu/district/documents/P4130_000.pdf)
- Established and implemented procedures to build capacity of the Title I school staff and parents in implementing Policy 4130:  
[http://www.bham.wednet.edu/district/documents/P4130\\_000.pdf](http://www.bham.wednet.edu/district/documents/P4130_000.pdf)

- Expanded the Title I Parent Advisory by including representatives to form English Language Learners (ELL) and Learning Assistance Programs and formed the Federal and Special Programs Advisory.
- Worked with the Family Friendly Schools organization to engage parents/guardians and staff from Alderwood, Birchwood, Roosevelt and Sunnyland elementary schools to enhance the school's Title I parent outreach activities.

***2009-11 Work Priorities:***

- Use technology such as video and digital cameras, CD and DVD players with families who qualify as immigrants for communication and instructional support.
- Provide training for school staff and language interpreters on the roles and responsibilities of effectively communicating with families who speak a language other than English.
- Develop and distribute to school staff and families served by federal and special programs a communications tool that outlines processes for communicating needs and resolving differences.

**Target Objective 4:** Provide a variety of opportunities for every family to access and use current and accurate student data.

***2008-09 Progress:***

- Expanded and improved student access to StudentConnect and parent access to ParentConnect, online systems for viewing student achievement data and more. Hits on StudentConnect increased from 160,858 in 2007-08 to 215,369 in 2008-09.

***2009-11 Work Priorities:***

- Increase communications about how to access Student and ParentConnect and refine online registration procedures.

**Target Objective 5:** Build community partnerships to raise adequate resources to support high achievement of all students.

***2008-09 Progress:***

- Implemented [Resource Conservation Program](#) to improve environmental efficiency in the district and save resources.
- Completed and opened new Shuksan Middle School in fall 2009, funded by the 2006 voter-approved bond.
- Completed earthquake safety work at Columbia and Larrabee elementary schools and continued seismic work at Lowell Elementary, funded by the 2006 voter-approved bond.
- Updated telephone systems at Alderwood, Parkview and Sunnyland elementary schools, Shuksan and Fairhaven middle schools, and Sehome and Squalicum high schools using technology levy funds.

- Worked with the District Recognition Committee to implement district recognition program of students, staff and community volunteers to contribute to strengthening positive work and school cultures.
- Recognized students, staff and community volunteers through Annual Awards Staff and Volunteers of the Year, Shining Stars at Board meetings (<http://www.bham.wednet.edu/departments/superintendent/SchoolBoardShiningStarAwards.htm>) and 35 high school students as 2009 Districtwide Graduating Senior Stars.
- Expanded partnerships and jointly-sponsored projects with several educational and community organizations, including the Whatcom Educational Credit Union, Communities in Schools and Sanitary Service Company's Food to Flowers! Program, Alcoa-Intalco, BP Cherry Point Refinery and Conoco-Phillips Refinery in Ferndale.
- Used state-provided bus depreciation funds to replace four aging school buses with more fuel efficient buses.

***2009-11 Work Priorities:***

- Expand community partnership building.
- Continue work with Communities in Schools organization to establish community mentors for children and other support.
- Support Bellingham Public School Foundation Board members in the work of the Foundation.
- Rebuild Whatcom Middle School following the fire on Nov. 5, 2009.
- Explore the feasibility of land purchase in Sudden Valley for a future elementary school and plan for Aldrich Road Elementary School construction.
- Complete seismic safety work at Larrabee and Lowell elementary schools, and begin work at the Central Services Roeder building.
- Purchase the allowable four additional school buses to replace aging vehicles.

**Target Objective 6:** Create partnerships with community members to support students in meeting the graduation requirement of completing a culminating project.

***2008-09 Progress:***

- Created a large pool of community members who volunteer to serve on the Culminating Project panels to judge seniors' projects and provide feedback.

***2009-11 Work Priorities:***

- Continue committee work and expand communications with families and the community about the culminating project.

## **Addendum: Essential Strategies for Powerful Teaching and Learning**

---

Bellingham School District teachers and administrators have identified a commonly held set of classroom instructional strategies for powerful teaching and learning that engages all students to achieve at higher levels.

### *Statement 1*

Teachers continuously assess and monitor student learning.

### *Statement 2*

Teachers give students continuous, relevant feedback based on assessment data.

### *Statement 3*

Teachers provide a classroom environment that actively engages all students in learning.

### *Statement 4*

Teachers differentiate by using a variety of instructional strategies based on the assessed strengths, needs and interests of their students.

### *Statement 5*

Teachers implement whole group, small group and individual instruction that provides for independent application and practice.

### *Statement 6*

Teachers utilize a continuum of support leading to responsible, independent learners.

### *Statement 7*

Teachers identify and articulate clear learning objectives based on grade-level expectations and assessment of students' needs.

The Essential Strategies for Powerful Teaching and Learning represent a shared understanding among staff and administrators of what is meant by “best practices” in the Bellingham School District. The Bellingham Education Association (BEA) collaborated in structuring the process to identify and describe the strategies. In addition, the district and BEA have jointly supported the implementation

of these essential strategies in all K-12 classrooms. The Essential Strategies document is available upon request.