



District Improvement Plan

2020-2025

Approved by BISSD School Board August 27, 2020

Teaching & Learning

GOAL: All students will engage in learning experiences that empower them to become productive citizens of a diverse society who are committed to social and environmental justice.

To reach this goal, we will:

1. Ensure all students have access to a **challenging, relevant and inclusive curriculum** that helps them understand their world and build the knowledge and skills they need to shape their futures.

- a. Students will participate in learning experiences that develop understanding of world issues now and in the future.
- b. Learning goals and curriculum resources will be historically accurate and culturally inclusive.
- c. Students will develop transferable 21st century skills of critical thinking, communication, collaboration, and creativity.
- d. Students will develop skills in: learning and innovation; information, media, and technology; and life and career.
- e. We will incorporate into the K-12 curriculum opportunities for students to understand and think critically about current events, social justice, climate change, civic and social responsibility and other subjects important to their future.

2. Ensure all students develop the **skills and practices** to become agile, self-directed learners who can challenge themselves and meet their goals.

- a. Students will use goal-setting and personal reflection learning strategies to guide their individual learning.
- b. Students will be empowered to identify interests and explore diverse personal pathways through courses, career exposure and opportunities.

c. Students will learn to take academic risks and become resilient, life-long learners.

3. Ensure all educators foster **student ownership** over their learning through **engaging instructional experiences**.

a. Educators will develop instructional strategies that provide differentiated learning experiences for all students.

b. Educators will design and use assessment strategies to promote student growth for all.

c. Educators will develop student-centered lessons and offer opportunities for students to explore and develop areas of interest through expanded project-based learning and work-based learning.

d. Teachers will help students understand the importance of what they are learning and how it applies to the real world.

4. Provide **individualized learning** that engages and meets the needs of our students.

a. Continue to build upon BISD's work to implement Multi-tiered System of Support (MTSS)

5. Support educators in enhancing skills to create and use **culturally responsive** teaching practices to create learning experiences that promote student learning and growth for all students.

Equity, Anti-Racism, Inclusion, Diversity & Justice

GOAL: Bainbridge Island School District will ensure our students feel honored, welcomed, respected, and connected. We are committed to embracing and honoring our island's diversity and creating a vibrant and inclusive community. We will engage our community in becoming an antiracist organization ensuring equitable access to learning, opportunities, and resources for all students.

To reach this goal, we will:

1. **Lead with equity** in our district's budget, policies and practices.
 - a. Adopt a school board equity policy.
 - b. Work to ensure that district-level decisions include and honor the voices of our stakeholder groups.
 - c. Allocate funds to support equity goals.
 - d. Conduct an independent equity audit of school district policies, practices and curriculum.

2. Create an **inclusive community** where all students feel safe, are honored and see their identities represented.
 - a. Ensure that staff are aware of and addressing implicit bias and are able to respond to discriminatory comments in class (e.g., race, ability, gender, identity, orientation, socioeconomic status).
 - b. Implement initiatives that appreciate and honor all students in books, curriculum, projects and activities starting in elementary school (e.g., books representing disability, race, LGBTQ, neurodiversity, etc.; LGBTQ alliances, allyship programs).
 - c. Provide facilities that are welcoming and accessible to all (e.g. consider gender neutral bathrooms).

3. Eliminate **institutional barriers** to maximize human potential, ensuring equitable access to learning, opportunities, and resources for all students.
 - a. Use proportionality indicators to measure student access to curriculum and resources (e.g., higher education, Special Education referrals, Highly Capable Program, discipline).
 - b. Eliminate institutional barriers that lead to disproportionality in course enrollment and program participation (e.g., ensure advanced level classes reflect the diversity of our student population).

4. Implement representative **curriculum** across all classrooms with fidelity to a district wide vision.

- a. Use an equity framework to evaluate our curriculum.
- b. Use curriculum materials and resources that are representative of a diverse community and create connections between and within groups.
- c. Include equity, antiracism, diversity, inclusion and justice curricula throughout K-12.
- d. Evaluate the feasibility of introducing an American Ethnic Studies course to the curriculum.

5. Ensure that the BISD professional community has a **diverse workforce** of committed professionals who are passionate about student learning, innovative, equitable and collaborative in their practice, and who are fully supported.

- a. Use an equity lens when making hiring decisions.
- b. Develop recruitment and retention plans to create a workforce that reflects the diversity of the community.
- c. Provide opportunities to increase workforce diversity among people who live on Bainbridge and/or already work within BISD.
- c. Require staff training related to topics promoting inclusion such as antiracism, white privilege, culturally responsive practices, socioeconomic status, disability, and LGBTQ.

6. Promote **student, family and community engagement**.

- a. Ensure student, family and community voice through real influence, decision making, ownership and partnerships.
- b. Coordinate and communicate with families on an ongoing basis.

Health, Well-Being & Safety

GOAL: Bainbridge Island School District will focus on and develop students' social and emotional skills to lead positive and healthy lives with strong connections, feeling of belonging, and a sense of hope throughout their time in the Bainbridge Island School District.

To reach this goal, we will:

1. Focus on student **relationships**.
 - a. Know each student by their name, strengths and needs.
 - b. Provide professional development for staff in developing authentic relationships with students to achieve a healthy balance of social emotional health and academic success.
 - c. Nurture students' relationships with one another.
2. Implement a cohesive social and emotional health **curriculum** throughout K-12.
 - a. Identify grade-level appropriate benchmarks, indicators, curriculums and resources to be used in schools.
 - b. Create and develop tools and systems to ensure successful transitions between elementary, middle and high schools.
 - c. Focus school improvement efforts on developing social emotional skills in students.
 - d. Examine our K-12 health class and consent curriculum in conjunction with new state standards.
3. Identify and use reliable **indicators** of student social emotional health.
 - a. Solicit student voice and feedback to inform action steps.
 - b. Utilize multiple assessment measures to evaluate students' social and emotional health.
4. Understand the **neuroscience** and age-appropriate developmental levels of students and use that understanding to build resilience in students.
 - a. Provide professional development for understanding the development of the brain, and in using brain-based strategies for learning.
 - b. Train teachers to recognize and address the effects of trauma and Adverse Childhood Experiences (ACES) on students.
 - c. Develop executive functioning skills in students.

5. Partner with the **community and families** to meet the social and emotional health needs of BISD students.

- a. Provide learning opportunities in the above mentioned brain-based practices for parents, community and students.
- b. Develop and grow partnerships with community resources and families to provide for student needs.
- c. Establish a district system for schools to be able to support one another, especially in times of crisis.