

# Bainbridge High School Improvement Plan 2018-2019

Bainbridge Island School District

<b>Bainbridge High School Instructional Leadership Team</b>			
Joe Power Associate Principal	Katie Zonoff Academic Interventionist	Eric Hoffman Social Studies - Department Chair	Katie Leigh CTE - Department Chair
Amanda Ward Associate Principal	Olivia Holden Academic Interventionist & ELL	Anne Kundtz English - Department Chair	Mary Rowland Art, Music & PE - Department Chair
Sean Eaton CTE Director	Kathy Ellison Librarian	Brad Lewis Math - Department Chair	Katie Erickson Special Education - Department Chair
Emily Eigen Instruction & Curriculum Coach	Bea Pastor World Language - Department Chair	Enrique Chee Science - Department Chair	Lauren D'Amico Counseling - Department Chair
<b>Bainbridge High School Site Council</b>			
Kristen Haizlip Principal	<i>Unfilled</i> Teacher - certificated	Karen Connors Parent	Aidan Meidell 12th grade student
Howard Elliott BHS Custodian - classified	<i>Alyse McConnell</i> PTSO parent representative	Mark Emerson Parent	Moorea Eldon Everts 11th grade student
Ana Rosen BHS Para-educator - classified	Heidi McKay BHS Nurse - certificated	Cindy Vandersluis Parent	Cora Cole 10th grade student
Laura Miller BHS Para-educator - classified	Preston Michaels BHS Teacher - certificated	Lee Muir Parent	Finn O'Neil 9th grade student

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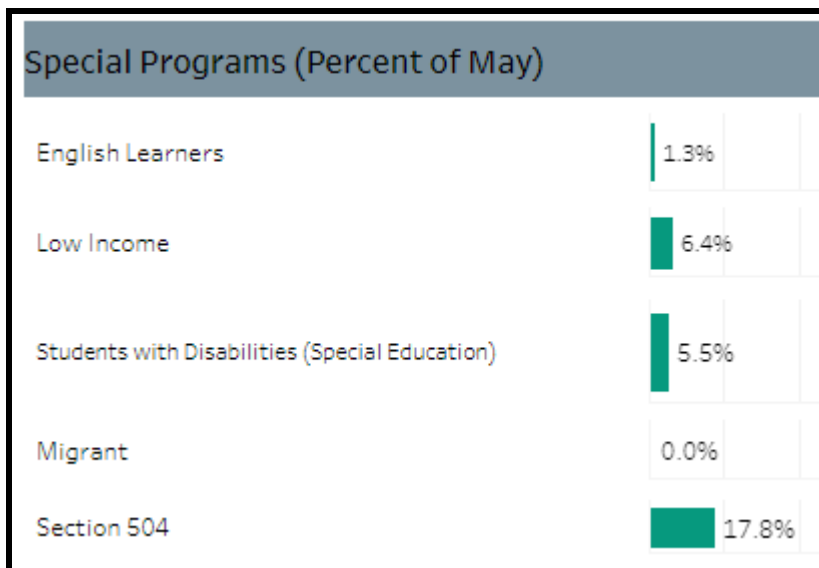
Bainbridge Island School District

<p><b>Bainbridge Island School District Mission</b> Our mission as a learning organization is to ensure that every student is:</p> <ul style="list-style-type: none"> <li>• Prepared for the global workplace,</li> <li>• Prepared for college,</li> <li>• Prepared for citizenship in a democratic society, and</li> <li>• Prepared for personal success.</li> </ul>	<p><b>BISD Targeted Outcomes</b> In order to prepare students for future success, the Bainbridge Island School District is committed to achieving targeted outcomes in the areas listed below.</p> <ul style="list-style-type: none"> <li>• Increasing readiness for career, college and citizenship</li> <li>• Improving student achievement</li> <li>• Ensuring academic growth for every student</li> <li>• Closing opportunity gaps</li> <li>• Providing safe and positive learning environments that support the social and emotional well-being of students.</li> </ul>	<p><b>BISD Theory of Action</b> The District will implement the following strategies to achieve these goals:</p> <ol style="list-style-type: none"> <li>1. High quality instruction that ensures academic growth for every student</li> <li>2. High quality assessment and data collection tools to support student learning</li> <li>3. High quality curriculum that supports instructional goals</li> <li>4. High quality staff who promote student learning</li> <li>5. High quality environment that promotes safety and positive culture</li> </ol>
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## Bainbridge High School Student Data (May 2018)

**Enrollment:** 1343 students

**Class of 2017 4-year graduation rate:** 93.2%



## English/Language Arts and Mathematics Smarter Balanced Assessment

**NOTE:** State Assessment changed from 11th grade to 10th grade administration, so no historical trend data available.

**Math:** Of 342 10th grade students, 74.2% met standard

**ELA:** Of 342 10th grade students, 89.1% met standard

## Advanced Placement Exams

Total AP Students in Your School: 439						
School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	171	278	257	163	86	955
Percentage of Total Exams	18	29	27	17	9	100
Number of AP Students	123	201	200	132	75	

## Accreditation Process Score and Report

Bainbridge High School completed the accreditation process during the 2016-2017 school year, and earned an Index of Education Quality score of 288.89 (Network Average = 278.94). The score is based on analysis of three domains of performance to generate an "Index of Education Quality" score: 1) Impact of teaching and learning on student performance; 2) Capacity of leadership to guide the institution toward the achievement of its vision and strategic priorities; and 3) Use of resources to support and optimize learning.

Below is an outline of the report's findings in the three domains. We are expected to focus on the *Improvement Priorities* and make demonstrated growth in the next two school years. The identified *Opportunities for Improvement* are areas to adjust and monitor over the next two years. The *Powerful Practices* are areas in which to continue our good work.

### Domain 1 - Teaching and Learning

#### Improvement Priorities

- A) *Conduct a comprehensive review of the school's world language program, including curriculum and course offerings.*
- B) *Develop a system that ensures each student has an adult advocate and feels safe and supported in their academic and personal development.*
- C) *Investigate and implement a formalized collaborative learning cycle.*
- D) *Undertake a review of current intervention/support class models, utilizing an equity lens to evaluate program effectiveness by analyzing enrollment and course-taking patterns, disaggregating data by income level and ethnicity to ensure that students can access both the core curriculum and advanced level courses.*

#### Opportunity for Improvement

*Continue to provide training on, and monitor implementation of, differentiation strategies to ensure success for all students.*

#### Powerful Practice

*The Instructional and Curriculum Coach and New Educator Induction programs provide systematic programs to ensure effective learning and teaching school-wide.*

### Domain 2 - Leadership Capacity

#### Opportunity for Improvement

*Narrow the focus of the school improvement plan to allow for an achievable action plan and clear focus within the building.*

#### Powerful Practice

*A culture of high expectations for career and college is equally "owned" by administration, staff members, parents, and students. Within this high expectation environment the school is strategic in creating social-emotional support.*

### Domain 3 - Resource Utilization

#### Opportunity for Improvement

*Continue to expand options and publicly celebrate multiple opportunities for post-secondary pathways including education, training and careers.*

#### Powerful Practice

*High-impact, relevant technology and resources have created powerful learning environments where students are actively engaged in their learning.*

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<p><b>District Priority #1:</b> High quality instruction that ensures academic growth for every student.</p> <p><b><u>BHS Instructional Leadership Team</u></b></p> <p><b>Focus: instruction</b></p> <p><b>Target: academic growth demonstrated</b></p>	<p><b>School Priority #1:</b> Bainbridge High School teachers will set student growth goals, monitor academic achievement, and differentiate instruction to meet the needs of students in a collaborative and reflective model of practice, with the support of counselors, administrators and academic interventionists.</p>
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Student Specific Objectives <small>(Specific, Measurable, Achievable, Realistic &amp; Timely)</small>	Major Actions / Activities	Responsible Party	Target Date	Evidence of Accomplishment
<p>Teachers will use pre-assessment methods to measure student knowledge and/or skills and utilize data to inform student growth goals.</p> <p>Teachers will reflect on pre- and post-assessment data to guide the use of differentiation strategies during instruction.</p> <p><b>** Linked to Teaching and Learning Opportunity for Improvement as outlined in Spring 2017 Accreditation Report (differentiation for success of all students)</b></p>	<p>Semester 1: Teachers will meet with evaluators to discuss student growth goals and provide baseline data from pre-assessment and student self-assessments.</p> <p>Throughout the year: Teachers will reflect on student growth based on assessment data, and adjust instruction accordingly to meet the differentiated needs of learners.</p>	<p>Teachers</p> <p>Administrators: guidance and support for differentiated instruction</p>	<p>Student growth goals by end of Semester 1</p> <p>Continued reflection on use of differentiated strategies to meet needs of students.</p>	<p>All students across all classes and departments will demonstrate academic growth.</p> <p>Teachers will identify baseline skill and/or knowledge and show individual student growth by year-end.</p>
<p>Teachers will use formative assessment strategies during instruction and summative assessments after instruction to track student growth based on data points from pre-assessment.</p>	<p>Throughout the year: Teachers will monitor student growth through formative and summative assessments, provide data to counselors and administrators, and seek feedback on individual students.</p>	<p>Teachers with support from administrators, counselors and academic interventionists.</p>	<p>Year-long focus on monitoring student growth based on pre-assessment and self-assessment data.</p>	<p>At year end all teachers will be able to explain student growth data for every single student.</p>

<p><b>District Priority #2:</b> High quality assessment and data collection tools to support student learning.</p> <p><b><u>BHS Instructional Leadership Team</u></b> <i>Focus: assessment and data collection</i> <i>Target: student learning supported</i></p>	<p><b>School Priority #2:</b> Bainbridge High School teachers, counselors and administrators will use data to identify disparities in student access and achievement in order to provide all students with equitable opportunities for academic and social-emotional growth. This work will enable data-informed student placement and program development.</p>
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Student Specific Objectives <small>(Specific, Measurable, Achievable, Realistic &amp; Timely)</small>	Major Actions / Activities	Responsible Party	Target Date	Evidence of Accomplishment
<p>Teachers will collaborate with colleagues on the development of authentic assessment and data collection tools to evaluate and inform instruction.</p> <p><b>** Linked to Teaching and Learning Improvement Priority C as outlined in Spring 2017 Accreditation Report</b></p>	<p>Administrators will work with BHS Instructional Coach to facilitate and provide structured time for assessment activities:</p> <ul style="list-style-type: none"> <li>● train teachers to use Homeroom as a data analysis tool</li> <li>● create opportunities to develop common assessments</li> <li>● encourage norming and analysis of assessment data between content area teachers</li> <li>● share assessment strategies across departments/disciplines</li> <li>● focus on using assessment data to directly inform instruction as a reflective practice</li> </ul>	<p>Administrators Instructional Coach Teachers</p>	<p>Semester 1 January: review of progress on major actions and activities.</p> <p>Semester 2 June: year-end review of accomplished items and goal-setting for 2019-20 and reflection on value of collaborative cycle</p>	<p>Teachers will reflect on value of collaborative learning cycle. The majority of teachers will state there is value in the process and be able to cite evidence of the impact on student learning.</p>

<p>Teachers will select an area of focus specific to assessment, team with colleagues with the same focus area, and set goals and for collaborative work from October through March.</p> <p><b>** Linked to Teaching and Learning Improvement Priority C as outlined in Spring 2017 Accreditation Report</b></p>	<p><u>October 15th - Structured Collaboration</u> Teachers select an area of focus, set goals for collaborative work, and build agenda for Dec 3rd and March 4th. Options for area of focus:</p> <ul style="list-style-type: none"> <li>● Standards-based grading</li> <li>● Student self-assessment</li> <li>● Creating common summative assessments and rubrics</li> <li>● Differentiated assessments</li> <li>● Performance-based assessments</li> </ul> <p><u>December 3rd &amp; March 4th</u> Continued collaborative work on assessment area of focus during Early Release Structured Collaboration time.</p> <p><u>Mid-October through Mid-March</u> Teachers implement new or refined assessment techniques in classes.</p>	<p>Teachers</p>	<p>Structured Collaboration Dates: Oct 15 Dec 3 March 4 March 18 *</p> <p>* all groups will present to certificated staff to share focus and work from Oct-March.</p>	<p>Teachers will reflect on value of collaborative learning cycle. The majority of teachers will state there is value in the process and be able to cite evidence of the impact on student learning.</p>
<p>Administrators, counselors and teacher leaders will use student data to provide an appropriate academic pathway for each individual learner at BHS.</p> <p><b>** Linked to Teaching and Learning Improvement Priority D as outlined in Spring 2017 Accreditation Report</b></p>	<p>General Education Intervention Team will meet weekly to identify individual student needs and develop academic and social/emotional support plans.</p> <p>Administrators will examine student cohort data will drive formation of new supported classes and pathways.</p> <p>Equity team will analyze access and achievement data to reduce gatekeeping and barriers to academic success.</p>	<p>Teachers Administrators Academic Coach Counselors Psychologist</p>	<p>Weekly GEIT meetings Spring 2019 during course request process Bi-weekly Equity Team meetings &amp; early release PD days for Cert staff</p>	<p>All students at BHS will be on track to graduate on time, or with a structured and attainable 5-year plan.</p> <p>Equity data analysis will show reduced barriers and increased access to all classes and pathways.</p>

<p><b>District Priority #3:</b>                  High quality curriculum that supports instructional goals.  <u><b>BHS Instructional Leadership Team</b></u>  <i>Focus: curriculum</i>  <i>Target: instructional goals met</i></p>	<p><b>School Priority #3:</b>                  Bainbridge High School teachers and administrators will review, revise and adjust curriculum in collaboration with colleagues to meet the needs of students, align with best instructional practices, and include elements of social and emotional health.</p>
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Student Specific Objectives <small>(Specific, Measurable, Achievable, Realistic &amp; Timely)</small>	Major Actions / Activities	Responsible Party	Target Date	Evidence of Accomplishment
<p>During the World Language curriculum review process teachers and administrators will focus on implementing curriculum that is interactive, is focused on verbal skills (in addition to reading and writing skills), and is differentiated to support varied levels of learners.</p> <p><b>** Linked to Teaching and Learning Improvement Priority A as outlined in Spring 2017 accreditation report</b></p>	<p>World Language teachers will pilot new curriculum and spend time discussing the ways in which the curriculum meets stated objectives.</p> <p>World Language teachers will reflect on piloted curriculum at the end of the year and make adjustments for future use.</p> <p>Students in World Language class will complete a survey about pilot curriculum.</p> <p>World Language teachers will work together to align summative assessments with common rubrics based on new curriculum.</p>	<p>World Language teachers                  Administrator overseeing the World Language department</p>	<p>End of 2018-2019 school year</p>	<p>All students will provide positive feedback about engagement levels with the new curriculum.</p> <p>All students will demonstrate improved verbal skills, as measured by formative assessments throughout the year..</p> <p>Teachers will complete common summative assessments and rubrics for all units in Spanish I and Spanish II classes.</p>

<p>Social Studies curriculum review process will focus on articulation of content and skills across grades 7 - 12, and implement Washington State required Civics course.</p> <ul style="list-style-type: none"> <li>• High school teachers will review, revise, and adjust US History course to ensure alignment and to meet the needs of students taking the course.</li> <li>• High school teachers will work with Curriculum &amp; Instruction Department, administration, and counselors to create options for current and future students to meet Civics requirement.</li> </ul>	<p>BHS Social Studies teachers will review and revise instructional goals for students in all core Social Studies curriculum courses.</p> <p>BHS Social Studies teachers will refine US History course based on teacher input and student feedback, and align with middle school US History content coverage.</p> <p>BHS Social Studies teachers will evaluate multiple options for civics course offering, with consideration of student age and appropriateness, sequencing with other social studies classes, and impact on other schoolwide course offerings.</p>	<p>Social Studies teachers</p> <p>Administrator overseeing the Social Studies department, and administrators with master schedule oversight</p> <p>Counselors for scheduling input</p> <p>Instructional Coach</p> <p>Asst. Supe of C &amp; I</p>	<p>Prior to student course request process in early Spring 2019</p>	<p>High School social studies courses will be aligned with curriculum in grades 7 and 8, to fully articulate concepts and skills by end of senior year for each student.</p> <p>Civics course will be offered to all students that must have it for graduation, with minimal impact on other courses</p> <p>Students choice in social studies course pathways, to meet both graduation requirements and student interest and need.</p>
<p>Continue to promote multiple post- high school options for students through CTE coursework, informational events, clubs, and activities.</p> <p><i>** Linked to Resource Utilization Opportunity for Improvement as outlined in Spring 2017 accreditation report (expand options and publicize opportunities for post-secondary pathways including education, training and careers).</i></p>	<p>CTE Director and CTE staff will offer “Future Footprints” informational presentations to students.</p> <p>CTE Director and CTE staff will provide opportunities for students to visit vocational, technical and 2-year post-high school settings.</p> <p>CTE Director and CTE staff will provide job-shadow and career exploration opportunities to students.</p>	<p>CTE Director</p> <p>CTE staff</p>	<p>Year-long</p>	<p>Student participation in these events and opportunities will be tracked, to provide data for reflection and refinement of activities for the 2019-2020 school year.</p> <p>Student feedback will be solicited to guide refinement.</p>



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## NOTE:

In response to the identified *Opportunity for Improvement in Leadership Capacity* from the Spring 2017 accreditation report: *Narrow the focus of the school improvement plan to allow for an achievable action plan and clear focus within the building*, this School Improvement Plan follows district format for District Priority #1 (instruction), District Priority #2 (assessment) and District Priority #3 (curriculum), but takes a more global approach to District Priority #4 (staff) and District Priority #5 (environment).

### District Priority #4:

High quality staff who promote student learning.

### District Priority #5:

High quality environment that promotes safety and positive culture.

### School Priority All Bainbridge High School staff members will strive to create an academic environment in which:

- Each student enters school **healthy** and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally **safe** for students and adults.
- Each student is actively **engaged** in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is **supported** by qualified, caring adults.
- Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

Source: ASCD Whole Child Initiative (<http://www.ascd.org/whole-child.aspx>)

### Major Actions/Activities:

- All staff review, analysis, and discussion of student responses to “Center for Educational Effectiveness” Spring 2018 survey during August 2018 LID Days.
- Equity team leading professional development for staff, facilitating student perception/experience focus groups, and conducting equity audit.
- Certificated staff conduct self-audit of the five *Whole Child Initiative* tenets, through reflection, collaboration and discussion during Monday Professional Development meetings in Spring 2018 and 2018-2019 school year.
- Students complete survey about connections to adults during advisory in Fall 2017 and Fall 2018. Staff focus on making connections with students that do not indicate a Level 2/Level 3 relationship at BHS for the 2017-2018 and 2018-2019 school year.
- Students in 10th and 12th grades complete the Healthy Youth Survey in Fall 2018. Staff will utilize results to drive further initiatives.

**\*\* Linked to Teaching and Learning Improvement Priority B as outlined in Spring 2017 accreditation report:**

*Develop a system that ensures each student has an adult advocate and feels safe and supported in their academic and personal development*