



Bainbridge Island School District

Mission ♦ Vision ♦ Guiding Principles
“Strong Minds, Strong Hearts, Strong Community”

Our mission as a learning organization is to ensure that every student is future ready:

- Prepared for the global workplace
- Prepared for college
- Prepared for personal success

Mission

Vision

The Bainbridge Island School District is committed to providing each student with an excellent academic program in an engaging and supportive environment that

- fosters a passion for learning,
- instills a sense of civic and social responsibility, and
- develops the intellectual, physical, and social skills necessary for success in career, college, and life in the 21st century.

Guiding Principles

(See P. 2 for details)

- ❖ Challenging & Meaningful Curriculum
- ❖ High Expectations & Quality Instruction

- ❖ Interconnected Learning Experiences
- ❖ Personalization & Individual Attention

- ❖ Student Engagement & Leadership
- ❖ Caring & Supportive environment

Challenge

“Strong Minds”

Connection

“Strong Hearts”

Community

“Strong Community”

Guiding Principles

The Guiding Principles describe the learning environments in Bainbridge Island School District that are required to foster every student's ability to develop the knowledge, skills, and attributes that are necessary for success in career, college, and life in the 21st century.

Challenge	Connection	Community
<p>Challenging & Meaningful Curriculum</p> <p>Students learn best when curriculum is rigorous, relevant, and specifies standards for performance; when performance standards are made explicit to students; and when they are able to articulate what they are learning, why it is important, and how they are progressing in their learning.</p>	<p>Interconnected Learning Experiences</p> <p>Students learn best when new concepts and skills are explicitly linked to previous learning experiences, when programs of study are integrated and interconnected, and when students are provided with opportunities to apply what they have learned.</p>	<p>Student Engagement & Leadership</p> <p>Students learn best when they are actively engaged in authentic learning; when they are encouraged to innovate, create, and lead; and when they are provided with opportunities to be actively involved in their school, community, and the world beyond.</p>
<p>High Expectations & Quality Instruction</p> <p>Students learn best in an environment where the prevailing belief is that knowledge, skills, and abilities are developed by effort; where teachers and staff expect every student to succeed; and where high quality instruction reflects educational best practice and results in students producing their best work.</p>	<p>Personalization & Individual Attention</p> <p>Students learn best when they are known well by teachers and staff in the school, when the instruction and support they receive meets their specific needs as learners and individuals, and when they develop positive relationships with staff and peers.</p>	<p>Caring & Supportive Environment</p> <p>Students learn best in an environment that is caring, supportive and collaborative; that is equitable, honors diversity, and promotes good citizenship; and that fosters mutual respect among students, teachers, and staff. Students also learn best when given high quality materials, equipment, and facilities that support excellent instruction.</p>
<p>Challenge calls for:</p> <ul style="list-style-type: none"> • Providing rigorous, standards-based courses of study for every student. • Integrating educational technology appropriately. • Utilizing standards-based systems of assessment and reporting. • Providing multiple opportunities for students to show proficiency. • Instructing in a student-centered manner. • Using frequent formative assessments of student skills and knowledge to guide instruction. • Ensuring access to advanced level courses. • Promoting the development of self-reliance, perseverance, and a strong work ethic • Providing teachers and staff with ongoing professional development.. 	<p>Connection calls for:</p> <ul style="list-style-type: none"> • An articulated K-12 course of study. • Differentiating instruction to meet individual needs. • Providing choices for students. • Offering interdisciplinary courses of study. • Integrating curriculum. • Using information and data about student performance to make instructional decisions. • Providing e-learning opportunities. • Systematically developing and evaluating courses and educational programs to align with evolving needs and priorities. • Providing individual attention to students. • Providing students, teachers, and staff with opportunities for collaboration. 	<p>Community calls for:</p> <ul style="list-style-type: none"> • Engaging students in self-assessment, goal setting, and progress monitoring. • Promoting innovation, creativity and leadership. • Engaging students in problem-based and real-world learning experiences. • Promoting community and civic engagement. • Providing regular opportunities for students to collaborate with peers and adults. • Providing academic and personal support for struggling students. • Ensuring that student voice influences learning and educational practice. • Providing the materials, equipment, and facilities that support excellent instruction.

BAINBRIDGE ISLAND SCHOOL DISTRICT
2011-12 DISTRICT IMPROVEMENT GOALS:

DISTRICT PRIORITY AREA #1: Create formative and summative assessments K-12 with training for staff K-12

Major Actions/Activities	Responsible Party	Target Date	Impact on Student Learning
<p>DRA2 Grades K-5 All Classroom Teachers grades K-5 will be trained in GHGR and in the use of DRA2</p> <p>Expand DRA2 assessment to 3rd and 4th grade students</p> <p>Data from DRA2 recorded by teachers, shared with parents & other staff as needed</p> <p>Grade levels provided at least monthly opportunities to meet and discuss strategies/implementation</p>	<p>Classroom Teachers Principal C&I Dept. Instructional Support Services Dept.</p>	<p>2010-11</p> <p>Fall 2011</p> <p>2010-12</p> <p>2010-12</p>	<ul style="list-style-type: none"> • Students provided with instruction at their targeted level • Differentiation in grouping, placement & instruction of students • Documentation of student growth in reading • Reduction in number of referrals to Special Ed & Title I • Data used to adjust curriculum & instruction

Major Actions/Activities	Responsible Party	Target Date	Impact on Student Learning
<p>MAP Grades 1-9 Implement the Measure of Academic Progress (MAP) testing at grades 1-9 in Reading and Mathematics (through Algebra). Implement Science at grades 5/6.</p> <p>Teachers provided professional development to analyze MAP results and best practice research to determine strategies for developing grade level interventions and accelerations to provide differentiated instruction.</p> <p>Provide communication to parents about the MAP and ways they can provide support to their child.</p> <p>Develop support materials to guide staff and parents in effectively using the MAP data.</p>	Principal Teachers Tech/Assess Dept. C&I Dept.	Fall 2011 2011-12 Nov 2011 Nov 2011	<ol style="list-style-type: none"> Students provided with instruction at their targeted level Documentation of student growth in subject Differentiation in grouping, placement & instruction of students Data used to adjust curriculum & instruction
<p>End-of-Course Assessments (EOC) Implement End of Course (EOC) assessments in Algebra 1-2 and Geometry 1-2</p> <p>Implement EOC assessment in Biology.</p>	Principal Math Dept. BHS, WMS, COS C&I Dept.	June 2011 June 2012	<ol style="list-style-type: none"> Documentation of student growth in subject/skill Greater accountability for students and teachers Data used to adjust curriculum & instruction
<p>Formative/Summative Assessments Identify and select or develop other district or grade level/subject formative or summative assessments that are needed (e.g. writing)</p>	Teachers Principals C&I Dept.	Ongoing	<ol style="list-style-type: none"> Documentation of student growth in subject/skill Greater accountability for students and teachers Data used to adjust curriculum & instruction

BAINBRIDGE ISLAND SCHOOL DISTRICT
2011-12DISTRICT IMPROVEMENT GOALS:

DISTRICT PRIORITY AREA #2: a) Create a clear framework/instructional model for teaching and learning and b) Design and align the teacher/principal evaluation system consistent with the instructional model

Major Actions/Activities	Responsible Party	Start/End Times	Impact on Student Learning
<p>Phase 1: Research & Development</p> <ol style="list-style-type: none"> 1. Examine Criteria 2. Review and analyze Teacher Principal Evaluation Pilot (TPPEP) products <ul style="list-style-type: none"> • Rubrics • Supporting materials • Professional development resources <p>Phase 2: Decision Making</p> <ol style="list-style-type: none"> 1. Select model components for BISD draft 2. Gather input 3. Focus on forms of evidence/artifacts/data 4. Explore methods/protocols for final score determination 5. Share with stakeholders <p>Phase 3: Planning for Implementation</p> <ol style="list-style-type: none"> 1. Develop implementation plan 2. Draft professional development plan 3. Review management systems to support data collection 4. Develop communication plan 5. Present pilot for feedback <p>Phase 4: Pilot Implementation</p> <ol style="list-style-type: none"> 1. Implement professional development plan 2. Implement teaching evaluation pilot with at least 20% of teaching staff 3. Implement principal evaluation with all principals 4. Gather input 5. Refine components of evaluation system based on input 6. Plan for full implementation in 2013-14. 	<p>Human Resources Dept. C&I Dept. Principals BIEA/BISD Evaluation Committee Principal Evaluation Committee</p>	<p>Nov – Jan</p> <p>Jan – March 2012</p> <p>April – May 2012</p> <p>August 2012</p>	<p>1. Continued improvement or sustaining of high academic achievement in all academic areas.</p> <p>2. Baseline data will be gathered using MAP in 2011-12 school year.</p> <p>3. Other data sources for determining achievement in all non-formally assessed academic areas.</p>
		<p>Spring 2013</p>	

BAINBRIDGE ISLAND SCHOOL DISTRICT
2011-12 SCHOOL IMPROVEMENT GOALS:

DISTRICT PRIORITY AREA #3: Define common curriculum and learning targets – Focus on Mathematics

Major Actions/Activities	Responsible Party	Start/End Times	Impact on Student Learning
<p>LEARNING TARGETS Work with principals to develop a plan for introducing Learning Targets at all schools.</p>	<p>C&I Dept. Superintendent HR Dept. Principals</p>	<p>Aug 2011</p>	<p>Teachers select and design assessments that are aimed at the learning target to be measured.</p>
<p>Create a BISD definition of Learning Targets.</p>		<p>Aug 2011</p>	<p>CRITERIA FOR EFFECTIVE LESSON STRUCTURE—Students will ...</p>
<p>Model the use of Learning Targets at all district level meetings.</p>		<p>2011-12</p>	<p>Know the learning targets; requirements for reaching the targets; a progression of learning steps.</p>
<p>Provide professional development to principals on Learning Targets. Read:</p> <ul style="list-style-type: none"> • Effective Supervision – Marzano • Leading For Instructional Improvement – Fink/Markholt • Enhancing Professional Practice: A Framework for Teaching - Danielson • Teach Like a Champion - Lemov 		<p>2011-12</p>	<p>Understand and be able to articulate the personal benefit of the learning. Know how to access additional support or resources to help them reach the targets.</p>
<p>Provide professional development on effective use of adult learning strategies for all administrators.</p>		<p>Aug 2011</p>	<p>Actively engage in complex, rigorous, and developmentally appropriate learning activities.</p>
<p>Model use of adult learning strategies at district level meetings.</p>		<p>2011-12</p>	
<p>Plan non-evaluative walk-throughs to provide a quick snapshot of student learning with principals and supervisors.</p>		<p>2011-12</p>	

MA, M&M&TICS PROGRAM REVIEW

Form K-12 Math Curriculum Review Committee.

Gather baseline data from MAP, MSP and EOC assessments – analyze to determine strengths/ weaknesses of current program.

Survey staff to determine needs (for support of understanding and implementing Core Standards).

Use Core standards to develop “Power Standards” for each grade level/course. Ensure BISD is looking toward exceeding expectations.

Evaluate current continuum of learning K-12 in relationship to course sequence, prerequisites needed to ensure all students taking Geometry by 9th grade. Make adjustments as needed.

Define strategies and program design for differentiation to align instructional program to instructional needs of students.

Define strategies and program design for infusing STEM into the instructional program K-12.

Use data from analysis, survey, power standards and continuum of courses to determine material needs.

Evaluate materials in relationship to data – select top aligned materials.

Work with all impacted staff to select final adoption from top aligned materials.

Design multiyear professional development plan to support staff in implementation of new curriculum materials, differentiation strategies and Power Standards.

Implement new materials K-8.

Gather MAP, MSP, EOC, AP, enrollment data annually to determine growth

C&I Dept.
Principals
Math Curriculum
Committee
STEM
Coordinator

Fall 2011
Fall/Winter
2011.12

Fall 2011

Winter 2012

Winter 2012

Winter/Spring
2012

Winter/Spring
2012

Winter/Spring
2012

Winter/Spring
2012

Spring 2012

Spring 2012

1. Graduation rates increase or are not impacted by new End-of-Course Assessments

2. Enrollment in AP mathematics courses increases for all students

3. Enrollment of low income and minority students in AP is at a percentage similar to total enrollment

4. Using the MAP – all students are showing growth (define targets from baseline data)

5. Decrease the number of students in algebra or pre-algebra at the high school level

and additional needs.

Implement new materials 9-12.

Gather MAP, MSP, EOC, AP, enrollment data annually to determine growth and additional needs.

		2012-13	
		2012-13	
		2013-14	
		2013-14	