The External Scan

Expanding the Vision for Bainbridge Island School District

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LSW Visioning
LSW Visioning

RoadMap™ for Bainbridge Island Public Schools

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Mission Statement

The mission of the Bainbridge Island School District is to help all students become successful learners, caring individuals, and responsible citizens.

Strong Minds

Strong Hearts

Strong Community
Current Commitments

In order to fulfill the mission, Bainbridge Island School District is committed to providing:

- Learning environments that are intellectually challenging and diverse, physically well maintained and equipped, and personally fulfilling.

- State-of-the-art learning tools, including computers and other essential technology, that allow students to communicate, solve real-life problems, and conduct research in the most effective manner possible.
In order to fulfill the mission, Bainbridge Island School District is committed to providing:

- Modern school facilities that enhance essential learning experiences and program opportunities.
- Opportunities for the involvement of parents and community members in the educational process, including program and school improvement planning.
- Clear vision and leadership at the classroom, school, and district level.

*Source: Excerpts from Vision 2010, June 2000*
Current Situation

- By traditional measures, the Bainbridge Island School District maintains an enviable record of student accomplishment and serves a community known for its quality of life and extraordinary location.

- The average price of a home sold today on the Island is said to be valued at approximately $565,000. Due to the obvious assets of the community and its proximity to the greater Seattle metropolitan area, Bainbridge Island will undoubtedly remain among the region’s most livable and desirable locations.
Current Situation (cont)

- The hallmark of student achievement in the school district is found in district test scores which are among the highest in the state. District students have consistently outperformed their Washington State cohorts in grades 4, 7 and 10 on the Washington Assessment of Student Learning (WASL). Additionally, approximately 85% of eligible high school students take the Scholastic Aptitude Test (SAT) where they significantly out-perform the national average.
Current Situation (cont)

- Bainbridge Island residents have demonstrated strong voter support for their educational system and represent a highly educated and talented workforce, committed to the values of hard work and lifelong learning.
Recent Federal legislation (ESEA Leave No Child Behind Act—NCLB) holds school districts accountable for maintaining Adequate Yearly Progress (AYP) for all categories of students and further requires annual improvement in some 37 categories of data collection. This legislation requires that 100% of all students meet standards by the year 2014. Despite BISD’s exceptional test scores and a variety of positive achievement indicators, accomplishing the Federal mandate promises to be exceptionally difficult and vexing to administrators, teachers and students alike.
Current Situation (cont)

- It is unquestioned that the economy of the United States and the forces that affect educational requirements are amidst a period of rapid change and uncertainty. Analysts consistently agree that what will be needed for the workforce of the future are unprecedented levels of competency, skill and ability to adapt to changing circumstances and conditions.
Current Situation (cont)

- Traditional educational offerings in academic and vocational fields are challenged to meet new demanding requirements and prepare students for the future. Core learning expectations and content standards are now legislated in Federal and State law as basic requirements for all students. Enrichment opportunities beyond basic requirements and linkages to higher education and the world of work represent the next significant policy goal for Federal and State lawmakers.
Current Situation (cont)

Many states see a blending of post-secondary opportunities with the junior and senior year of high school and are emphasizing high expectations, career pathways, and choices within the public school setting as the next agenda imperative for our nation’s public schools.
The foci of school improvement efforts nationwide are: to support an environment of changing expectations; and to maximize student learning opportunities, educational resources, technology support, facilities, curriculum organization, assessment and accountability practices, and staff professional growth opportunities.
Current Situation (cont)

- The Bainbridge Island School District is preparing to confront a number of the above items concurrently. Specifically, the district is contemplating a capital bond measure to address facility needs and to expand learning opportunities. Additionally, the district is also considering a technology support levy to address instructional technology needs.
In April of 2004, citizen committees, working with BISD staff and consultant teams, forwarded recommendations to the district Board of Directors. Both reports followed an extensive period of time in which facility needs were reviewed (Reference: DLR Study) and committee recommendations were formulated.
BISD Capital Facilities Study

- **Replace:** BHS 200 building and theater space, the stadium field and district maintenance facility (new location)
- **Modernize:** BHS 100 and 300 buildings
- **System Repairs and Upgrades:** Commodore Options School, Blakely, Ordway, and Wilkes Elementary Schools, BHS lower gymnasium
- **Build:** BHS music building
- **Improve:** BHS sports field drainage
- **Complete:** Roadside, walkway, lighting and fencing projects throughout the district
Facilities

- Recommendation to accommodate growth and improve deficiencies in educational facilities
  (2004/2005 Bond Projects and Scope)
- Integrate the Facility Master Plan with Bainbridge Island’s Strategic Educational Vision and Implementation RoadMap™
  (LSW-Visioning)
Board of Directors and staff have also expressed a strong desire that the proposed work and ballot measures engage community members in a comprehensive visioning process. This process is to focus on an educational improvement agenda K-12 and alignment of resources and facility needs with the district’s educational vision. It will also establish criterion whereby long-term improvement targets, continuous progress, and policy decisions can be made in a manner most beneficial to students and patrons alike.
The 21st Century Graduate

Desired knowledge, skills, and attributes
Community Symposium Vision

All graduates of Bainbridge School District need the following to succeed as adults in the 21st Century:

- A passion for continuous learning.
- A common core of strong academic knowledge and appreciation of the arts.
- The ability to skillfully apply their knowledge to real-world problems.
- Positive attributes necessary to become productive, caring and contributing family members and citizens.
- A clear plan for post-secondary education and career development.
21st Century Graduate

Our Graduates’ Knowledge

- A strong foundation of reading, writing, speaking and critical thinking
- A strong core of knowledge in basic academic areas and the arts
- Knowledge of self and one’s strengths
- Knowing how to access and analyze information, using technology and other means
- Knowledge of the role of technology in modern society
- Knowledge of the changing implications of our increasing global community
- Knowledge of how to integrate academic learning across subject areas
- Knowledge of social, political, economic and environmental issues and their implications for society
- Knowledge of the requirements of family life including money management
- Knowledge of work ethic requirements
21st Century Graduate

Our Graduates’ Skills

- Ability to work collaboratively with people
- Ability to read and think critically
- Ability to creatively solve problems when faced with ambiguity
- Ability to apply a strong sense of ethics in decision-making and interpersonal dealings
- Ability to demonstrate skills required for adult success—respecting others, responsibility, timeliness
- Ability to use technology as a tool in daily life
- Fluency in more than one language
21st Century Graduate

Our Graduates’ Attributes

- Self-directed and passionate about their future; appreciating the richness of life
- Setting goals and implementing plans to achieve them
- Clear awareness of career options and how to pursue them
- Strong character manifested through ethics, courage, humility, compassion and the ability to cope with failure
- Respect and value cultural diversity
- Willingness to take risks
- Healthy mind, body and spirit
- Strong commitment to civic duty
- Passionate for continued learning
- Maintain a sense of personal balance as they derive personal meaning and direction from their educational experience
Our Challenge

Our challenge is to forge and sustain unprecedented partnerships with the Bainbridge Island Community. By doing so, we will commit to a quest for continuous progress and excellence for all.

This quest requires new and expanded learning opportunities, resources and facility improvements to help each student attain our vision of the 21st Century graduate.
Draft Goal Statements
Draft Goal Statement 1

We will upgrade our instructional practices and resources in a 21st century educational program that meets the following specifications:

- Exciting and flexible learning activities and settings that accommodate individual, small and large group learning activities to better meet different learning styles.
- A well articulated and standards-driven curriculum across all levels K-12 to provide continuous learning growth for each student.
- Early interventions with targeted assistance and extended day programs to accelerate and enrich every student’s learning.
- Continuous connections to the real world through more project-based learning opportunities.
Draft Goal Statement 1

Upgrade our instructional practices and resources (cont.):

- Broad curricular offerings in the arts as well as academics.
- Smaller learning communities at the high school organized around career pathways and “academies”, such as medical arts, communications and legal studies.
- Rich array of opportunities for students’ leadership development and citizenship skills through peer tutoring, mentors, internships, and service learning.
- Extensive cooperation between the school district and the community to provide Community Learning Centers available to adults as well as students.
- Technology used as a pervasive learning tool throughout the entire K-12 learning experience.
- A continuous progress model that uses data to guide continued refinements in curriculum and instructional practices.
Draft Goal Statement 2

We will provide the highest quality staff and administrative team through:

- Proactive recruitment and selection criteria focused on our vision.
- Ongoing professional development focused on our vision.
- Support for interdisciplinary teaming and opportunities for ongoing articulation across levels and subject areas.
- Special student support services that focus on early identification and intervention to accelerate learning for struggling students.
Draft Goal Statement 3

We will create unprecedented partnerships with our community that expand and deepen:

- Broad understanding and commitment to our Vision.
- Active engagement of families in developing and supporting educational plans for their children’s continuous growth.
- A strong corps of community volunteers to assist the staff in improving student learning.
- The use of our community as a place for rich learning opportunities.
- The community’s use of our facilities.
- The community’s understanding of critical needs and required resources necessary to foster improvement in learning for each student.
Draft Goal Statement

We will address the comprehensive facility needs of our schools K-12 in order to achieve a supportive learning environment and provide optimum educational opportunities for all students. We will do this, guided by our educational mission/vision and thereby improve public education in the most educationally effective and cost-efficient manner possible. Our facilities will:

- Provide adequate core facilities and housing for current and projected enrollment needs.
- Provide core facilities at the high school, in particular, as a district priority.
- Provide high school campus upgrades in academic and career and technical education subjects. In particular, science classrooms and equipment need to be upgraded to meet modern requirements.
Draft Goal Statement 4

Comprehensive Facilities Needs (cont.):

- Provide flexible teaching spaces and environment to accommodate individualized instruction, small-group activities, and large-group learning areas, adaptable to a variety of teaching and learning approaches.
- Provide for campus vehicular traffic and pedestrian safety, parking and accessibility needs at all district schools K-12.
- Provide technology resources and learning on an equitable basis.
- Provide a secure and welcoming entrance to each district facility and a safe and aesthetically pleasing environment for learning.
- Provide modern libraries that are adequately equipped and are of sufficient size to accommodate multiple classroom access and use.
Draft Goal Statement 4

Comprehensive Facilities Needs (cont.):

- Provide classroom spaces that are capable of flexible use and interdisciplinary teaming. They will feature adequate technology infrastructure to facilitate data acquisition, advanced teacher presentation capabilities, and personalized student learning.
- Promote shared community use of school district resources and facilities.
- Provide expanded and appropriate performance venues, particularly at the high school.
- Provide play fields and outdoor activity spaces suitable for expanded school and community use.
- Provide natural lighting where feasible.
Draft Goal Statement 4

Comprehensive Facilities Needs (cont.):

- Provide decentralized office spaces for administrators and counselors to be housed throughout the high school campus.
- Focus on creating smaller learning communities and signature programs of distinction at the high school level in arts, career pathways, academics, and enrichment subjects.
We will provide technology resources and support to advance individual student achievement and attainment of technology skills requisite for the 21st Century. To achieve this, we will:

- Widely use technology K-12 to support curriculum and instruction.
- Provide multidisciplinary technology resources and advanced learning opportunities for students, teachers, and community.
- Provide robust network capability and high-speed access to the desktop.
- Utilize technology in a seamless manner to support daily instructional use by students and teachers.
Draft Goal Statement 5

Provide Technology Resources (cont.):

- Develop technology infrastructure suitable to support daily instructional practice and access assessment data and Internet resources in a real-time basis.
- Utilize technology which promotes creative thinking, constructive learning, collaboration, and communication capabilities.
- Develop technology linkages between home and school to better inform patrons of educational practice and to enlist their support in assisting individual student learning.
- Provide open-ended technology oriented to productivity, scientific probeware, and simulation scenarios.
- Utilize technology to support collaboration within and among groups.
Draft Goal Statement

Provide Technology Resources (cont.):

- Utilize technology which requires students to assume more independent roles in their own learning.
- Utilize technology to advance professional practice and professional development opportunities for teachers.
- Incorporate technology planning with the district’s strategic vision and school facility improvement efforts.
- Target technology purchases with priority to achieve student learning goals and curriculum objectives.
<table>
<thead>
<tr>
<th><strong>Summarized Vision Elements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum:</strong></td>
</tr>
<tr>
<td><strong>Instruction:</strong></td>
</tr>
<tr>
<td><strong>School environment:</strong></td>
</tr>
<tr>
<td><strong>Technology:</strong></td>
</tr>
<tr>
<td><strong>Organization and Time:</strong></td>
</tr>
<tr>
<td><strong>Assessment &amp; Accountability:</strong></td>
</tr>
<tr>
<td><strong>Professional Development:</strong></td>
</tr>
<tr>
<td><strong>Diversity:</strong></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td><strong>Ties to Higher Education:</strong></td>
</tr>
<tr>
<td><strong>Relationships:</strong></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
</tr>
</tbody>
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Suggested Criteria for Facility and Technology Decisions
Recommended Actions

- Align the bond request and technology request with the Vision of the Bainbridge Island School District Board of Directors.
- The projects brought forward must meet the long-term educational and facility needs of the District based upon the Vision.
- Determine the first step projects that are of the highest priority while meeting the Vision and needs of the District.
- Develop a Board resolution that articulates all program and facility needs of the District, and how these needs will be addressed in phases over a period of time utilizing multiple bond issues.
Recommended Actions (cont)

- Work with the Office of the Superintendent of Public Instruction to determine state matching monies available for modernization or new and in lieu construction of the facilities under consideration for the bond proposals.

- Develop bond language, within legislative guidelines, which provides the District the most flexibility in how dollars are spent, while assuring the community that definite projects will be accomplished.

- Develop a bond amount that reasonably addresses the desired facility priorities to be addressed during this phase. Be certain to account for inflationary factors, fluctuations in bond rates, and contingencies.
BAINBRIDGE ISLAND COMMUNITY SUPPORTS STUDENT SUCCESS
EXPECTATIONS OF 21ST CENTURY GRADUATES - KNOWLEDGE

- Conceptual Framework for the Sea of Knowledge
- Ability to filter out the “crab”
- Critical Thinkers
- Communication Skills
- Improve Physical Environment
- Global Awareness

EXPERIENCES IN THE SEA OF KNOWLEDGE
EXPECTATIONS OF 21ST CENTURY GRADUATES – SKILLS/ATTRIBUTES

- COURAGE, CAN-DO ATTITUDE, PASSION
- DEALING WITH AMBIGUITY
- PHYSICAL AND MENTAL HEALTH
- INTERPERSONAL, COLLABORATIVE SKILLS
- DEALING WITH ADVERSITY
BAINBRIDGE ISLAND EDUCATION AS A SOURCE OF STRENGTH

BAINBRIDGE ISLAND STUDENTS ARE EQUIPPED TO SUCCEED ANYWHERE
It’s not about meeting minimal standards.

It’s about maximizing learning opportunities for all kids.