The Bainbridge Island School District Master Plan was developed through a collaborative process that included input from a variety of contributors, including teachers, principals, District staff, community members and parents. Its foundation comes extensively from earlier works done by the Bainbridge Island School District in partnership with the community, notably, Vision 2010, A Long Range Plan for the Future of the Bainbridge Island School District (June 2000), the Long Range Facilities Planning Committee recommendations (2003-2004) and the Community Symposium (October 2004) as well as works completed or underway with school faculty and staff.

This Master Plan is grounded with an understanding of where the District is now and expanded through an understanding of national trends in education and possible futures for the District. The belief in *Strong Minds, Strong Hearts, Strong Community* (Vision 2010) is held by the Bainbridge Island School District and carries over to the 2015 Master Plan as we work to insure that all education facilities within the District continue to strive to meet our vision.

**DISTRICT MISSION**

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

**DISTRICT VISION**

We envision the Bainbridge Island School District to be a highly successful community of children and adults that inspires the love of learning now and in the future.

We commit ourselves to provide the best schools and district programs possible. We actively respond to the needs of individual students and challenge them to meet high academic standards. We offer numerous opportunities for learning in and out of the classroom. We develop and support instructional programs to ensure that student needs and family interests are met. We invite parents and others from the community to actively participate in the educational process.

We strive to help shape the character of our students to be thoughtful, caring, and involved citizens. We seek to inspire students to reach out to their peers, their community, and to others in our global society as they prepare to interact with and influence others as adult citizens.

We believe our vision is achievable. It reflects our commitment to and our passion for learning. It also is an invitation for you to share in our aspirations and become an active member of our learning community.

**BELIEFS**

Our beliefs represent our strongest values and highest ideals. They guide all that we do, including every day decisions that significantly affect the learning and well-being of our students, staff, and school communities.

- Every student can learn
- Learning is the key to a better world
- An educated and informed society empowers responsible citizens
Students must share responsibility for their learning and success, and should acquire the skills and interest necessary to successfully benefit from the rewards of lifelong learning.

It is essential for students to respect personal differences, value social diversity, and appreciate the multi-cultural heritage of our democratic society.

The family and larger community play an invaluable role in the educational process. Schools must involve parents as partners in learning and engage the community in students’ educational experience.

Accountability is necessary for achieving our District’s mission and is shared by students, staff, school board, and parents.

**VISION 2010 GOALS**

**Instructional Program and Innovation**

- **Student Centered Learning Opportunities**
  Develop additional innovative student environments and services, pre-kindergarten through high school, designed to engage, support and challenge all students.

- **High Academic Performance Standards**
  Develop new programs and services designed to provide targeted academic support for identified student populations and challenge all students to demonstrate achievement of high academic performance standards.

- **Career Planning & Pathways**
  Provide learning opportunities that infuse career reflection and personal goal setting/planning throughout a student’s K-12 educational experience.

- **Integration of Technology in Teaching and Learning**
  Develop integrated technology-rich learning environments across the curriculum in all schools that encourage communication, collaboration, inquiry, research and personal productivity.

- **Program Planning & Development**
  Develop new models for program assessment, planning and development that build system-wide capacity for curriculum/program improvement and innovation.

- **Staff Development**
  Develop and implement a comprehensive district-wide staff development plan that supports the continuous professional growth of all staff members.

**Character, Climate and Community**

- **Belonging and Connectedness**
  Create a sense of belonging and connectedness through recognition, affirmation and relationships of mutual respect.

- **Safety and Respect for Diversity**
  Build an environment where all students and staff feel safe at school, comfortable in the knowledge that acceptance and respect for diversity are expected and everyone will be held accountable for the civility of their conduct.

- **Personal Responsibility to Self and Community**
  Provide opportunities for each student to develop personal responsibility along with a commitment to improving the welfare of others, in partnership with the community.

- **Caring and Supportive Environment**
  Continue the staff’s work to create and foster a caring environment for each student, as supported by the District and community.
Facilities and Finance

• New Facilities
  All new facilities will support the tradition of excellence in the District’s education program in an effective, flexible, and economically feasible manner.

• Physical Improvements
  Needed physical improvements will be made to the existing facilities to reflect program needs.

• Financing
  In the next five to ten years, the Bainbridge Island School District will enrich its annual operating budget by 10-15% through revenues from non-traditional sources.

Graduate Profile

This graduate profile reflects the mission, vision and beliefs of the Bainbridge Island School District. The District’s vision for a well-educated Bainbridge Island graduate is defined by the knowledge, skills, and personal attributes needed by all students to become competent, capable and productive citizens.

• Knowledge and Understanding
  Students will attain the knowledge necessary to understand the past and present and the perspective needed to shape the future. It includes the knowledge necessary to interpret and learn from personal experience and to appreciate the academic and aesthetic dimensions of life.

• Skills and Processes
  Students will have the skills necessary to express themselves, access information, analyze and solve problems, and live and work successfully with others.

• Personal Attributes
  Students will develop personal characteristics necessary for a successful life as indicated by a balanced life, self-discipline, self-awareness, and interdependent relationships.
Understanding the impact of educational trends is an important part of planning school facilities. The following list includes educational trends that are occurring across the nation and are expected to impact educational delivery and potentially, facilities within the Bainbridge Island School District.

**Personalized learning**

There continues to be a shift from teacher-centered instruction to more pupil-centered learning.

- Student-centered instruction
- Strong adult-student relationships
- Varied instructional strategies to address different learning styles
- Ongoing assessment and regular feedback regarding student learning
- Project and performance-based learning opportunities
- Opportunities to pursue areas of individual interest

**Academic rigor, relevance and student achievement**

Educational reform efforts at both the state and national level have focused on establishing rigorous academic standards, providing support for disadvantaged students, and holding schools accountable for increasing the level of student achievement.

- High academic expectations for all students
- Equitable opportunities and resources for all schools and all students
- Clearly defined academic standards and assessment criteria
- Instructional support for students who are not meeting standards
- Additional challenge for students who are exceeding standards
- Increased emphasis on applied learning and relevance of classroom lessons
- Accountability for student achievement

**Smaller schools and smaller classes**

A growing body of research indicates that smaller classes and schools have a positive impact on academic achievement and graduation rates. The resulting trend is an overall reduction in class and school size and reorganization of large comprehensive schools into houses or ‘school within a school’ model.

- Smaller classes and schools are associated with:
  - Higher levels of student achievement and student involvement
  - Higher graduation rates
  - Stronger relationships among adults and students
  - Increased sense of safety and security
- National average teacher-pupil ratio may decrease in next decade
- Decreasing capacity at existing facilities may result in a need for more facilities
- Operating and maintenance costs are impacted with more facilities
Greater Flexibility

Changes in educational requirements, programs, and instructional methods require educational facilities to be multipurpose and adaptable in their design.

- Buildings designed to adapt to changes in instructional programs
- Core facilities and instructional spaces designed for multiple use of space
- Instructional spaces designed for individual, small group and large group activities
- Instructional spaces designed for a wide range of instructional methods and activities

Increased Use of Technology

Learning to use technology, and using technology to learn, will likely become integrated into all aspects of the curriculum. This will change the way students learn and the way faculty teach, requiring spaces that are flexible and systems that can be adapted over time.

- District infrastructure to keep pace with technology needs
- Buildings designed to support integration of technology
- Equipment and software regularly updated to support instructional and curricular changes

Community Connections and Community Use

There continues to be an increasing interest in bringing the community into schools to utilize equipment and facilities and in extending learning activities for students into the community. This has resulted in increased movement of students between the school and the community and the need for buildings that can be independently secured.

- School serve as a community hub
- Increased need for after-hours use by both school and community groups
- Social services work in close partnership with schools
- Closer connections between high school and community college
- School-business partnerships
- Increased need for: durability, maintenance, energy efficiency

High Performance Design and Sustainability

Sustainable building includes design and construction practices that significantly reduce or eliminate the negative impact of buildings on the environment. Additionally, there are an increasing number of studies that suggest that facilities that incorporate features such as appropriate day lighting and natural ventilation not can reduce operating costs, but can positively impact learning results.

- Reduce negative impact through:
  - Environmental site planning
  - Water efficiency
  - Energy efficiency
  - Conservation of materials and resources
  - Indoor environmental quality
- Benefits:
  - Reduce impact of consumption
  - Reduce operating costs
  - Enhance comfort and health
  - Improve educational experience
• Washington State Sustainable Schools Program
  Examines impacts of resource efficient techniques on K-12 construction and
  addresses impacts of high performance school design
  Areas of focus include: water and energy efficiency, site planning, materials, and
  indoor environmental quality