

Standardized Template for Submitting a Best Practice

I. Focus Area and Applicability

1. Applicable Segment: Enrolled Students in School District

- | | | | |
|-------------------------------------|-----------------|--------------------------|-------------------|
| <input checked="" type="checkbox"/> | All | <input type="checkbox"/> | 25,001 – 50,000 |
| <input type="checkbox"/> | Under 5,000 | <input type="checkbox"/> | 50,001 – 100,000 |
| <input type="checkbox"/> | 5,001 – 10,000 | <input type="checkbox"/> | 100,001 – 200,000 |
| <input type="checkbox"/> | 10,001 – 25,000 | <input type="checkbox"/> | Over 200,000 |

2. Applicable Segment Type: School Level / Grade (May apply to more than one)

- | | | | |
|-------------------------------------|-------------|--------------------------|---------------------|
| <input checked="" type="checkbox"/> | All | <input type="checkbox"/> | Post Secondary |
| <input type="checkbox"/> | PreK | <input type="checkbox"/> | Workforce Education |
| <input type="checkbox"/> | Elementary | <input type="checkbox"/> | Choice |
| <input type="checkbox"/> | Middle | <input type="checkbox"/> | Private |
| <input type="checkbox"/> | High | | |
| <input type="checkbox"/> | Other _____ | | |
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3. Applicable Topic Area: School District Process and Functional Areas

1. Student Achievement & Progression

- Accountability, Analysis, Reporting, & Testing
 - Curriculum
 - Educational Technology
 - Instruction
 - Mentoring
 - Monitoring
 - Response to Intervention
 - Teacher Development
 - Testing
 - Other _____
-

2. Administrative & Support

- Budgeting
 - Facilities
 - Finance
 - Food & Nutrition
 - Human Resources
 - Recognizing and Rewarding High Performing Educators
 - Transportation
 - Other _____
-

3. Leadership & Oversight

- Board
 - Communication
 - Community & Parent Engagement (Includes Volunteer Management)
 - Information Technology
 - Leadership Processes
 - Security and Safety
 - School Improvement Planning
 - Strategic Planning
 - Succession Planning
 - Other _____
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4. Title of Practice

Goal Team Analysis / Planning Process

5. Description of Best Practice. Please briefly describe the most important process changes.

The Goal Team Analysis/Planning Process is a collaborative, data-driven approach for developing strategic plan/School Improvement Plan (SIP) goals, strategies, and measures, and monitoring progress towards those goals. Goal Teams are formed for each SIP goal, with membership from each grade level and special area. During pre-school in-service week, each goal team is charged with looking at a variety of data and information, including our own trend data and comparative data from other schools. Based upon this data and information, the goal teams develop proposed SIP goals, strategies to accomplish the goals, and formative measures to monitor progress toward the goals. Each goal team then presents their proposal to the entire faculty, where revisions are made and consensus is reached.

Goal teams continue meeting regularly throughout the school year, collecting and analyzing the data from the previously selected formative assessments. Based upon this ongoing analysis, they report back to the entire faculty on a quarterly basis, and indicate whether we are or are not on track to meet our SIP goals. They also make recommendations about which of the previously selected strategies seem to be the most effective, as well as any strategies that should be added or deleted.

II. Why this is a Best Practice

1. Situation Before

Prior to the implementation of the Goal Team Analysis/Planning Process, our strategic plan/SIP was written by a small group of staff members. It was written on the standard DOE template, and did not provide for ongoing analysis and monitoring of progress toward the goals. It included summative measures, but did not include formative measures to monitor progress and let us know if we were on track to meet the goals.

2. Situation After

After implementation of the Goal Team Analysis/Planning Process, 100% of our certified instructional staff members are actively involved in our strategic planning/SIP process. Because of our selection and monitoring of formative measures, we are able to predict if we are on track to meet our goals; if we are not on track to meet the goals, we are able to adjust our strategies to improve our progress toward the goals.

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3. Benefits (Quantifiable if possible). Consider quality, cost, timeliness, and satisfaction as you describe the benefits and results achieved.

We have increased participation/ownership in our strategic planning/SIP process, and ongoing monitoring of progress toward our goals. The Goal Team Analysis/Planning Process has made our strategic plan/SIP a living document, rather than simply a required form that is written, approved, and then put on the shelf.

The percent of certified instructional staff members involved in the Strategic Planning Process has increased from 12% to 100%. The percent of summative measures achieving target has increased from 64% to 92%. The percent of projects with 80% or more milestones completed on schedule has increased from 48% to 88%. The percent of SIPs with an "A" rating for alignment to district Strategic Plan Objective measures has increased from 65% to 100%.

4. Key Lessons Learned. Please note what conditions must be in place for the best practice to be effective.

Participation of all instructional staff members in the strategic planning process increases ownership and responsibility for reaching the goals. Also, selecting and regularly monitoring formative measures makes us aware of the need to modify our instructional strategies in a timely fashion in order to meet our goals.

III. For more information, contact:

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5. Contributing Community/School District (required)

School District of Lee County

6. Submission Date (required)

October 23, 2009

Submit a best practice c/o:
info@bestpracticesonline.org

EXAMPLE