

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 _____ |

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

Linking District Planning to School Results

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

Translating organizational performance into priorities for continuous and breakthrough improvements is conducted as part of the organization's Ten Step Strategic Planning process. Each year, the superintendent hosts "charge sessions" with all district and school site administrators to review and discuss pertinent SWOT data that support the outcome of strategic plan objectives. These sessions culminate in the revision and creation of outcome measures that assess progress toward each objective. These measures are prioritized and formed into Key Performance Indicators (KPIs) - high level indicators that quantifiably define what Brevard Public Schools considers excellence. The KPIs are then cascaded into multi-year targets which can be deployed, or cascaded to each employee. The cascading of the indicators ensures that all stakeholders take ownership of the KPI and stay focused on the district's vision and mission. It also assists in ascertaining that district goals are attained through the collaboration of all. For deployment at the feeder chain and school level, the Resource teacher for School Improvement under the Office of Accountability, Testing and Evaluation, works collaboratively with members of the Strategic Planning Committees throughout the year in order to remain abreast of the information and revisions of the Strategic Plan. Resource materials are created to assist schools as they develop their annual School Improvement Plans. The School Improvement Plan, in order to meet state and federal requirements as well as align to the vision and mission of BPS, requires all school sites to address ten goals; Reading, Math, Writing, Science, Attendance, Parental Involvement, Technology and Small Learning Communities, Rigor and Relevance, and Individualized Program of Study. The action steps and resources for how the schools will attain their goals are delineated in the strategies section of the plan with outcome measures and progress monitoring statements in the evaluation sections. The financial portion of the plan is addressed in the SIP under the budget sections. This requires schools to identify the resource allocations required to support the strategies of each goal. Planning to School Results

II. Why this is a Best Practice

1. Situation Before

In 2007, in order to ensure that the SIP was reflective of the goals, objectives and appropriate targets, and correlated to the Strategic Plan, an alignment checklist was created by the Office of Testing and Accountability in conjunction with the Office of Strategic Planning. This checklist required the signature of the principal and SAC chairperson and was submitted to the district along with a copy of their School Improvement Plan. A critical hindrance of this process was the requirement of the schools to utilize the DOE template which lent little opportunity for district alignment. While at the time it served the purpose of ensuring the ownership of all stakeholders in the implementation of the goals of the district, there still existed a disconnect in the

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delivery of alignment. A more embedded alignment was needed in the template.

2. Situation After

Through the performance management process in 2009, BPS derived a more advanced and innovative approach to this critical alignment. This alignment entailed the development of an on-line district template that identifies all of the applicable Strategic Plan objectives under each goal section of the plan. The template also includes a link to the BPS scorecard, providing data unique to each school as they pertain to each strategic plan objective. Additionally, the five year KPI targets developed for each school as referenced above are included in the template, so as schools develop measurable goals, the targets to those goals are provided for them. The section following the delineation of Strategic Plan goals requires the schools to analyze the data, find gaps where further academic attention is warranted, and through the examination of best practices, define what the instructional team at the school will do to impact student achievement. These are defined in the form of objectives, performance indicators and strategies that also identify the person responsible, timeframe, process measure and budget cost of the identified strategies.

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

The implementation of the newly created SIP template highlighted many benefits to the district that were identified in a variety of ways. First, by having the template on the district server and the format that was used for the development of the template, it serves to provide district staff with reports relevant to the needs of the schools. An example is the compilation of professional development requests. A report summarizing all of the professional development requests was provided to all Resource teachers and the Office of Professional Development. This report will allow district staff to better coordinate their training sessions in order to meet the needs of the schools as well as support the implementation of the SIP. Another report allows the district to review the budgetary needs of the school and the funding sources utilized to support the SIP. This information is key in ensuring that limited financial resources are being directed to support the goals of the District Strategic Plan.

In order to evaluate the satisfaction of this process, a mini questionnaire was provided to each participant after the trainings. In 2008, the overall satisfaction of the training and process was 8.42 on a scale of 1-10 with 10 being "highly satisfied". In 2009, the overall satisfaction was rated at 8.95 with the highest ratings coming from principals (8.87) and assistant principals (9.02).

Lastly, School Improvement Plans are reviewed by the Resource Teacher for School Improvement and rated on a 0-2 scale on seven areas yielding the highest possible rating of 14 points. These areas include objectives, strategies, evaluation, performance indicators and other compliance areas required by the Department of Education. The average score of the district plans for 2008 was 8.4 and in 2009 the score increased to 11.54 indicating a better end product to the SIP.

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

1. *The district does not meet strategic goals and objectives for student achievement, schools do through their work with teachers and students.*
2. *Improving organizational performance is dependent upon all stakeholders knowing what they are supposed to be working on and what their contribution to the effort must be.*
3. *The School Improvement process is a key element in linking district level strategic goals and objectives to school expectations.*
4. *Creating the School Improvement Plan must be more than a perfunctory process; it requires the involvement of all stakeholders and their commitment to implementing it.*
5. *The School Improvement Plan must be a living, breathing document that drives curriculum and instruction at the school, and must be known to teachers, administrators, and parents as decisions are made to improve student outcomes.*

III. For more information, contact:

1. First Name of Submitter (required)

Karen

2. Last Name of Submitter (optional)

Schafer

3. Email of Submitter (required)

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(auto-generate email if selected)

4. Phone Number of Submitter (optional)

(321) 633-1000 x 370

5. Contributing Community/School District (required)

BREVARD PUBLIC SCHOOLS

6. Submission Date (required)

12/12/09

Submit a best practice c/o:

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