



Bainbridge Island School District Procedures for Proposing and Approving Pilot Projects/Option Programs

Introduction

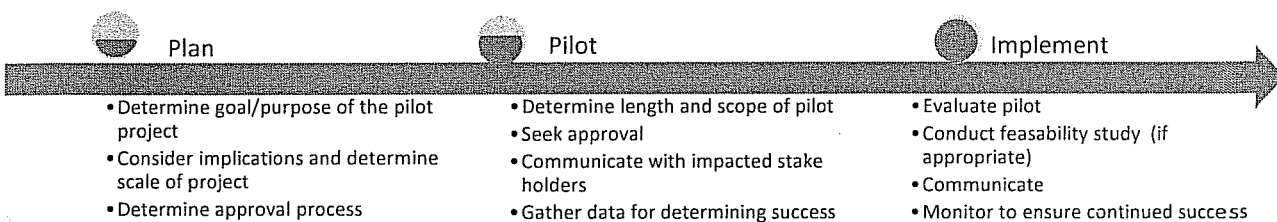
The Bainbridge Island School Districts is committed to providing an outstanding educational program for all students. One of its core values is its dedication to continuous improvement. The District encourages innovation and supports efforts to develop and implement programs and projects that are aligned with educational research and promising practices.

The District is also committed to the practice of school choice and to the development, implementation and evaluation of effective schooling options that support student learning.

The following principles and procedures outline the process that will be used for designing and implementing pilot programs or projects in individual classrooms, specific schools or throughout the district.

Guiding Principles for Innovation

- The innovative project or program must be aligned with the district's mission, vision and guiding principles.
- The innovative project or program must be focused on improving or enriching student learning.
- Proposals for innovative projects or programs should be assessed and prioritized based on clearly identified criteria such as: clarity of goals and outcomes, financial viability, potential impact on enrollment, sustainability, and potential for expansion or adoption by other teachers or schools.
- The district should encourage staff to share innovative projects and practices with their colleagues.



Piloting Process: Why Pilot?

Pilot – A pilot program is an experimental trial of an educational innovation. The pilot process will investigate, inform, and evaluate the potential for future district implementation.

Why Pilot:

1. To encourage educational change that promotes positive student outcomes
2. Uses district capital and resources efficiently to test future, more sustainable outcomes
3. Refine before broader adoption:
 - a. Evaluate performance of design and/or solution
 - b. Identify implementation and determine viability of the whole or parts
 - c. Learn from successes and mistakes

Program Innovations/Pilot Project Process:

1. Idea created at the local level initiated by students, teachers, parents and/or community group. Initial plan presented to the school principal. The principal determines the “scope or scale” of the proposed innovation.

Small Scale	Medium Scale	Large Scale
<ul style="list-style-type: none"> • No long-range implications for other staff • Little or no impact on current or future program, instruction, or curriculum 	<ul style="list-style-type: none"> • Potential long-range implications for other staff • Moderate impact on current or future program, instruction, and/or curriculum 	<ul style="list-style-type: none"> • Long-range implications for other grade levels, courses • Impact on current and future program, instruction, and/or curriculum
Building Decision-Making Process Principal Approval C&I Office Consultation	Building Decision-Making Process Principal Approval C&I Office Approval School Board Provided Information	Principal Approval District Decision Making Process District Office Approval School Board Approval

2. The proposal needs to include:
 - a. Short, succinct description of proposal.
 - b. How pilot will promote student learning and the district vision, mission, goals, and core curriculum.
 - c. Timeline for pilot.
 - d. Quantitative experimental design with the criteria for success.
 - e. Cost of pilot/innovation, with a plan for funding sources (if available).
 - f. Potential short and long term impacts on staffing, program, and curriculum.

- g. Evidence of program efficacy elsewhere (model program) or in literature.
- h. Communication plan appropriate to scale of the pilot.

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Large Scale Program Proposal Process

1. Applications (see attached application form) should be submitted to the Superintendent or designee by December of the school year prior to the new program's desired implementation.

The initial proposal should include:

- Statement of need/purpose/rationale;
 - Objectives/goals of the Program;
 - A defined process for determining interest in the program. Any staffing/funding implications;
 - General timeline for implementation; and
 - Evidence of successful programs elsewhere OR research supporting the proposal if no such program is available elsewhere as a model.
2. The Superintendent or designee will develop a timeline and work with district staff to develop a Feasibility Study to analyze the proposal for alignment to guiding principles and systems implications (cost, staffing, space availability, and contractual impacts).
 3. Ongoing communication will be provided to the Board of Directors on the proposal and analysis. Communication will include updates to the community via list serve and placement on the district website.
 4. The Board of Directors recommends, rejects, or requests modifications to the proposal.
 5. Final decision on the proposal will be made by the Board of Directors at a regularly scheduled Board Meeting.
 6. The district will begin implementation planning with school district staff and develop a pilot plan.
 7. Review data from the pilot program to determine implementation plan.

On-Going Accountability and Assessment of Large Scale Innovations/Programs:

- To continue from year-to-year, the program must demonstrate that students meet or exceed the outcomes identified in the District or School Improvement Plan.
- Regular evaluations, including identification of areas of success as well as areas needing improvement, should be documented and shared with the Superintendent or designee. This information will be contained in the School Improvement Plan (SIP) or District Improvement Plan (DIP) and submitted annually to the Board of Directors.
- Programs not meeting their objective shall be modified; they shall be discontinued if they lack significant overall value based on data or do not have adequate enrollment or interest.

Definitions:

Neighborhood School

A publicly funded school that has an identity, student body, parent community, and budget. It has a Parent Teacher Organization (PTO) with guiding documents, assigned administrator, shared identity, mission, vision, and guiding beliefs amongst staff, parents, and administration. State assessments are given and identified by the school's name. Enrollment and staffing are driven by community need, program capacity, and district budget capacity. Student enrollment in most cases is determined by the home address of the students.

Program Innovations

A program innovation happens within a program or school. The goal is to provide a means for the district to test innovative educational opportunities that will benefit students. These projects must be congruent with district vision, mission, goals, and core curriculum. Program innovations start on a small, controlled scale to allow for its demonstrated impact, benefits and weaknesses to be evaluated before implementation on a large scale. Innovations or pilots must be reviewed by the Bainbridge Island School District (BISD) Board of Directors prior to large scale (whole school/whole district) implementation.

Option Program

An Option Program has a unifying theme that provides an alternative or choice course of study. The program can be embedded within a Neighborhood School or may be sited on a separate campus. An Option Program needs to be in alignment with the established Bainbridge Island Option Program Guidelines (Policy 2510). An Option Program is open to all students in the district. Students (or their parents) choose to be considered for enrollment in the program. Each program has its own application process. A lottery and/or wait list system is used to place students when applications exceed vacancies. Enrollment and staffing is driven by community need, program capacity, and district budget capacity. **All new Option Programs must be approved by the Bainbridge Island Board of Directors.**

Home Partnership

Enrollment is guided by the Alternative Learning Education (ALE) WAC. For students whose instruction is home-based, teachers provide curriculum and instructional support for families, and work together to plan and evaluate individualized academic plans using district benchmarks. Student progress is monitored by a teacher/advisor. Full-time ALE students participate in all local and state testing. Students may also enroll in courses offered within the school district. Home partnership programs typically offer courses that provide group experiences and support or supplement the at-home curriculum.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
Bainbridge Island, Washington
PILOT/PROJECT PROPOSAL

Please complete in duplicate

Submitted by: _____ School: _____ Date _____

Proposed Pilot Project/Program Title: _____

Grade Level: _____ Department: _____

1. Demonstrated Need:

- How will this innovation promote student learning and the district vision, mission, goals, and core curriculum?
- Brief description of how this pilot/project will meet current needs not being met by other courses/programs (needs assessment):

2. Statement on impact:

1. Personnel:
2. Inservice/Training Needs:
3. Facilities:
4. Other requirements (special materials):

3. Approximate cost of for pilot/project (include source of funding):

4. Evaluation plan:

- Population of students affected (either whole class, or subgroup and method of selection, i.e., %-ile MAP score)
- Data to be tracked: (such as math MAP scores, in-class assessments, etc.)
- Criteria for success: (such as increase in proficiency of 5%)

5. Timeline for pilot:

6. Evidence of program efficacy elsewhere (model program) or in literature:

7. Communication Plan (for Medium and Large Scale Projects):

SIGN-OFF FOR NEW PILOT/PROGRAM APPROVAL (Depending on Scale)

APPROVED BY: SIGNATURE DATE

Department Head/Grade Level Leaders _____

Site Council Review _____

Principal _____

Associate Superintendent/Curriculum & Instruction _____

Assistant Superintendent/Business Services _____

Superintendent/Board _____

(Copies to Principal & Associate Superintendent/Curriculum & Instruction)