

*Draft*

# **ALEXANDRIA CITY PUBLIC SCHOOLS**

*Summary Report*

*on*

*Board-Administrative Staff Goals Workshop*

**Held on November 1, 2009**

Hazard, Young, Attea & Associates, Ltd.  
by William J. Attea  
November 29, 2009

Members of the Alexandria City Public Schools School Board, Mark Sherman and Administrative Staff Participants:

Thank you for the opportunity to facilitate your Board-Administration goals workshop on November 1. This report presents the results of the workshop

	Page
Board Goals vs. Division Goals	3
Division Goals for 2009-10	3
Division Goals for 2010-11	4
Board Goals for 2010-11	5
Process for Identifying goals	6
Brainstorming	6
Categorizing	8
Prioritizing	11
Budget Guidance	12
Appendixes	
A Anticipated Expectations of Participants	14
B Concepts Related to Governance and Management	17
C Complementary Roles of Board and Superintendent	19
D Goals and Their Implementation: Long-term, Short-term and SMART	20
E Sample Planning Calendar – 2009-12	24
F Change and the Change Process	25
G Systemic Planning Process	26
H Superintendent Evaluation Process	29
I Workshop Evaluation	31

# Goals

## Board Goals and Division Goals

There was a brief discussion related to the relationship among the Strategic Plan, Board Goals and Division Goals. The Board has the responsibility for developing both Board and Division goals, and all goals should be related to the implementation of the Strategic Plan. Generally, Board goals are identified as goals that the Board develops for the Board or board members to address. Board goals generally should focus on the role of the Board or board members in the area of governance, such as improving the way meeting agenda are developed, improving decorum at board meetings, improving processes to encourage communication among board members, etc. Many of these goals result in formal policy development.

Division Goals provide direction for the Division as it moves along on a path of continuous improvement through the implementation of its Strategic Plan. Boards generally should not develop Board goals that address the management or operational needs in the Division. These should be Division goals and should be relegated to the Superintendent and staff to address.

## Division Goals<sup>1</sup>

### *Goals for 2009-10*

The following goals had been established for the 2009-10 school year, and are reworded in SMART goal format<sup>2</sup>.

- By June 30, 2010, a mechanism will be developed that could provide every child with an IAP in each area of study.
- By February 1, 2010, each *at promise* student<sup>3</sup> in grades k-10 will have an IAP in reading and/or mathematics, as appropriate to his/her needs.
- By June 30, 2010, each *at promise* student in grades k-10 with a need in literacy will have an IAP in literacy.
- By June 30, 2010, the revised writing program will be fully implemented in grades k-12.
- By January 1, 2010, the AVID program will be in operation as planned.

---

<sup>1</sup> After review as indicated in footnote 2, the goals for 2009-10 should be placed on the agenda of a Board Meeting, discussed, modified as appropriate based on additional data secured and/or provided, and formally adopted as the Board's Goals for the Alexandria City Public Schools. The same should be done for the goals for 2010-11, after they have been reviewed as outlined in footnote 4 on page 4.

<sup>2</sup> These goals need to be reviewed by the administrative staff to ensure that the rewording has not modified their intent, and to fill in gaps as noted by the facilitator relative to the final three goals listed.

<sup>3</sup> An *at promise* student is one who is not meeting grade level expectations.

- By June 30, 2010, xx% of 8<sup>th</sup> grade students will have successfully completed Algebra or an advanced mathematics course.
- PALS – Literacy – Language Arts (this needs to be put into a SMART form, but needs to be done by someone who is knowledgeable as to what the Division hopes to achieve)
- By June 30, 2010, the following inquiry based science experiences will be added to the respective curriculum as noted:  
(list experiences that will be added by grade level or other designation)

### ***Goals for 2010-11<sup>4</sup>***

The following areas were discussed as potential Division Goals for the 2010-11 school year. Please note that these goals were developed in SMART goal format by the facilitator on the basis of dialogue at the workshop, as the facilitator indicated he would do at the close of the workshop:

- By June 30, 2011, an external agent will review all curricular areas in grades EC through 12 independently to determine the appropriateness of the Division’s curriculum to address the needs of all students in the Alexandria City Public Schools.
- By June 30, 2011, the EC-12 program in Mathematics will be reviewed and revised concurrently with the comprehensive curriculum audit, utilizing the findings of that audit as they become available.
- By June 30, 2011, all recommendations from VASS, including those related to autism, will be implemented in the Division.
- By June 30, 2011, a comprehensive Public Information/Communication Plan will be developed to ensure that the ACPS provide efficient and effective information and customer services both internally and externally to students, teachers and parents and addresses the need for comprehensive and effective parental engagement.
- By January 1, 2011, the IAP process will be reviewed to ensure that it effectively addresses the needs of student performance at all stages of the achievement spectrum.
- By June 30, 2011, a performance based personnel appraisal system that will assess the performance of each staff member on the basis of his/her job expectations as well as his/her contribution to the improvement goals of the District, Department and/or Building will be developed.

---

<sup>4</sup> Due to time limitations, the tentative goals for the 2010-11 were not developed through the process generally used by the facilitator. Please reference the section on prioritizing goals on page 11 of this report. As promised at the close of the workshop, the facilitator developed the goals listed in this section by summarizing what he perceived to be the intent of the participants during the workshop dialogue. These perceptions and goals need to be confirmed before considering them as the preferred goals for the ACPS for 2010-11.

- By June 30, 2011, the dropout rate in the District will be decreased from (current)% to xx %.
- By June 30, 2011, the average SAT score in the ACPS will increase from xxxx (current score) to at least xxxx (desired projected target for the year).
- By June 30, 2011, a plan will be in place for pursuing the Baldrige Award.

## **Board Goals**

The Board also tentatively identified the following areas as potential Board Goals for the 2010-11 school year:

- By June 30, 2011, identify core values that should be reflected in the behavior and actions of all involved with the School Division.
- By June 30, 2011, and based on the Core Values of the Division:
  - Develop guidelines for the roles (behavior) of board members and the Board.
  - Develop a Code of Conduct (guiding principles/code of ethics) for board members and the Board
  - Develop a policy or policies related to the implementation, review and revision of the Strategic Plan, as needed
  - Review current Governance Policies and revise them, as needed, to reflect the Division's Core Values and the Board's desire to be proactive in the area of governance without interfering with the day-to-day management of District operations.

## *Process for Identification of Goals*

The goals identified in this report were developed through the following steps:

- **Brainstorming**<sup>5</sup> – identified areas that would contribute to improved learning/operations.
  - ACPS woven into community more; outreach
  - Algebra in eight grade
  - Autism
  - AVID
  - Baldrige
  - Baldrige customer service – student, teacher and parent
  - Career and Technological Education – internships
  - Character development
  - Communications Plan – internal and external communications; availability of information
  - Communications Plan - website
  - Community Service requirement
  - Create and heavily promote a student oriented mission statement, slogan or motto
  - Cultural appreciation – understanding what is being done and who is addressing this
  - Curriculum review k-12 – external and internal
  - Decrease number of drop outs
  - Expand Early Childhood Program
    - Advertise Program
    - Make Program the best it can be
    - Test additional children to ensure the PS/EC Program is providing services to as many students in need of them as possible
  - Expand health services in ACPS
  - Expand IAP use in literacy to students who are weak in discussing or writing
  - Extraordinary projects for TAG students – cooperate with colleges/universities – enhance accelerated opportunities
  - Going beyond SOLs in all assessments
  - Highest/best use of students – partnerships – how students can benefit from what schools can do – win-win opportunity – possibly pay students for participation
  - Implementation of IFA policy
  - Implement all VASS recommendations

---

<sup>5</sup> All items are listed alphabetically since there is no attempt to prioritize and/or categorize during brainstorming. It should be noted that the facilitator feels the participants identified many projects/items they would like to see accomplished/initiated which normally do not rise to the level of Division improvement goals, especially in a period of fiscal retrenchment.

### **Brainstorming – continued**

- Improvement plan for Math, with specific recommendations
- Improve SATs
- Literacy and discussion in writing – expand IAP for those who are weak in literacy
- Literacy competency by third grade
- Longitudinal study of reading achievement (scores)
- Math – 90% - add metrics, sequence
- Mathematic w reason Division did not meet AYP
- Middle School Initiative
- Mid-year reform evaluation/review
- New way of thinking – Division Values, etc.
- Parental engagement
- Parents as Partners
- Partnership development – encourage sustainable relationships across the Division
- Percentage of students taking science at high school level
- Policy Review
  - Code of Conduct for Board
  - Governance Policies
  - Policies re moving Strategic Plan forward
  - Proactive – guidelines for behavior
- Preserve, promote Arts
- Provide community schools that also address the nutritional, health, dental, etc. needs of students.
- Public relations – better telling, selling and listening; build sustainable relationships
- Push middle school initiative
- Redesign Math curriculum
- Reevaluate IAPs – keep eyes on both sides of spectrum
- Reevaluating/revamping Math Program
- SAT scores
- SAT scores as a SMART goal
- Science – encouragement for students to pursue higher levels of science in high school – establish advanced science pathway
- Staff evaluation at all levels
- Staff regulations re IFA
- Teacher evaluation
- Timing of distribution of counseling books – consider distributing in fifth grades so that parents and student can start planning for high school – have parents and students sign/acknowledging receipt of them
- Translation Service
- Use students as tutors, mentors, etc. – provide extra credit or \$ - community service component
- Values - Code of Conduct for schools

### **Brainstorming – continued**

- Writing – only metric is SOL
- Writing year 2 – middle school and high school – put quantitative summary
- Year’s worth of progress per student – difficult to track with a data base that is not user-friendly
  
- **Categorizing<sup>6</sup>** – combined brainstormed topics that have similarities.
  - Arts – preserve and promote them
  - Assessment
    - Longitudinal study on reading performance
    - Use other measures in addition to SOLs
  - AVID – continue implementation
    - Reduce drop out rate
  - Baldrige
  - Career and technological education
    - Internships
  - Character development/values
    - Create and heavily promote a student oriented mission statement, slogan and/or motto
    - Code of Conduct for schools
  - Community Service requirement
  - Cultural appreciation
    - Develop understanding on where this is going
  - Curriculum review
    - External
    - Internal
  - Create and heavily promote a student oriented mission statement, slogan or motto
  - Division Values, etc. – develop
  - Drop outs – decrease rate
  - Early Childhood Program
    - Advertise Program
    - Expand program
    - Make Program the best it can be
    - Test additional children to ensure the PS/EC Program is providing services to as many students in need of them as possible
  - Evaluation - Human Resources Department review process and instrumentation for evaluation of all staff categories
  - Health Services – expand services provided in ACPS

---

<sup>6</sup> All items are listed alphabetically since there is no attempt to prioritize during categorizing. It should be noted that an attempt was made to include all items identified during brainstorming in a category.

### **Categorizing - continued**

- Highest/best value for students – study various programs to determine cost-effectiveness of various possible initiatives
  - Community schools that address the nutritional, health, dental, etc. needs of students.
  - Community Service requirement
  - Determine how students can benefit from what schools can do
  - Develop win-win opportunities for students
  - Possibly pay students for accomplishments
  - Utilize students as tutors, mentors, etc. (possibly provide credit or payment for these services)
- IAP
  - Expand IAP use in literacy to students who are weak in discussing or writing
  - Reevaluate IEPs, keeping an eye on needs at both ends of the student performance spectrums
- IFA
  - Develop administrative regulations
  - Implement policy
- Literacy
  - Competency by end of third grade
- Mathematics – develop improvement plan with specific recommendations
  - Add metrics for expectation of achievement – 90%?
  - Algebra in 8<sup>th</sup> grade
  - Did not meet AYP because of Math
  - Specific recommendations
  - Redesign curriculum
- Middle school initiative
- Mid-year review/evaluation of progress
- Parental engagement
  - Parents as Partners
- Partnership development
  - Encourage sustainable relationships across the Division
- Policy review/development
  - Code of Conduct for Board
  - Governance Policies
  - Policies re moving Strategic Plan forward
  - Proactive – guidelines for behavior

## Categorizing - continued

- Public Relations/Communications Plan
  - Better telling, selling and listening
  - Build sustainable relationships
  - Communication Plan to improve communications
    - External and internal
    - Information availability
  - Community Service
    - ACPS more *woven into* community
    - Outreach
  - Customer service - focus on students, teachers and parents a la Baldrige
  - Slogan
  - Timing for distribution of student counseling booklets
    - Possibly distribute in fifth grade
    - Have parents and students sign for/acknowledge receipt of them
  - Translation services
  - Upgrade and better use of website
- SAT
  - Improve performance on test
- Science
  - Build Science pathway for future scientific study
  - Encourage more students to pursue higher level science in high school
  - Percentage of students taking science courses in high school
- TAG
  - Cooperative programs with colleges and universities
  - Enhance other accelerated programs
- VASS recommendations
  - Implement all – autism, etc.
- Writing
  - Expand into middle school and high school during year 2
  - Determine quantitative summary; only metric used was SOL
- Year of progress per a year in school
  - For every student
  - Need for a usable student data base

- **Prioritizing** – prioritized suggested goals to determine priority.

With the large number of categories that emerged in this workshop, prioritizing usually is accomplished by having the participants identify the top 8-10 categories to be considered, word these 8-10 categories as SMART goals, and rank the potential goals in order of priority. The rankings are then tallied to determine the 2-4 priority goals to be addressed during the 2010-11 school year. Because of time limitations, this step was not accomplished. Rather, further discussion was had relative to priorities and the facilitator agreed to prepare priority goals in the SMART format on the basis of the dialogue. These goals can be found on page xx of this workshop report. In preparing the goals, the facilitator summarized what he perceived to be the intent of the participants during the dialogue on priority goals. These perceptions need to be confirmed by both the staff and the Board before considering these goals as the preferred Division goals for the ACPS for 2010-11.

## **Budget Guidance**

The following suggestions were provided by the workshop participants to the Superintendent during the session devoted to budget priorities. The facilitator has attempted to divide suggestions into four categories:

- Items the participants felt should be maintained or considered as additions to the Budget.
- Items the participants felt should be considered for reducing the Budget in view of fiscal realities and reduced finances.
- Items the facilitator was unsure about – they could add to, maintain or reduce the budget depending on the intent of the presenter and the desires of the Board
- Items that are provided to give guidance to the Budget development process and other comments that did not fall in the above three categories.

## **Suggestions for Budget Maintenance/Additions**

Baldrige customer service

Benefits Rationalization

Champion student learning above all else – KEEP THOSE \$

Dollars for ACPS communication plan – website architecture

Dollars for adequate translation services

Dollars to align City/School support for families of children with autism

Dollars to redesign IEP and train all staff to move to Standards Based IEPs

Do not cut the Arts – grow support for the arts – Adequately fund our Arts programs

Everyday Math/Math Instruction K-12 consistent/aligned – budget implications

Full budgetary commitment to exemplary programs – MYP especially

Ombudsman position

Outside audit of curriculum

Pedagogy – teacher evaluation system/process review

Plan for differentiated approach to required Professional Development

Provide *expert* support to school-based initiatives that drive excellence beyond SOLS

- Curriculum specialists
- Coaching
- ALL

Teen health clinic – upgrade adolescent mental health support

World Language staffing

## **Suggestions for Budget Reductions/Savings**

Alignment of after school activities/services – ATC/Middle school/ Bldg Better  
Futures/Project Discovery/TWY  
Look at OPEB/Group Life Insurance/Supplemental Retirement Trust  
Look at transportation for possible savings  
Middle school staffing – after school  
Other outsourcing options – work with the city – realignment  
Process for exiting ELL services  
Savings from Central Office lease plan  
Should ACPS pay for AP exams?  
Transportation savings

## **Not Sure whether they were made as additions or savings**

Budget allocations for Parent Academy/Community Schools??  
CIP - Hammond Field  
Class size at various grade levels  
Cora Kelly STEM Program  
DR/Principals Promise funds analysis  
Preserve modified calendar – able to measure its effectiveness before we reduce or  
modify

## **General Suggestions - other**

Analysis of ARRA funds – prepare for the *cliff*  
Have all dollars allocated for SPED been expended  
Impact of personnel in ARRA funds  
Provide budget *options* similar to last year; don't start with the reduced option  
Where are we on implementing ABA

## Appendix A

### *Anticipated Expectations*

At the start of the workshop, participants were asked to identify what they hoped to learn, discuss or address during the workshop. Following are the items identified by participants<sup>7</sup>:

- Achievement and Achievement Gap
  - Change to school culture – e.g. character, every student can learn
  - Early intervention (i.e. prek-3) in basic skills
  - How do we budget for the *gap*, ensuring the needs of all students are considered by us as a total Board?
  - How all our students will work and learn at higher levels of instruction, curriculum
  - Plan for consistent math instruction k-12
  - Plan for real time use of data to boost student achievement
  - Reasons why Black and Hispanic students in affluent districts perform lower than Black and Hispanic students in poor school districts. ACPS is one, Fairfax and Montgomery counties are others.
- Avoid indigestion (editor's note - hope this related to the food and not the consultant!)
- AYP – learn about root causes for failure of our schools to meet AYP
- Board
  - Board members understanding of Board role
  - How can we as a Board come together on the most critical issues facing this school system, and not become distracted by topics that are not top priority at this time?
  - How to have Board think broadly, strategically and systematically (rather than on one school, one teacher)
  - How to leverage the strengths we all bring
  - How we can/should bring strong policy for our new vision
  - Need to shorten School Board meetings - - except in extraordinary circumstances, why isn't 11:00 pm adequate?
  - What is the expectation of our role as Board collectively and then individually, as we try to address issues such as dropout rates, achievement, gaps and capacity?
  - Working as a team, we can accomplish anything
- Board self-evaluation (address)

---

<sup>7</sup> Items have been grouped into topical areas for ease of review, and are presented alphabetically.

## *Anticipated Expectations - continued*

- Board-Superintendent relationship
  - How to have Board and Superintendent work together to implement Strategic Plan
  - Understanding of collaborative relationship with Superintendent and need to support him to maximum feasible extent
- Budget and Finances
  - Explain how working together adds/deletes work, especially for our new members.
  - More resources in classroom
- Change – desire to learn about change, the rate of change, and the pros and cons of changing too fast or changing to slow
- Character – how all school children will demonstrate the best character
- Colleagues’ priorities (learn)
- Communication
  - Board communication with Mort (address)
  - Desire to see the Board reach a level of agreement on working together and communicating effectively and frequently with one another
  - Increase communications among board members
  - Plan to send one message EFFECTIVELY throughout Division
- Consensus vs. simple majority
- Discipline - specific program to address *fights* at TC and lack of leadership at school
- Dropouts - discuss options for reclaiming dropouts
- Enrollment
  - Discuss issues of enrollment – where do we go from here?
  - How ACPS will accommodate the surging enrollment of new students in our already filled to capacity buildings
- Facilities – long and short range solutions – reorganizing and new facilities needed
- Goals (also reference Strategic Plan)
  - Board consensus on no more than 3-4 priorities for 2009-10 and 2010-11
  - Board consensus on what to protect/let go of to focus in these priorities
  - Clear direction for Board, School Division, and community
  - Clearer description/list of goals
  - Desire clear *next steps* outlined before we leave today
  - Emphasis on RESULTS when setting goals/programs
  - *Prioritize* Baldrige customer service – collaborate with parents
- Middle Schools – smooth out bumps in middle schools
- Policy Governance (learn)
- Partnerships – how can Board enable community and business partnerships at Division and school levels?

### *Anticipated Expectations - continued*

- Press relations
  - Do you recommend *engaging* the press or *ignoring* the press?
  - How do you counsel members to close their mouths - - remain silent - - and refrain from statements that the press will print because of their content?
  - Is there a way to get a positive story? - at least from time to time?
- Professionalism - specific steps to enhance professionalism in School Division
- Special Student Needs
  - Disproportionality in Special Education and TAG
  - How to be more sensitive and aware of students with nutritional, dental, hearing and/or vision needs
  - Should we publicize more about *Child Find*? If so, how?
- Strategic Plan
  - Board goal to move the Strategic Plan forward – we must stay on task with this
  - Clear direction/guidance on the priorities for next steps that will lead to the accomplishment of the Goals of the Strategic Plan
  - How do we blend the 2008-10 goals with the Strategic Plan?
  - How do we help staff at all levels to survive the change process and support the efforts?
  - How a board helps to set metrics for Strategic Plan
  - Learn more on following our Strategic Plan
  - What are the essential next steps for 2009-10 and 2010-11?
- Trust throughout ACPS (address)
- Uniforms – how our policy on school uniforms will be encouraged

## Appendix B

### *Concepts Related to Governance and Management*

The following concepts, among others, were reviewed and discussed. It is important to understand and embrace these concepts if an organization desires to develop processes for continuous improvement and accountability.

- **Trusteeship** – Board members are elected to be the trustees of the School Division. The concept of being a trustee is a responsibility to make decisions that re in the best interest of that for which one is a trustee. In one’s capacity as a board member, he/she should make decisions on the basis of what is best for the School Division rather than what is popular or preferred by the people who elected him/her.
  
- **Governance** – Board members are elected to govern the School Division, not manage or run it. Governance has several distinct obligations:
  - **Establishing Purpose or Mission** – the Board should clearly define why the School Division exists and what it should accomplish. This is usually enunciated through a brief mission statement.
  - **Development of Expectations or Goals** – the Board should develop long-term and short-term goals that will lead the Division toward its mission. Long-term-goals are usually developed as part of a long-term or strategic plan. Short-term goals should be developed annually, be time specific and include specific outcome expectations<sup>8</sup>.
  - **Development of Parameters or Policies** – the Board has a responsibility to define the parameters within which it and the Division will operate. These are usually adopted as governance and operational policies and are legally enforceable.
  - **Providing Oversight or Evaluation** – the Board is responsible to provide effective oversight and evaluate the performance of the organization. This is done most effectively when the Board has clearly stated expectations or goals (long-term and short-term) against which the performance of the Division can be measured or benchmarked.
  - **Employment or Retention of a Chief Executive Officer – Superintendent** – to complement it’s governance role, the Board hires a Superintendent to manage or run the Division. To ensure that the Division is being run to its expectations, the Board must establish a comprehensive evaluation process that clearly defines that the

---

<sup>8</sup> It is recommended that the Board strive to establish SMART goals. Reference page 20 in Appendix D for a description of smart goals as well as an example of an implementation plan for goal achievement.

Superintendent is accountable for achieving the Board's established expectations for both the Division and the Superintendent. If the Superintendent performs in accordance with the expectations of the Board, he/she should be retained and rewarded; if not, the Board should seek a new Superintendent.

- **Management** – The Board usually hires a Superintendent to be the Chief Executive Officer (CEO) of the Division. It is the Superintendent's responsibility to operate the Division in an efficient and effective manner and achieve Board developed expectations or goals. The Board determines *what* needs to be accomplished through the development of general long-term and specific short-term goals. It is the Superintendent's responsibility to determine *how* the goals shall be accomplished, *who* should accomplish them and *in what manner* they should be accomplished.
- **Micro-management** – The Board or board members engage in micro-management of the Superintendent/administration when they attempt to get involved with the *hows*, *whos* and *in what manners*. The Superintendent micro-manages when he/she attempts to unilaterally determine the *whats* and/or *policies* of the Division.

## Appendix C

### ***Complementary Roles of Board and Superintendent***

Trust also is enhanced when there is a common understanding as to the respective roles of the Board and Superintendent. The following schematic outlines these complementary roles.

#### **Basic Role of Board**

Defines Mission

Develops Common Vision

Establishes long-term and short-term goals/expectations

Employs Superintendent as CEO

Determines parameters (policies) for Division Governance and Operations

Monitors overall operations of Division

Evaluates performance of Superintendent

“Makes sure the train runs well”

#### **Basic Role of Superintendent**

Moves organization toward Mission

Assists in developing Common Vision  
Provide leadership to achieve Vision

Implements short-term expectations/goals which move Division toward long-term goals

Employs all other staff

Leads and manages Division within the framework of parameters (policies)

Monitors overall operations of Division; keeps Board apprised of successes and setbacks experienced in Division

Oversees evaluation of all other staff

“Runs the train”

## Appendix D

### ***Goals and Their Implementation: Long-term, Short-term and SMART***

**Long-term Goals** Broadly stated expectations that would lead an organization toward its mission and vision.

**Short-term Goals** Specific expectations that will lead to the achievement of the organization's long-term goals. Short-term goals fall into two categories:

**Organizational goals** goals the organization will achieve to move it toward its long-term goals, vision and mission.

**Personal goals** goals an individual within the organization will achieve to ensure the successful implementation/accomplishment of the organizational goals.

Short-term goals should be SMART goals (additional descriptors that are attributed to the SMART approach are provided in parenthesis):

S = Specific	(significant, stretching)
M = Measurable	(meaningful, motivational)
A = Attainable	(achievable, action oriented)
R = Relevant	(realistic, results oriented)
T = Time framed	(timely, tangible, trackable)

**Specific** Clear, commonly understood, should result in improvement because they will cause the organization to do something significant.

**Measurable** product oriented. Everyone should know what they are striving to achieve and should know when it has been achieved because there is a common product or end that everyone has in sight.

**Attainable** goals need to be realistic. There are constraints on almost everything we do. Resources generally are a common constraint. Can the District afford the cost, human resources or time it will take to achieve the goal? Will the District provide the necessary staff development to ensure the goal is achieved appropriately?

**Relevant** Everyone should feel good about working toward the goal because they recognize that it has value and will enhance what the organization is attempting to do.

**Time Framed** There is a specific time designated for achieving the goal.

## **Implementation of Goals**

Accomplishment of goals doesn't happen by chance or desire. Implementation of meaningful goals requires effective planning and execution. Following is an example of how an organization might proceed to implement its goals. There are a number of ways that goals can be achieved. However, it is imperative that the process or systemic approach to be used in an organization for the achievement of goals is defined and understood.

### Action Plan - Superintendent

- Defines specifically what needs to be done
- Delegates the responsibility to the appropriate individual
- Outlines how it might be accomplished
- Delineates who needs to be engaged
- Defines when it will be accomplished and benchmarks expected to track progress.

### Action Plan – Administrator to whom delegated

- Details plan for implementation
- Defines responsibilities of individuals in organization that will be involved
- Identifies staff development needs
- Identifies resources needed (dollars, people and/or time)
- Identifies benchmarks required to monitor progress

Additional Action Plans, as appropriate, are to be developed by building principals and/or other individuals who will be responsible for supervising the implementation of the plan that will lead to the accomplishment of the goal.

Each member of the organization also will have a personal goal to achieve that aspect of the plan that is attributable to that individual to ensure the achievement of the goal. For a multi-year goal, clearly stipulates what will be accomplished during the current year toward the achievement of the multi-year goal.

**Example of implementation steps for a specific goal (simplified)**

For each year that an individual is involved in the implementation process of an organizational goal, a specific personal goal outlining what the individual is expected to achieve during that year should be developed.

Goal By July 2012, each teacher will bring at least one child who is performing *below grade level* up to *at or above grade level* each year.

Superintendent		Responsible for goal attainment Delegates to Assistant Superintendent - Instruction
Assistant Superintendent	2009-10 2010-11	Develops plan for District Staff development to ensure teachers have skills needed to accomplish goal. Hiring of individuals that may be needed to ensure achievement of goal. Purchase of materials, equipment, etc. that may be needed. Initiation of special programs that may be needed. Etc.
	2011-12	Oversees implementation
Director - Staff Development	2009-10 2010-11 2011-12	Develops Staff Development Plan Oversees implementation of plan Provides additional staff development as needed
Principals	2009-10 2010-11 2011-12	Develops Plan for Building Ensures all involved staff participate in staff development, as appropriate Provides support, as needed, to ensure successful implementation among staff

Teacher	2010-11	Participates in staff development – ensures achievement of necessary proficiency
	2011-12	moves one child from below to at or above grade level – becomes an annual expectation thereafter

Please reference the Sample Planning Calendar in Appendix E on page 24 to see how goal setting, planning, implementation and assessment mesh on a multi-year basis.

**Appendix D**

***Sample Planning Calendar for 2009-10 (implementation), 2010-11 (Planning and Implementation) and 2011-12 (Planning) Fiscal Years***

July- Sept., 2009	Assemble input for priorities for FY-11 from various stakeholders/constituents	Supt
September, 2009	Goal/Expectation Setting for FY-11	Bd & Supt
October, 2009	1st Quarterly Benchmark Mtg. for FY-10	Bd & Supt
December, 2009	Supt Action Plan developed for FY-11	Supt
January, 2010	2nd Quarterly Benchmark Mtg. for FY-10	Bd & Supt
January 15 <sup>th</sup>	Bd advises Supt re contract renewal	Bd, when required
January, 2010	Building/Departmental Action Plans developed for FY-11	Prins/Dirs & staffs
February, 2010	District Action Plan compiled for FY-11	Supt & staff
Feb.-May, 2010	Budget developed for FY-11	Supt & Bus Mgr
April, 2010	3rd Quarterly Benchmark Mtg. for FY-10	Bd & Supt
Apr. - May, 2010	Board self evaluation for FY-10	Bd & others
May - Sept., 2010	Assemble input for priorities for FY-12 from various stakeholders/constituents	Supt
May-June, 2010	Board reviews budget for FY-11	Bd & Supt
June, 2010	Board approves tentative budget for FY-11	Board
As required by law	Budget for FY-11 approved	Board
August, 2010	Annual Report on Achievement of Expectations for FY-10 sent to Board	Supt & staff
Aug.-Sept., 2010	Evaluate Superintendent for FY-10	Board
Aug.-Sept, 2010	Goal/Expectation Setting for FY-12	Bd & Supt
October, 2010	1st Quarterly Benchmark Mtg. for FY-11	Bd & Supt
November, 2010	Supt Action Plan developed for FY-12	Supt
January, 2011	2nd Quarterly Benchmark Mtg. for FY-11	Bd & Supt
January 15 <sup>th</sup>	Bd advises Supt re contract renewal	Bd, when required
January, 2011	Building/Department Action Plans developed for FY-12	Prins/Dirs & staffs
February, 2011	District Action Plan compiled for FY-12	Supt & staff
Feb. - May, 2011	Budget developed for FY-12	Asst. Supt
April, 2011	3rd Quarterly Benchmark Mtg. for FY-11	Bd & Supt
Apr. - May, 2011	Board self evaluation for FY-11	Bd & others
May-June, 2011	Board reviews budget for FY-08	Bd & Supt
June, 2011	Board approves tentative budget for FY-12	Board
As required by law	Budget for FY-12 approved	Board
August, 2011	Annual Report on Achievement of Expectation for FY-11 sent to Board	Supt & staff
Aug.-Sept., 2011	Evaluate Supt for FY-11	Board

## Appendix F

### *Change and the Change Process*

Change will not happen on its own. It either will be the result of planning, evolution or revolution. Planned change is most effective because, when done effectively, it will contribute to the purpose or mission of the organization and move it toward its long range goals and vision.

Significant change, to be effective, generally requires the following:

- Dialogue with those who will be most significantly impacted by the change and/or who will be responsible for the implementation of the change:
  - An understanding of the change process:
    - Everyone is in favor of change until it affects ME.
    - Change just doesn't happen, it must be planned to be effective.
    - Change generally requires a modification of current behaviors.
    - Change generally requires retraining and an acquisition of new skills.
    - Change generally takes time to become institutionalized.
    - Change generally results in a temporary lull or dip in performance as the organization/individual "retools."
    - Everyone needs to be aboard the "change train" to ensure its ultimate success.
  - An understanding of the purpose for the change – why we are considering this change.
  - Identification of what do they feel they need for the change to be effected successfully.
- Planning – development of Action Plan.
- Training/Staff Development with assessment to ensure skills and proficiencies to successfully implement plan are attained.
- Procurement of necessary resources – support staff, coaches/mentors, equipment, materials, time for dialogue and assessment, continuing training, etc.
- Implementation – with a carefully planned assessment component to make sure that what was intended to be accomplished is being accomplished, and how well it is being accomplished.

## Appendix G

### Systemic Planning Process

Following is an outline for a systemic planning process that would contribute to continuous improvement in a school Division.

<u>Task to Accomplish</u>	<u>Responsibility of</u>	<u>Comments</u>
Mission Statement	Board	The Board should clearly, yet simply, define the purpose for which the Division exists. Preferably, this statement should be no more than 10-12 words.
Vision Statement	Board with input from stakeholders.	A brief statement of what the Board aspires to have the Division accomplish. A Vision Statement should describe in words what the Division would like if its Mission were achieved.
Long Range Plan (Strategic Plan)	Board with input from stakeholders.	A comprehensive plan that outlines the long term goals that need to be achieved in order to implement the Vision and move toward fulfilling the Mission of the Division.
Annual Expectations/ Goals (2-4 per year)	Board in conjunction with superintendent, with input from other stakeholders.	Suggest the Board have an annual retreat at which all suggestions, requests, recommendations, etc. received throughout the year be reviewed. In conjunction with the retreat, recommend that the superintendent solicit suggestions/ recommendations for improvement from administrators, teachers and parents to assure that there is broad based input as the Board determines its priorities and sets the focus for the use of fiscal and personnel resources. After reviewing all of the suggestions/recommendations/requests, the Board should determine which ones should be translated into Annual Improvement Expectations or modifications to policy/ practice/ongoing job expectations, as appropriate. The superintendent needs to be actively involved in the process, fully

Task to Accomplish	Responsibility of	Comments
Action Plan	Superintendent with input from administrative team.	understand the intent of the Board, counsel the Board during its deliberations and advise it whether or not the expectations it is considering are reasonable and/or possible. At this retreat, it is suggested that the Mission and Vision of the Division are reviewed to make sure the Division is still on track toward achieving them and/or to determine if they continue to be appropriate.
Building Level and Departmental Level Action Plans	Principal or administrator of respective department in cooperation with staffs	Superintendent has primary responsibility for assuring that Board expectations are met Unless they pertain exclusively to Board governance and are within the purview of the Board. Action plans generally detail the hows, whos and whens and usually detail the resources necessary to accomplish the expectations. When appropriate, constraints and alternatives may be included. This is an administrative/management working document.
Building Level and Departmental Level Action Plans	Principal or administrator of respective department in cooperation with staffs	Any Board expectation that addresses improvement at the building/department level should be included in the respective Annual Plan for each principal/administrator involved. It is suggested that the action plan for each building/department also include the local improvement plans which each respective principal/administrator and his/her staff feel are appropriate for his/her building/department.
Classroom and Program Plans	Teachers or appropriate certificated staff	Teachers and other certificated staff should be expected to define what they will be doing in their respective instructional program to achieve the academic expectations which the Board develops as well as any other expectations s/he aspires to achieve in terms of improved instruction or self improvement.

Task to Accomplish	Responsibility of	Comments
Support Staff Plan	Appropriate staff member	All other staff should define what they will be doing in their respective position to address an expectation which the Board may have developed that pertains to their area of responsibility, as well as any additional expectations s/he aspires to achieve in terms of improved performance or self improvement.

The evaluation instrument of each staff member should address the following four components relative to his/her respective job:

- What the respective staff member’s responsibility is for the achievement of the Division goals.
- What the staff member’s responsibility is for the achievement of building/department goals.
- The staff member’s personal improvement goals.
- The expectations for the staff member’s ongoing performance in relation to his/her job description.

The evaluation of each staff member’s performance should then address these four components.

Ideally, boards should utilize a 24-month planning process, planning in the fall of 2009 for the 2010-11 school year. In this manner, the administrative staff can do the necessary planning, purchase the necessary items and employ the appropriate staff to achieve the expectations in the manner they are expected to be achieved. Evaluation of the superintendent’s as well as the Division’s performance ideally would take place in the summer, evaluating the performance of the entire prior school year. Even though they are administrative management documents, it is suggested that the superintendent provide the Board with an informational set of action plans for the Division and the respective buildings/departments. At the end of the year, an Annual Report should be prepared delineating how well the Division and each department/building achieved their respective goals/expectations. This is an important tool for the Board in the monitoring process.

## Appendix H

### *Evaluation of Superintendent*

At the workshop, the facilitator was asked if he might provide a format for quarterly evaluation dialogues with the Superintendent. This format provides for quarterly dialogues with the Superintendent for the purpose of evaluating his performance in relation to the overall management of the Division as well as his planning for and/or execution of Board approved Division goals.

During the summer or fall of each year, the Board will participate in a goal-setting workshop/retreat with the Superintendent. During this workshop/retreat, the Board and Superintendent will agree on the goals for the District for the following school year (during the summer-fall of 2010, goals will be set for the 2011-12 school year). At this workshop/retreat, or at an earlier evaluation session, the Board and Superintendent also may agree upon additional personal goals for the Superintendent to pursue.

The evaluation process for the Superintendent would be closely aligned to the accomplishment of agreed upon District and personal goals, as well as performance in the overall leadership and management of the Alexandria City Public Schools.

The process to be followed in the annual evaluation of the Superintendent would be as follows:

- The Board and Superintendent would agree on an instrument to be used for the evaluation of the Superintendent. This instrument or evaluation form should incorporate the District and personal goals agreed upon with the Board as well as the ongoing expectation for effective and efficient superintendent performance.
- Each summer or fall, the Board and Superintendent will agree upon goals for the following school year.
- During October, the Board and Superintendent will have an informal dialogue on the progress the Superintendent is making in addressing the goals for the current year and planning for the goals for the following year. This also will be an opportunity to review what was accomplished during the summer planning months as well as the start of the school year.
- Prior to January 1<sup>st</sup> of each year, the Superintendent would prepare a brief report outlining progress being made toward the achievement of the current year's goals as well as planning for the following year's goals (brief paragraph on each). The Board and Superintendent will meet during January to discuss the report and anything else of significance related to the overall performance/operations of the Superintendent.

- During April, the Board and Superintendent will have another informal dialogue on the progress the Superintendent is making in addressing the goals for the current year and planning for the goals for the following year. This also will be an opportunity to review any issues that may have arisen relative to goals for the following year, as well as initial budget implications required to effectively implement the goals.
- Prior to August 1st or another date that is mutually agreed upon, the Superintendent will prepare a *State of the District Report* in which are delineated how well the goals for the current year have been achieved, as well as the plans for the coming year's goals. The Report will be presented and discussed at a Board Meeting. (The Board and Superintendent may desire to have additional informal discussion(s) on the Report after its presentation at a Board Meeting.)
- The Superintendent evaluation form will be distributed to each board member shortly after presentation of *State of the District Report*. Each board member will complete the form and return it to the Board President, another designated board member or a consulting facilitator (not a staff member).
- The Board President, designated board member or consulting facilitator will compile the data and distribute it to all board members. The compilation will include all comments provided by board members and performance rankings given by respective board members.
- The Board will meet to review the report and prepare a single evaluation of and for the Superintendent.
- The Board will meet with the Superintendent to discuss the results of the evaluation and develop any personal goals as may be mutually agreed upon.

The cycle begins anew.

## Appendix I

# ALEXANDRIA CITY SCHOOL DISTRICT BOARD-SUPERINTENDENT WORKSHOP EVALUATION

Sunday, November 1, 2009

Participants were asked to share their thoughts relative to the workshop. The comments are presented verbatim in alphabetical order.

RESPONDENTS – 10	Average	Excellent		OK		Poor
		1	2	3	4	
Overall, the workshop was	1.6	5	4	1	0	0
The agenda and support material were	1.9	2	7	1	0	0
The information provided was	1.6	5	4	1	0	0
The facilitation was	1.3	7	3	0	0	0
The results were	2.1	2	5	3	0	0
The consultant was	1.3	8	1	1	0	0
The facility was	1.2	8	2	0	0	0

### What were the most effective aspects of the workshop?

- Bill Attea – knowledgeable, professional, honest, precise.
- Bill’s Board Development discussions.
- Bring Bill back soon!
- Change and dynamics discussion.
- General governance principles helpful but too much time taken here. Overall, good job!
- Discussion of roles and discussion of goals.
- Everyone had an opportunity to speak and listen.
- Goal re-evaluation.
- Participation feedback.
- Providing clarity around role of staff, Mort & Board.
- The workshop was extremely helpful in arranging priorities in moving forward

### **What were the least effective aspects of the workshop?**

- Board not understanding difference between goals, tasks, - -
- Budget and goals discussion – people are still all over the board – no understanding of board-level input.
- Consultant would have benefited from reviewing strategic plan and goals ahead of time; would have facilitated better guidance of goal setting. Consultant was “strongest” on generic issues.
- Goal development – we ran out of time.
- Goals need to be more precise.
- Physical breaks – sitting a long time.
- Staying on task, having staff here to fill out the whole discussion.
- Time allowed.
- Time to absorb information.
- We should have gotten to goals discussion sooner and have been provided more guidance on goals versus tasks.
- Work session to discuss Board goals.

### **What activities do you feel would be appropriate as a follow up to this workshop?**

- An additional work session to continue our work.
- Another session to distil goals and a greater understanding of goals of Board versus Superintendent’s implementation plan.
- Discussion on goals benefited Board greatly - - and final product will show this.
- Further clarification of difference between governance and management – real test cases.
- Maybe another session.
- More feedback.
- Next steps from Bill Attea, Board work session on goals and goal approval at Board meeting.
- Work session.

### **What changes would you suggest to make this and similar workshops more beneficial to a school system and participants?**

- Encourage board members to come more prepared.
- Encourage staff to distribute materials earlier.
- Have preliminary discussion of whole Board about how to make workshop as productive as possible.
- Include parent and community stakeholders (limited number).
- I think the Board could list goals, but then staff can give us measurable deliverables.
- More specific advance direction on looking at budget and goals issues.
- n/a
- No change.
- Too much scheduled for 8 hours - - goal setting suffered. Overall, many thanks.

- Two day session to allow reflection and final action.