Superintendent's Annual Goals

Directions: *This form is a tool to assist the superintendent in setting goals that result in measurable divisionwide student academic progress. Goals may relate to other standards, but all goals should address Standard 7 as well. Use a separate sheet for each goal.*

Superintendent: Aaron C. Spence, Ed.D.   **Date:** _____

School Division: Virginia Beach City Public Schools   **School Year: 2015-16**

Preliminary approval granted by school board on: Introduced in 8/4/2015 Closed Meeting

Midyear review conducted by school board on: December 15, 2015

Year-end review conducted by school board on: June 21, 2016

Goal 2: Site-Based Management

Reviewing Board evaluation comments, another consistent theme that emerged was concern around implementation of site-based management across the school division. Specifically, expressed concerns seemed to center on the extent to which planning (SPC) and advisory (PAC) councils were being properly formed across schools and the extent to which decisions being made at the school level (attributed to site-based management) were reflective of division policies or were being made in isolation.

Specific comments included:
1. The site-based decision to allow the interpretation of standards based grading in secondary schools is another issue I would like to see addressed;
2. Our board concerns regarding grading policies are symptomatic of the degree of absolute independence exercised by our secondary principals to some extent in outright defiance of existing policies; and
3. I believe our disciplinary policies/procedures are not consistent nor are they implemented in a timely manner.

By way of background, in the summer of 1998 an evaluation was conducted at the request of then Superintendent Jenney on the state of site-based management in the school division after being in place for almost eight years. Amongst the findings of the evaluation were: recruitment to School Planning Councils was difficult for principals, but the purposes for the School Planning Council (strategic planning) and Principals Advisory Council (resolution of operational issues) were reasonably well-understood; requests from schools to be exempt from Board bylaws was rare, as was the use of the principal's veto of SPC decisions; non-members of theses councils reported being less aware of their work, and communications strategies varied widely across schools when gathering input and sharing work of the SPC.

Unfortunately, I find no evidence of further or ongoing evaluation of site-based management in VBCPS. This is of note because of the concerns addressed above.

Check the standard(s) to which the goal relates
- ☐ 1. Mission, Vision, and Goals
- ☐ 2. Planning and Assessment
- ☐ 3. Instructional Leadership
- ☒ 4. Organizational Leadership and Safety
- ☐ 5. Communication and Community Relations
- ☐ 6. Professionalism
- ☐ 7. Divisionwide Student Academic Progress

Expected term to completion: ☐ Short-term   ☐ Mid-term   ☐ Long-term

Indicators of Success	Midyear Assessment of Goal by School Board
2a. Revisit site-based management in both policy and practice with both the Board and school leadership. Policy 2-42 (School Improvement) and regulations 2.41 and 2.42 provide the current governance for site-based management. Taken together, these policies and regulations identify the purpose of site-based management to be: to collaborate with the community on school improvement, to develop measurable objectives that support student learning and achievement, and to seek continuous improvement in the schools. In order to determine if, for example, there is actual defiance of policies more broadly, the Board needs to have a clear understanding of what governance this policy	

	Evidence to Date
provides to schools (e.g., specific and detailed regulations about how the SPC and PAC should be created) versus what it does not (e.g., no specific references to allowing or not allowing principals to make any decisions that are beyond the scope of school improvement). <u>A new evaluation of site-based management will be undertaken to establish not only the degree to which the policy and regulations are being followed across the division but also to establish a baseline of understanding about the work of the SPC and PAC and the purposes and limits of site-based management</u>. A workshop on this evaluation and findings will be provided during the 2015-16 school year. 2b. Because the specific concerns expressed by the Board reflected concerns about grading and discipline practices, I will work with the Department of School Leadership to ensure the work of the task forces on these two issues continues and provides actionable recommendations to the Board in the winter and Spring of 2016.	2a. With the many challenging conversations happening in the division this year (see 2b) that required the focus of staff, I elected to delay an evaluation of site-based management practices compared to local policy and practice. A critical path has been developed (and is available to the Board, attached) for the 16-17 school year. 2b. This work continued and resulted in actionable recommendations around discipline that will result in more school psychologists, an increased focus on PBIS, and professional learning for teachers and administrators as well as the reorganization of the Office of Equity Affairs to focus on Opportunity and Achievement. As of the time of this evaluation, proposed guideline and policy changes have been brought forward but not finalized around grading practices. For more reflection on this process, see Standard 5 in the self-evaluation.

_____   _____
Superintendent's Signature   Date
_Aaron C. Spence, Ed.D._____
Superintendent's Name

_____   _____
Evaluator's Signature   Date
_____   *Goal 2: Site Based Management*
Evaluator's Name