

Performance Plan



Test, Supervisee

Personal Information

Code
E-mail
Date hired

Current Position(s)

Supervisee Test

Code
Date appointed
Division
Section
Department

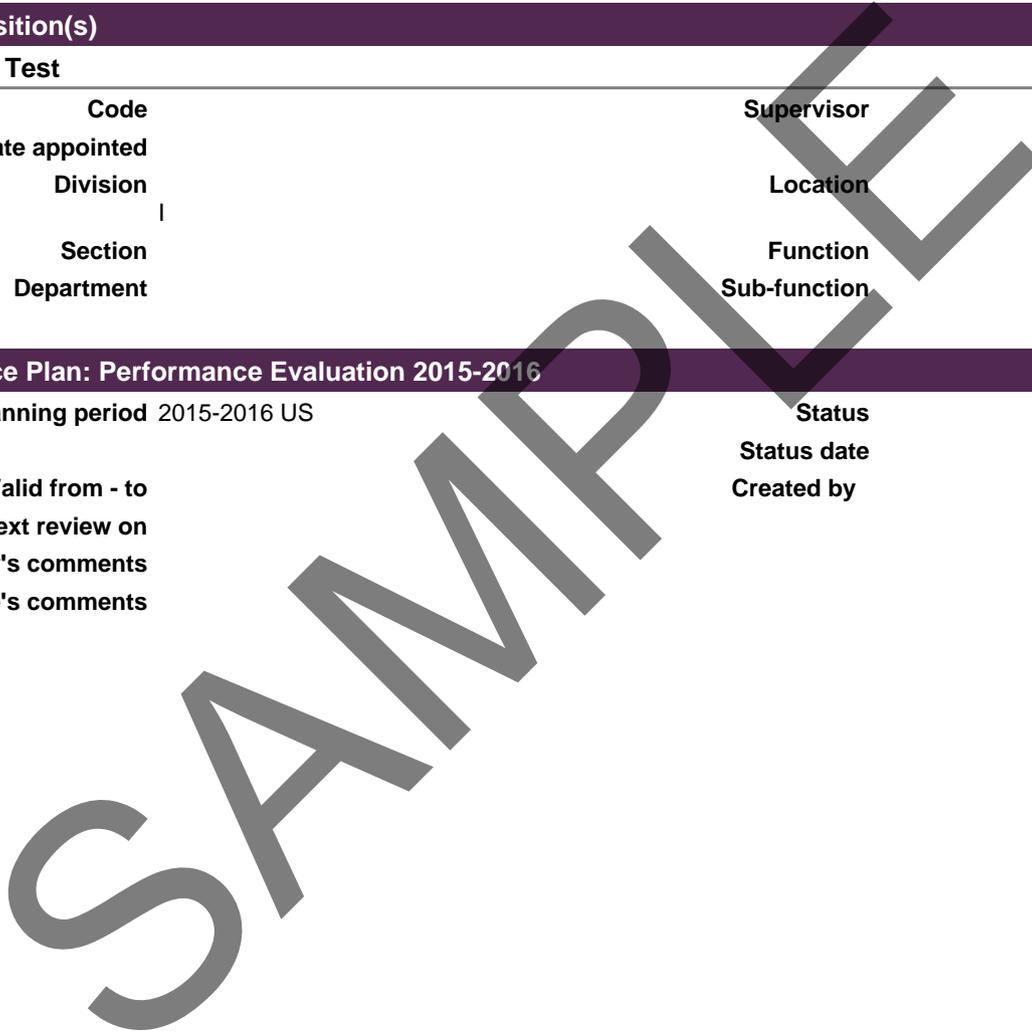
Supervisor
Location
Function
Sub-function

Performance Plan: Performance Evaluation 2015-2016

Planning period 2015-2016 US

Valid from - to
Next review on
Manager's comments
Employee's comments

Status
Status date
Created by



Performance Plan



Academics -- AQC (40.00)

Academics

40.00

Ensures the academic success of students; recommends necessary actions and strategies; oversees effective implementation of curriculum and instruction; reviews and implements pacing charts; effectively coordinates the administration of tests/exams; coordinates the timely and accurate data entry of scores; thoroughly analyzes tests results and academic performance, identifies problems, recommends and implements solutions in a timely manner; recommends, designs and oversees a quality summer school program; reviews report cards for accuracy in academic entries and Student Code reporting

4 (Highly effective/Goes above and beyond the goal) (4.00)

Consistently monitors student academic success, making specific recommendations, following up as needed; effectively oversees the effective implementation of curriculum and instruction, often mentoring and modeling the implementation; ensures that pacing charts are implemented and reviewed, and cross references scores with data entered to ensure accuracy; thoroughly reviews and analyzes tests, accurately makes recommendations with achievable solutions, enhancing the academic performance of the students; excels at designing and overseeing a quality summer school program, accurately anticipating identifying and securing the resources required; has designed a highly effective system of reviewing the report cards in a timely and accurate manner to achieve and maintain the highest quality standards

3 (Effective/Meets the goal) (3.00)

Monitors students' academic success on a regular basis, giving feedback as needed ; effectively oversees the effective implementation of curriculum and instruction; reviews and implements pacing charts regularly, ensures accurate data entry, and administration of tests and exams; reviews and analyzes tests, identifies problems, and makes recommendations in a timely manner; sets specific, ambitious goals and objectives in the design of the summer program, and effectively oversees the quality of the program; carefully and consistently reviews report cards in a timely and accurate manner

2 (Minimally effective/needs improvement) (2.00)

Intermittently monitors student academic success, making few recommendations for improvement; oversees the implementation of curriculum and instruction, but is somewhat inconsistent; reviews and implements pacing charts, however coordination of exams and tests, and accurate data entry of scores is inefficient; sometimes looks at test results, identifies reporting problems, but needs to take more time to recommend and implement solutions for more consistent academic performance; sets realistic goals and objectives in the design of the summer school program, but is somewhat inconsistent in overseeing the program; reviews report cards, but timeliness and/or accuracy are inadequate

1 (Ineffective/unsatisfactory) (1.00)

Fails to monitor students' academic success and does not make frequent recommendations for improvement; does not effectively oversee the implementation of the curriculum and instruction; does not review or implement pacing charts, checks student data only as necessary, and is not familiar with score student data entry methods; does not analyze test results on a consistent basis, misses inaccuracies of student reports, and is unable to identify problems; does not set effective goals and objectives in the design of the summer school program, and does not oversee the program; there are some quality problems because he does not adequately review report cards for accuracy in academic entries and Student Code reporting

Performance Plan



Operations -- AQC (20.00)

Operations

20.00

Ensures that materials and textbooks are accurate and matched to the pacing; as applicable, secures additional materials needed to meet state-mandated curriculum and/or state testing requirements; coordinates with special area teaching specialists to ensure delivery of quality programs; effectively coordinates referral of students with perceived special needs to appropriate personnel; plans and leads assigned school events and programs

4 (Highly effective/Goes above and beyond the goal) (4.00)

Accurately selects appropriate materials and textbooks, secures up to date additional state mandated curriculum; has designed highly effective methods for recommending action in a timely and accurate manner to achieve and maintain the highest quality standards; puts in extra effort to ensure that specialists are found for students identified with special needs, often seeking out external sources in order to deliver quality programs; demonstrates a strong leadership through the management of school project teams, and actively participating in events and programs; work consistently demonstrates a high level of accuracy and thoroughness; is a role model for others because of commitment to excellence; is a leader in looking for ways to improve quality and promote it to teachers in the school

3 (Effective/Meets the goal) (3.00)

Uses the SABIS® curriculum guide, recommended books and materials, matches pacing charts accurately, and secures materials to meet state mandated curriculum and/or state testing requirements; accurately identifies the need for teaching specialists, coordinating the implementation of programs for students with special needs; regularly maintains project teams that are available to help with the organization of school events and programs at the school; quality of work is consistently accurate and thorough; displays a commitment to excellence and applies feedback to improve

2 (Minimally effective/needs improvement) (2.00)

Uses some of the recommended SABIS® curriculum guide, texts and materials that sometimes match pacing charts and other state testing program requirements; recognizes the need for teaching specialists but is inconsistent in securing and coordinating specialist teachers; needs to spend more time leading, organizing, and planning school events and programs; is aware of the importance of accuracy and thoroughness and attempts to improve the quality of work; improvement in this area should continue to be addressed

1 (Ineffective/unsatisfactory) (1.00)

There are some quality problems because he does not follow the SABIS® curriculum guide and therefore chooses books that are not within SABIS® guidelines; does not identify a need for any teaching specialists; does not demonstrate a willingness to organize school events and programs; work does not reflect adequate attention to accuracy and completeness; fails to apply much of the feedback given in order to improve


Admissions & Placement -- AQC (10.00)
Admissions & Placement
10.00

Ensures appropriate placement of applicants; actively participates in explaining the SABIS® system to staff, parents, students and the community at large

<p>4 (Highly effective/Goes above and beyond the goal) (4.00)</p> <p>Shows a high commitment to ensuring students are placed in the appropriate class levels so that they can excel accordingly, and recommends a student life prefect or tutor to maintain student academic excellence; exhibits an excellent knowledge and understanding of the SABIS® system so much so is asked to frequently to speak about the SABIS® system</p>
<p>3 (Effective/Meets the goal) (3.00)</p> <p>Ensures that students are assessed according to SABIS® periodics, mid terms, and final exams, and that those students enter the appropriate class levels according to the data from the test results; exhibits a thorough knowledge and understanding of the SABIS® system and can explain the system to staff, parents, students, and the community at large</p>
<p>2 (Minimally effective/needs improvement) (2.00)</p> <p>Most of the time, students are placed according to the appropriate class level, with minor adjustments when needed; shows an adequate knowledge and understanding of the SABIS® proprietary educational system and participates to a limited extent in explaining the SABIS® system to staff, parents, students and the community at large</p>
<p>1 (Ineffective/unsatisfactory) (1.00)</p> <p>Often enrolls students in class levels that are inappropriate for their academic ability and maturity level; In a number of situations has failed to demonstrate the knowledge and understanding of the SABIS® proprietary educational system, and does not actively participate in explaining the SABIS® system to staff, parents, students and the community at large</p>

SAMPLE

Performance Plan



Staff Management -- AQC (20.00)

Staff Management

20.00

Ensures the right spirit, determines and recommends optimum staffing needs, and teachers' workloads; effectively assesses and recommends teacher candidates; effectively monitors and assesses teacher performance, and ensures required training and development; effectively trains and supports teachers in SABIS® methodology

<p>4 (Highly effective/Goes above and beyond the goal) (4.00)</p> <p>Sense of understanding the teachers in the department is so keen that is able to identify and make adjustments with ease and precision; contributes to a well-managed department by thoroughly analyzing staffing needs, and accurately recommending quality teachers for open positions; gives excellent, ongoing feedback and coaching ideas to teachers, so that they meet set goals and objectives improving positivity and performance progress; makes training and development activities for teachers a priority, coordinating opportunities on and off school site; seeks out the most effective training and development activities to ensure that required training and development is met by the largest majority of teachers possible; takes full advantage of available resources and tools and puts them to maximum use in order to assure effective training and support of teachers in SABIS® methodology; assumes a leadership role in assisting teachers to fulfill their responsibilities with regard to SABIS® methodology</p>
<p>3 (Effective/Meets the goal) (3.00)</p> <p>Is enthusiastic and shows a willingness to modify where needed to ensure positivity and optimum performance from teachers; usually can assess staffing needs, and often makes recommendations accurately and with precision; provides regular feedback for staff, setting achievable goals and objectives so that teachers can adjust accordingly; encourages teachers to expand knowledge through professional development and training activities as needed to meet requirements; identifies training needs and supports teachers in SABIS® methodology promptly and offers appropriate solutions</p>
<p>2 (Minimally effective/needs improvement) (2.00)</p> <p>Projects a limited sense of confidence in staff, making adjustments if required, but keeping recommendations to a minimum; sometimes shows the ability to assess staffing needs, but rarely makes recommendations that will have any impact; the feedback given to staff is infrequent and ineffective; needs to work toward more positive outcomes; gives teachers limited opportunities to participate in training and development, and often required training and development does not occur; is slow to identify training needs that will support teachers in SABIS® methodology; accepts that training needs exist most of the time when identified and attempts to offer alternative solutions</p>
<p>1 (Ineffective/unsatisfactory) (1.00)</p> <p>There have been instances of failing to reinforce trust and rapport with students, therefore causing distrust and negative reactive behavior; displays an aversion to addressing students with serious academic problems; seldom reviews and approves official school communications regarding academic progress or updates; rarely communicates individual student academic concerns with students' parents/guardians; allows teachers to be in the middle of student academic concerns instead of taking a leadership role to do so</p>

Performance Plan



Internal Relationships -- AQC (3.00)

Internal Relationships

3.00

Ensures smooth and efficient working relations that positively impact academics; works closely and efficiently with the Director, the school administrative team, and SABIS® to ensure student success and smooth operation; requests support as needed

<p>4 (Highly effective/Goes above and beyond the goal) (4.00)</p> <p>Is highly dedicated to fostering smooth & efficient working relationships, and keeps an open door policy to resolve issues; work consistently demonstrates the highest level of commitment to student success and school operation by the collaboration on a regular basis with the Director, administrative team, and SABIS® regional academic staff; is a role model for others because of commitment to excellence and is a leader in looking for ways to improve quality and promote it to others in the school; strongly supports and actively promotes the organization's goals and values through working with others to obtain the support needed; not only displays understanding of the SABIS® culture, but lives by it and actively promotes it</p>
<p>3 (Effective/Meets the goal) (3.00)</p> <p>Efforts to ensure smooth & efficient working relations are adhered to, and they often impact academics positively; often works with the Director, school administrative team, and SABIS® regional academic staff, ensuring that student success and school operation are consistent; effectively uses resources to ensure objectives are met and requests support as needed</p>
<p>2 (Minimally effective/needs improvement) (2.00)</p> <p>Sometimes makes an effort to create an environment that ensures smooth & efficient working relationships that positively impact academics; needs to work on developing relationships with the Director, school administrative team, and SABIS® regional academic staff to ensure student success and smooth operation; there would be more successful outcomes if the surrounding resources are used effectively and sometimes requests support as a last resort</p>
<p>1 (Ineffective/unsatisfactory) (1.00)</p> <p>Does not make an effort to ensure smooth & efficient working relations, sometimes resulting in negativity and poor academic results; has not established collaborative relationships with the Director, administrative team and SABIS®, therefore student success and smooth operation are rare; has not exhibited the ability to use surrounding resources effectively and to best advantage; does not request support</p>


Internal Reporting & Compliance -- AQC (3.00)
Internal Reporting & Compliance
3.00

Ensures the proper implementation of SABIS® academic systems and standards; maintains a professional image; completes needed periodic reports in a timely and accurate manner

<p>4 (Highly effective/Goes above and beyond the goal) (4.00)</p> <p>Excels with following the proper implementation of SABIS® academic systems and standards; teachers truly understand the value of using the SABIS® academic system and standards; holds self-accountable for maintaining a positive personal and professional SABIS® image, gaining respect from those around him; is committed to reviewing and completing periodic reports in a timely manner, making certain that their submission is accurate</p>
<p>3 (Effective/Meets the goal) (3.00)</p> <p>Actions demonstrate a commitment to following the proper implementation of SABIS® academic systems and standards; consistently conveys a positive personal and professional SABIS® image; shows a significant conscientiousness to completing needed periodic reports in a timely and accurate manner</p>
<p>2 (Minimally effective/needs improvement) (2.00)</p> <p>Has been somewhat inconsistent in following the proper implementation of SABIS® academic systems and standards; sometimes conveys a positive personal and professional SABIS® image; occasionally periodic reports are completed in a timely and accurate manner, however, there are some inconsistencies</p>
<p>1 (Ineffective/unsatisfactory) (1.00)</p> <p>There have been instances of failing to follow the proper implementation of SABIS® academic systems and standards; it is obvious there is no effort made to convey a positive personal and professional SABIS® image; unless reminded, periodic reports are incomplete and inaccurate most of the time</p>

SAMPLE

Performance Plan



Student/Parent Relations -- AQC (4.00)

Student/Parent Relations

4.00

Reinforces positive student behavior and establishes rapport with students; effectively counsels students with serious academic problems; reviews and approves official school communications regarding academic progress or updates; coordinates individual academic student concerns with parents as appropriate

<p>4 (Highly effective/Goes above and beyond the goal) (4.00)</p> <p>Has excelled in reinforcing trust and rapport with students, as reflected in continual positive behavior; is highly persistent with students who have academic problems, and meets with those students on a regular basis; also empowers students to effectively manage themselves; is consistent with reviewing and approving school communications regarding academic progress and updates and is a role model for others because of commitment to excellence; communication is immediate and ongoing with parents/guardians when there are individual student academic concerns; takes the teacher out of the middle without excluding the teacher altogether</p>
<p>3 (Effective/Meets the goal) (3.00)</p> <p>Often reinforces trust and rapport with students, students respond with mutual respect and positive behavior; makes a practice of consistently addressing and counseling students with serious academic problems; makes a consistent effort to review and approve official school communications regarding academic progress and updates; communicates immediately with parents/guardians when there are individual student academic concerns</p>
<p>2 (Minimally effective/needs improvement) (2.00)</p> <p>Sometimes reinforces trust and rapport with students, however negative behavior still exists; in some situations, students with serious academic problems are addressed and counseled, but needs to develop skill in obtaining more positive outcomes; should take more time to review and approve official school communications regarding academic progress and updates; communication regarding individual student academic concerns with parents/guardians is infrequent and more often done by teachers themselves</p>
<p>1 (Ineffective/unsatisfactory) (1.00)</p> <p>There have been instances of failing to reinforce trust and rapport with students, therefore causing distrust and negative reactive behavior; displays an aversion to addressing students with serious academic problems; seldom reviews and approves official school communications regarding academic progress or updates; rarely communicates individual student academic concerns with students' parents/guardians; allows teachers to be in the middle of student academic concerns instead of taking a leadership role to do so</p>

Competencies

Leadership

Leads by example; motivated, maintains a positive attitude; motivates and inspires students and staff; promotes team spirit

<p>4 (Highly effective/Goes above and beyond the goal)</p> <p>Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.</p>
<p>3 (Effective/Meets the goal)</p> <p>Competent and dependable level of performance. Meets performance standards of the job.</p>
<p>2 (Minimally effective/needs improvement)</p> <p>Performance is deficient in certain areas. Improvement is necessary.</p>
<p>1 (Ineffective/unsatisfactory)</p> <p>Results are generally unacceptable and require immediate improvement.</p>

Performance Plan



Interpersonal Skills and Communication

Deals effectively with students and/or staff; effectively conveys information and thoughts verbally; effectively conveys information and thoughts in written form; listens effectively

<p>4 (Highly effective/Goes above and beyond the goal) Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.</p>
<p>3 (Effective/Meets the goal) Competent and dependable level of performance. Meets performance standards of the job.</p>
<p>2 (Minimally effective/needs improvement) Performance is deficient in certain areas. Improvement is necessary.</p>
<p>1 (Ineffective/unsatisfactory) Results are generally unacceptable and require immediate improvement.</p>

Organization, Planning, Execution

Sets priorities effectively; organizes action items/duties based on responsibilities and objectives; identifies and secures resources required

<p>4 (Highly effective/Goes above and beyond the goal) Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.</p>
<p>3 (Effective/Meets the goal) Competent and dependable level of performance. Meets performance standards of the job.</p>
<p>2 (Minimally effective/needs improvement) Performance is deficient in certain areas. Improvement is necessary.</p>
<p>1 (Ineffective/unsatisfactory) Results are generally unacceptable and require immediate improvement.</p>

Problem Solving and Follow up

Identifies problems in a timely manner; analyzes and formulates alternative solutions; considers all the implications; recommends or takes action; follow up to ensure resolution

<p>4 (Highly effective/Goes above and beyond the goal) Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.</p>
<p>3 (Effective/Meets the goal) Competent and dependable level of performance. Meets performance standards of the job.</p>
<p>2 (Minimally effective/needs improvement) Performance is deficient in certain areas. Improvement is necessary.</p>
<p>1 (Ineffective/unsatisfactory) Results are generally unacceptable and require immediate improvement.</p>

Performance Plan



Dependability

Effectively completes projects and tasks on time and on budget; perseverent and performs with minimal supervision; takes responsibility for own actions; committed to quality and continuous improvement; works well under pressure, flexible, adaptable, ready to go above and beyond

4 (Highly effective/Goes above and beyond the goal)
Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.
3 (Effective/Meets the goal)
Competent and dependable level of performance. Meets performance standards of the job.
2 (Minimally effective/needs improvement)
Performance is deficient in certain areas. Improvement is necessary.
1 (Ineffective/unsatisfactory)
Results are generally unacceptable and require immediate improvement.

7/25/2016

Signed: _____

Signed: _____

SAMPLE