

Performance Plan - Example 1 Performance Plan - Example 2 Performance Plan - Example 3 Performance Plan - Example 4 Annual Growth Plan - Example 8 Improvement Plan - Example 9

Ministry Priorities

- High levels of student achievement
- Reduced gaps in student achievement
- Increased confidence in public education

Board Improvement Plan/Strategic Direction

School Improvement Plan

School and Community Characteristics and Circumstances

Input from Teachers, Parents, and Students

- ◆ The PPA model is goaloriented. The performance rating is determined on the basis of the implementation of the Performance Plan, the achievement of the performance goals, and a range of other factors that are taken into consideration.
- The goals set by the principal/vice-principal support the SMART goals identified in the school improvement plan, and the alignment of the two is critical to the overall success of the school
- The Ontario Leadership Framework (OLF) is a key support for principals/ vice-principals in identifying leadership practices and competencies that will assist in the achievement of the goals.

SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Urban elementary school in a low socio-economic area
- → 1200 students; staff of 80, 12 of whom are new teachers

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS

1. Lead the instructional program in collaboration with staff to increase the percentage of students achieving at the provincial standard or higher in reading by the end of the year, as identified in the school improvement plan SMART goals.

2. Support staff in consistently using data to identify achievement gaps and to determine goals for student improvement in reading by the end of the second term (provide additional support for new teachers).

STRATEGIES/ACTIONS

- → Collaborate with staff to gather baseline common assessment data in September and to identify targets based on students' entry achievement levels and previous trend data (e.g., data-walls, database and classroom profiles)
- Support staff in consistently monitoring student progress and learning how to modify instructional practices through PLCs
- Collaborate with staff to identify and overcome barriers to achieving improved reading assessment results
- Lead staff in identifying how to effectively use data to determine student goals
- ◆ Ensure that new teachers and mentors receive training on data analysis and use of data to identify achievement gaps and determine student goals

PRACTICES AND COMPETENCIES

- Manage the school effectively so that everyone can focus on teaching and learning
- Initiate and support an inquiry-based approach to improvement in teaching and learning
- Access, analyse, and interpret data
- ◆ Foster a culture of change
- Buffer staff from distractions that detract from student achievement

 Ensure a consistent and continuous schoolwide focus on student achievement, using system and school data to monitor progress

METHODS AND INDICATORS

- Common reading assessment (increased percentage of students achieving at or above the provincial standard)
- Survey of staff participating in PLCs (increased use of data to monitor student progress and modify instruction; ability to identify effective practices and to problem solve to overcome barriers)
- Classroom visits (effective use of instructional practices that were focused on in PLCs)
- New teacher self-assessment survey (increased level of expertise among new teachers in using data to identify gaps and determine student goals)
- Mentor survey (increased perception among mentors that new teachers are using data to identify gaps and determine student goals)
- Summary of analysis and identified goals (accuracy of data assessment and gap analysis as well as appropriate student improvement goals)

RESULTS

- The school improvement plan SMART goal related to increasing the percentage of students achieving at or above the provincial standard in reading by June has been met.
- ◆ Staff survey results indicate increased use of data to monitor student progress and modify instruction, and increased competence in identifying effective practices and addressing any barriers or obstacles to improvement in reading assessment results.
- Classroom observation indicates effective use of the instructional practices that were focused on in PLCs.
- Surveys results indicate increased levels of expertise among new teachers in using data to identify achievement gaps and determine student goals in reading.
- All new teachers provide accurate assessment of data, accurate gap analysis, and appropriate student improvement goals in reading.

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SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Urban secondary school
- 1600 students; staff of 100
- Diverse student population; only a small percentage of students are in a postsecondary pathway

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS

1. Engage with school teams to set directions that will lead to an improvement, by the end of the year, in student achievement in Grade 9 applied mathematics, related to particular curriculum areas in math, as identified in the school improvement plan SMART goals.

2. Support staff in implementing TIPS lesson outlines for English language learners by the end of the second semester.

STRATEGIES/ACTIONS

- Engage and support Grade 8 and 9 teachers in meeting and discussing the profile of incoming students, with a focus on individual strengths/needs, instructional strategies, and supports
- Provide opportunities for Grade 8 and 9 teachers to jointly review schoolbased assessments, report card data, and provincial assessment results in order to determine and coordinate two or three effective instructional approaches to meet the needs of all students
- Provide training to teachers on using TIPS
 Engage with teachers
- Engage with teachers through PLCs to focus on working with student samples and assessment data connected with TIPS lesson outlines
- Provide opportunities for co-planning, co-teaching, and observation of effective practices

PRACTICES AND COMPETENCIES

- Build a shared vision, foster the acceptance of group goals, and set and communicate performance expectations
- Initiate and support an inquiry-based approach to improvement in teaching and learning
- Use a range of evidence to support, monitor, evaluate, and improve school performance

- Challenge thinking and learning of staff to further professional development
- Foster a commitment to equity of outcome and to closing the achievement gap

METHODS AND INDICATORS

- Assessment of student achievement in Grade 9 applied mathematics (improved achievement in particular curriculum areas)
- EQAO assessment of mathematics (increased positive attitude towards math)
- Staff survey (opportunities for collaboration to determine effective instructional approaches ranked successful or highly successful)

- Classroom visits (increased time using TIPS lesson outlines)
- Teacher self-assessment survey (increase in use of TIPS lesson outlines by teachers)

RESULTS

- ◆ The school improvement plan SMART goal related to increasing student achievement in particular curriculum areas of Grade 9 applied mathematics has been met.
- ❖ Significant improvement in attitude towards math* is evident from the Grade 9 EQAO assessment of mathematics – e.g., increase in responses "strongly agree" and "agree" for "I like mathematics" and "I am good at mathematics", and in responses "disagree" and "strongly disagree" for "Mathematics is boring".
- Staff survey indicates that staff were able to implement effective instructional approaches as a result of opportunities to collaborate.
- Classroom observation indicates effective use of TIPS lesson outlines that were agreed on in PLCs.
- 60% of teachers have used TIPS "significantly" in their classroom practice; 30% have used TIPS "somewhat.".
- * The result "significant improvement in attitude towards math" was not one of the stated objectives of the goal but emerged through the implementation of the goals. This additional result is noteworthy.

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SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Rural elementary school in a depressed area
- ◆ 450 students; staff of 30

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS

1. Build a shared vision for high performance expectations and lead the instructional program, in collaboration with staff, to reduce the achievement gap in boys' writing performance by end of year, as identified in the school improvement plan SMART goals.

2. Engage with staff to increase parent involvement in supporting student literacy by establishing a home reading program in the primary division by March.

STRATEGIES/ACTIONS

- Initiate and monitor implementation of writing frameworks
- Facilitate implementation of teaching that responds precisely to the strengths/ needs of boys
- Align the selection/ purchase of reading materials with the needs/ interests of boys

- ◆ Lead staff in developing a home reading program that incorporates evidencebased practices
- Provide information and workshops for parents through the School Council on the role the home plays in enhancing literacy skills
- Introduce the reading program to parents

PRACTICES AND COMPETENCIES

- Build a shared vision, foster the acceptance of group goals, and set and communicate performance expectations
- Access, analyse, and interpret data
- Engage the school community in the systematic and rigorous evaluation of school effectiveness
- Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school
- Demonstrate commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable
- Apply knowledge and understanding of strategies for improving achievement, and of effective pedagogy and assessment
- Apply knowledge and understanding of strategies to encourage parental involvement
- Communicate effectively with a diverse range of people, including the public and media

METHODS AND INDICATORS

- Assessment of boys' writing samples (improvement in quality of samples)
- ◆ EQAO results (increase in percentage of boys achieving at level 3 in writing)

RESULTS

 The school improvement plan SMART goal related to reducing the achievement gap in boys' writing performance has been met.

- Data from PLC literacy group (increase in number of books borrowed)
- Log of books read on a monthly basis (increase in number of books read)
- Parent survey (high parental participation; responses indicating that parents consider the program to be a valuable support)
- ◆ Teachers indicate an 85% increase in books borrowed.
- 70% increase in number of books read monthly
- Parents report that they are engaged and find that the program is having a positive impact on their child's literacy development.

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SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

- Urban secondary school in a low socio-economic area
- 1200 students; staff of 80

A growing number of Grade 10 students are failing some of their courses, and this has resulted in an increase in student drop-out rates.

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS

1. Promote a consistent and continuous school-wide focus on student achievement, in collaboration with staff, to raise student achievement in Grades 9 and 10 and thereby increase the number of students earning 16 credits by the end of Grade 10, as identified in the school improvement plan SMART goals.

 Develop school organization to support focus on student achievement by building a collaborative learning culture.

STRATEGIES/ACTIONS

- ◆ Arrange for the Student Success team to provide staff with pass/fail data from the student data warehouse
- Engage staff in tailoring instructional and support strategies to needs of students at risk, on the basis of data analysis
- Monitor strategy implementation and effectiveness on a monthly basis
- Support staff in developing a set of interim measurements of success for each semester and year
- Refine instructional and support strategies after taking interim measurements of success
- Provide time, resources, and training for staff to develop a PLC
- Engage with PLCs to develop teachers' skills in:
 o providing specific feedback to students;
 o involving students actively in their own learning;
 o adjusting instruction according to assessment results

PRACTICES AND COMPETENCIES

- Create conditions for student success, ensuring that students benefit from a high-auality education
- Access, analyse, and interpret data
- Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school
- Engage the school community in the systematic and rigorous evaluation of school effectiveness

- Build a collaborative culture, structure school organization for success, and connect the school to its wider environment
- Provide resources in support of curriculum and differentiated instruction
- Build a collaborative learning culture within the school

METHODS AND INDICATORS

- Pass/fail data for Grade 10 courses (increase in pass rate and decrease in failure rate)
- Grade 10 attendance data (increase in student daily attendance)
- Teacher survey (increase in perception that student engagement and behaviour have improved)
- Student/parent survey (increase in perception that students are more engaged)

- PLC meetings (scheduled meetings focused on specific skills and practices)
- ◆ Observations of PLCs (increased knowledge and demonstrated use of skills in the three instructional practices identified under "Strategies and Actions" – providing specific feedback, involving students in their learning, adjusting instruction in response to assessment data)

RESULTS

- The school improvement plan SMART goal related to improving student achievement in Grades
 9 and 10 has been met.
- ◆ Grade 10 attendance improved by 15%
- Teacher survey indicates improved student engagement and behaviour as a result of implementation of new instructional practices.
- Student/parent survey results indicate that students are more engaged.
- PLCs met monthly.
- Teachers demonstrate increased knowledge and demonstrated use of shared instructional practices and skills.

Annual Growth Plan Example

TARGET DATES FOR AREAS FOR GROWTH GROWTH STRATEGIES/ SUGGESTED ANNUAL SUPPORTS COMPLETION **GROWTH PLAN** (ways of acquiring skills) **FOR NEXT YEAR** Follow-up if required ◆ Gathering and analysing ◆ Attend a board-sponsored ◆ First quarter student achievement data workshop on data analysis **Performance Plan Goals** ◆ Utilizing school database ◆ Access technical support Second quarter from the board to enhance ◆ Supporting the development use of data analysis of PLCs – moving beyond software collegial discussions and promoting collaborative ◆ Work with coach/mentor to ◆ Ongoing, regular intervals **Personal Goals** learning cultures discuss effective practice Leader Practices **Ongoing Professional Leader Competencies System Practices** Development and Procedures ◆ Leading the instructional ♦ Skills ◆ Administrative structures → Mentoring Access, analyse, and ◆ Coaching The board provides program technical support for Ensures a consistent interpret data technology applications and continuous schoolwide focus on student ◆ Knowledge in schools and for data-Tools for data collection achievement, using data driven decision making to monitor progress and analysis

Improvement Plan Example

Appraisee

Position (circle one): Principal Vice-Principal

Last Name

Wong Jason

First Name

Appraiser

Position (circle one): Supervisory Officer

Principal

Last Name First Name

Nadirah Said

Name of School A High School Name of Board

District School Board

Appraisal Year

2010-11

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The effectiveness of efforts made to overcome challenges faced by the appraisee in carrying out the actions identified in the Performance Plan	The extent to which the appraisee worked diligently and consistently towards the implementation of the actions identified in the Performance Plan	Element of Criteria for Rating (as per the criteria from section 2.7.2.1, "Determining the Rating")
Staff resisted proposed change and principal did not proceed with it	No evidence that the principal took concrete steps to implement actions	Explanation of Concern
Apply knowledge and understanding of change-management strategies	Establish and sustain appropriate structures and systems for effective management of the school	Practices and Competencies Needing Attention (from the Ontario Leadership Framework)
Attend board workshop on change management; review literature on change management	 Provide time, resources, and training for staff to develop PLCs At workshop session, lead staff in identify- ing how to use data effectively to determine student learning goals 	Steps to Be Taken (developed by appraiser in consultation with appraisee)
Evidence that change-management strategies are being applied – sharing of goals, engagement of staff, more participation by staff	PLC teams have been established, with meetings scheduled to focus on specifc skills and practices Staff demonstrate an increased level of expertise in using data to identify achievement gaps and to determine student learning goals (as evidenced by data walls in classrooms, use of data spreadsheets etc.)	Indicators of Success (developed by appraiser in consultation with appraisee)
Workshop Date: dd/mm/2010 Mobilize staff participation within 45 days* following workshop.	Within 30 days* of receipt of the improvement plan	To Be Completed by

(continued)

Note: The comments provided here are examples only. Actual comments should be relevant to the particular appraisee and the particular context, and will include elements or considerations appropriate to the particular situation.

* Timelines will be decided by the appraiser in consultation with the appraisee and will be based on what is considered a reasonable time for the identified steps to be taken.

The demonstrated ability and willingness of the appraisee to implement actions to address the goals not achieved	The rationale provided by the appraisee for goals not achieved	The actual goals achieved, or not achieved, by the appraisee	The efforts made by the appraisee to engage teachers and others in the development of the goals and implementation of the actions identified in the Performance Plan	Element of Criteria for Rating (as per the criteria from section 2.7.2.1, "Determining the Rating")
None demonstrated	None given	None of the goals in the Performance Plan has been achieved	No evidence that the principal has successfully engaged staff in the achievement of goals	Explanation of Concern
		Applies knowledge and understanding of the use of a range of evidence to support, monitor, evaluate, and improve school performance	Inspire, challenge, motivate, and empower others to carry the vision forward	Practices and Competencies Needing Attention (from the Ontario Leadership Framework)
		Work on the actions outlined above	Develop an engagement strategy for staff; share key goals; create forums for discussion and debate about strategies; enlist support of staff in implementation	Steps to Be Taken (developed by appraiser in consultation with appraisee)
		As above	Staff members indicate that they feel well-informed and included in plans. A number of staff members have joined an implementation team.	Indicators of Success (developed by appraiser in consultation with appraisee)
		n/a	Within 45 days* of receipt of this plan	To Be Completed by

Learning needs of appraisee, with respect to carrying out the Improvement Plan (to be developed by appraiser, in consultation with appraisee)	(to be developed by appraiser, in consultation with appraisee)
Need	Strategies and supports to be provided
• Change-management strategies	 Board workshop on dd/mm/2010 (appraisee to schedule) Review of literature: [consult professional library; list sources] (appraisee)
• Staff-engagement strategies	 Discuss with coach (to be identified by appraiser) (appraisee to contact and schedule)
Knowledge about collecting and reviewing data to support goals	• Consult resource materials provided by board; discuss with coach

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 Knowledge about collecting and reviewing data to support goals 	• Consult resource materials provided by board; discuss wit
Supervisory Officer's/Principal's Signature	Date

Principal's/Vice-Principal's Signature

Date

Principal's/Vice-Principal's signature indicates the receipt of the Improvement Plan.



Printed on recycled paper

10-206 ISBN 978-1-4435-4241-8 (Print) ISBN 978-1-4435-4242-5 (PDF) © Queen's Printer for Ontario, 2010