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Performance Plan

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.
   + 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

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).
   + 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

STRATEGIES/ACTIONS
   + 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

PRACTICES AND COMPETENCIES
   + 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)

METHODS AND INDICATORS
   + 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.

RESULTS
   + New teacher self-assessment survey (increased level of expertise among new teachers in using data to identify achievement 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)

Example 1

The PPA model is goal-oriented. 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.
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- 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.

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., increased 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.

### Performance Plan

#### 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 school-based 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 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
- Challenge thinking and learning of staff to further professional development
- Foster a commitment to equity of outcome and to closing the achievement gap
- Use a range of evidence to support, monitor, evaluate, and improve school performance

#### 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

#### 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)

#### 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., increased 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.
### Performance Plan

#### Example 3

**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**

- Lead staff in developing a home reading program that incorporates evidence-based 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
- 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

**Methods and Indicators**

- Data from PLC literacy group (increase in number of books read)
- 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)

**Results**

- 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.

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

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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 to identify leadership practices and competencies that will assist in the achievement of the goals.

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The school improvement plan SMART goal related to reducing the achievement gap in boys’ writing performance has been met.
The Ontario Leadership Framework (OLF) is a key support for principals/vice-principals to identify leadership practices and competencies that will assist in the achievement of the goals.

**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**

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.

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

**PRINCIPAL’S/VICE-PRINCIPAL’S GOALS**

**STRATEGIES/ACTIONS**

**PRACTICES AND COMPETENCIES**

**METHODS AND INDICATORS**

**RESULTS**

- The PPA model is goal-oriented. 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.

- 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.
Annual Growth Plan

**AREAS FOR GROWTH**
- Gathering and analysing student achievement data
- Utilizing school database
- Supporting the development of PLCs – moving beyond collegial discussions and promoting collaborative learning cultures

**GROWTH STRATEGIES/SUPPORTS**
(ways of acquiring skills)
- Attend a board-sponsored workshop on data analysis
- Access technical support from the board to enhance use of data analysis software
- Work with coach/mentor to discuss effective practice

**TARGET DATES FOR COMPLETION**
- First quarter
- Second quarter
- Ongoing, regular intervals

**SUGGESTED ANNUAL GROWTH PLAN FOR NEXT YEAR**

**Leader Practices**
- Leading the instructional program
  Ensures a consistent and continuous school-wide focus on student achievement, using data to monitor progress

**Leader Competencies**
- Skills
  Access, analyse, and interpret data
- Knowledge
  Tools for data collection and analysis

**Ongoing Professional Development**
- Mentoring
- Coaching

**System Practices and Procedures**
- Administrative structures
  The board provides technical support for technology applications in schools and for data-driven decision making

**Personal Goals**

**Performance Plan Goals**
Exhibit:

<table>
<thead>
<tr>
<th>To Be Completed By</th>
<th>Indicators of Success</th>
<th>Comment on Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisee</td>
<td>Steps to be taken</td>
<td></td>
</tr>
<tr>
<td>Appraiser</td>
<td>Evaluation of PLC teams</td>
<td></td>
</tr>
<tr>
<td>Name of School</td>
<td>PLC workshops</td>
<td></td>
</tr>
<tr>
<td>Name of Board</td>
<td>workshop:</td>
<td></td>
</tr>
</tbody>
</table>

**Appraisee:** Wong Jason

**Appraiser:** Nadirah Said

**Name of School:** A High School

**Name of Board:** B District School Board

**Appraisal Year:** 2010–11

<table>
<thead>
<tr>
<th>Element of Criteria for Rating</th>
<th>Explanation of Concern</th>
<th>Practices and Competencies Needing Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(as per the criteria from section 2.7.2.1, “Determining the Rating”)</td>
</tr>
</tbody>
</table>

**The extent to which the appraisee worked diligently and consistently towards the implementation of the actions identified in the Performance Plan:**

- No evidence that the principal took concrete steps to implement actions.
- Establish and sustain appropriate structures and systems for effective management of the school.
- Provide time, resources, and training for staff to develop PLCs.
- At workshop session, lead staff in identifying how to use data effectively to determine student learning goals.

**PLC teams have been established, with meetings scheduled to focus on specific 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.).

**Steps to be taken (developed by appraiser in consultation with appraisee):**

- Within 30 days* of receipt of the improvement plan
- To complete evidence of the improvement plan
- At workshop, staff to develop PLCs, meeting schedule to focus on specific skills and practices. PLC teams have been established, with meetings scheduled to focus on specific skills and practices.

**Performance Plan:**

- The effectiveness of efforts made to overcome challenges faced by the appraisee in carrying out the actions identified in the Performance Plan.
- Staff resisted proposed change and principal did not proceed with it.

**Apply knowledge and understanding of change-management strategies:**

- Attend board workshop on change-management; review literature on change-management.
- Evidence that change-management strategies are being applied – sharing of goals, engagement of staff, more participation by staff.

**Mobilize staff participation within 45 days* following workshop:**

- Workshop Date: dd/mm/2010

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**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 steps to be taken.
<table>
<thead>
<tr>
<th>Need</th>
<th>Steps to be taken</th>
<th>Indicators of Success</th>
<th>Knowledge and understanding of evidence to support, monitor, evaluate, and improve school performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning needs of appraisee, with respect to carrying out the improvement plan</td>
<td>None demonstrated</td>
<td>None given</td>
<td>The actual goals achieved, or not achieved by the appraisee</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td>None demonstrated if the appraisee has not addressed the reasons provided.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td>The rationale provided by the appraisee for goals not achieved</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td>None demonstrated if the appraisee has not demonstrated the ability and willingness to implement actions to address the goals not achieved</td>
</tr>
</tbody>
</table>

### Element of Criteria for Rating

(as per the criteria from section 2.7.2.1, "Determining the Rating")

- Explanation of concern
- Practices and competencies needing attention
- From the Ontario Leadership Framework
- Steps to be taken (developed by appraiser in consultation with appraisee)
- Indicators and supports to be provided

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**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**

- None of the goals in the Performance Plan has been achieved
- None given
- None demonstrated

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**The rationale provided by the appraisee for goals not achieved**

- None demonstrated
- None given

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**The demonstrated ability and willingness of the appraisee to implement actions to address the goals not achieved**

- None demonstrated
- None given

---

**The actual goals achieved, or not achieved by the appraisee**

- None of the goals in the Performance Plan has been achieved
- None given
- None demonstrated

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**The rationale provided by the appraisee for goals not achieved**

- None given
- None demonstrated

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**The demonstrated ability and willingness of the appraisee to implement actions to address the goals not achieved**

- None demonstrated
- None given

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**The actual goals achieved, or not achieved by the appraisee**

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- None given
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**The rationale provided by the appraisee for goals not achieved**

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