MONROE 2-ORLEANS BOCES

State-Approved

Principal Annual Professional Performance Review

2025-2026

Board Approved July 9, 2025

PRINCIPAL ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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I. Monroe 2-Orleans BOCES Mission and Vision

Mission

We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.

Vision

Monroe 2–Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community, helping all students achieve their full potential.

II. Introduction

The Monroe 2-Orleans BOCES Board recognizes that continuous improvement of staff is directly correlated to student achievement. It is further understood that supervision and evaluation of personnel is a critical component of continuous improvement. As agreed upon by the Chief Executive Officer and the Administrators Association, and approved by the New York State Education Department (NYSED), an annual evaluation will be used to improve instruction and promote continued staff development in alignment with the Interstate School Leaders Licensure Consortium (ISLLC) Standards, NYS Teaching Standards and NYS Learning Standards.

III. Applicability

The term *principal* is defined in 8 NYCRR §3012-d as a principal or co-principal of a registered public school or an administrator in charge of an instructional program of a school district or BOCES. This includes any BOCES administrator that meets this definition. The process described herein shall be applicable to the following unit members: executive principal, principal and special education supervisors whose student population consists of at least 30% of students who are covered by a State-provided growth measure or a Student Learning Objective for growth.

IV. Plan Requirements

Under Education Law §3012-d, each principal must receive an APPR resulting in a single composite effectiveness score and a rating of "Highly Effective," "Effective," "Developing," or "Ineffective." The rating will be determined as follows:

- Student Performance Category: This portion of the plan includes student growth based on either a State provided Growth Score or (for grades/subjects where no State assessment or Regent's exam currently exists) a SLO based on a BOCES-determined assessment that has been State approved.
- Principal Observation/Visit Category: This portion of the plan includes principal observations by a trained lead evaluator of principals.

Evaluations conducted under this APPR plan shall differentiate principal effectiveness using a composite effectiveness score which takes into consideration two categories: Principal Observation/Visit Category and Student Performance. The matrix below will be used to determine a principal's composite rating based on the two categories of the evaluation.

Two Category Matrix used for Annual APPR Score

Categories	Teacher Observation				
Student Performance	**Ratings**	**Highly Effective (H)**	**Effective (E)**	**Developing (D)**	**Ineffective (I)**
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

The intent of the evaluation system is to foster a culture of continuous growth for professionals, to provide a clear process of evaluation that uses an established set of criteria or rubrics that define a professional process, and to create an environment that promotes conversation and reflection about their craft in order to extend and enhance professional practice.

The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, and termination. Each decision is to be made in accordance with statutes and regulations, which are locally developed and collectively bargained.

The BOCES Board will adopt an APPR plan by the NYSED determined deadline each school year. The BOCES shall submit the plan on a form prescribed by the Commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by the deadline as a result of pending collective bargaining, then the BOCES shall submit the APPR to the commissioner upon resolution of all its terms, consistent with Article Fourteen of the civil service law. It is understood by both parties that the BOCES shall not unilaterally impose the APPR under any conditions and any changes to the APPR must be collectively bargained.

Both the BOCES and the BOCES 2 Administrators Association agree that all forms needed to support the APPR plan will be collaboratively created and mutually agreed upon.

V. Training for Principal Evaluators and Principals

Evaluators

Only fully NYS certified administrators (SAS, SBL, SDL, Certificate of Internship, etc.), that have been hired as administrators in this BOCES may evaluate principals.

Any fully certified administrator who evaluates principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the Regulations of the Commissioner of Education prior to completion of principal evaluations. The BOCES District Superintendent will ensure that all lead and independent evaluators have been trained and certified in accordance with regulation.

The BOCES will work to ensure that lead evaluators and independent evaluators maintain inter-rater reliability over time and that they are re-certified as required by Education Law §3012-d, receiving updated training on any changes in the law, regulations or applicable collective bargaining agreements.

Any evaluation or APPR rating that is determined in whole or in part by an administrator who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all employment decisions.

The BOCES District Superintendent will maintain records of certification and training of evaluators. In the event that an evaluator does not successfully complete the required certification/training prior to the completion of principal evaluations, the BOCES District Superintendent will notify the BOCES 2 Administrators' Union President in writing. The notification to the union president will occur by June 15th of the school year.

Principals

Recognizing that an understanding of the content and use of the APPR plan is beneficial to both the BOCES and the BOCES Administrators' Association, collaboration between both parties will guide the initial implementation and implementation of future revisions to this plan. Therefore, both the BOCES and the BOCES 2 Administrators' Association will share the responsibility and work in partnership to provide initial training and any necessary future training for the APPR plan.

A copy of the APPR plan will be provided electronically to unit members by their supervisor.

Training for newly hired principals subject to their BOCES APPR will be done within the first month of their hire. New principals commencing employment during the school year will receive training as designed by the Assistant Superintendent of Curriculum, Instruction and Professional Development.

VI. Principal Observation Category

The parties agree to use the *Multidimensional Principal Performance Rubric* (2011) approved by NYSED. Evidence gained from building visits, classroom observations, meeting minutes, review of NYS assessment results, review of pertinent school documents/records, and any other additional evidence sources, will be looked at in a holistic manner when considering the ratings for the final rubric.

Unit member appraisals will be based on evidence collected via the processes detailed below and subsequently discussed during other natural professional conversations. Professional conversations shall be defined as ongoing conversations between a unit member and his/her evaluator that focus on professional practice, rubric scoring, targeted feedback and suggested instructional/program modifications, and professional development. All observation/evaluation documentation will be completed using an evaluation software program.

1) **Visits**

   Visits will be an evidence source for all six domains of the *Multidimensional Principal Performance Rubric*. Evidence gained from visits will be looked at in a holistic manner when considering the final ratings for the final rubric. For non-tenured principals, there will be one announced observation/visit per semester by the lead evaluator and one unannounced by the independent evaluator to occur between the two announced observations/visits. For tenured principals, there will be one announced observation/visit by the lead evaluator to be scheduled during the first semester, and one unannounced observation by the independent evaluator to occur during the second semester.

   Announced Observations/Visits: The announced visits are conducted by the lead evaluator and will consist of no less than 30 minutes and no more than 60 minutes in length. Each announced visit will include a pre-meeting to discuss the areas of focus from the rubric and to review the classes and/or meetings that will be visited. The announced visits also will include a debrief meeting that may occur at the conclusion of the visit or within 10 school days and to be followed up with written feedback and aligned to the rubric areas. The announced visits will account for 90% of the Observation Category Score.

   Unannounced Observation/Visit: Unannounced Observation/Visit will be defined as a visit by an independent evaluator of which the principal has no prior knowledge of the observation date and time. The unannounced observation/visit by an independent evaluator will constitute 10% of the Observation Category score.

   There will be one unannounced visit during the second semester. The unannounced observation/visit shall be no less than 20 minutes and no more than 40 minutes in length and the principal must be present. The unannounced observation/visit can include but is not limited to: visits to classrooms, attendance at team or faculty meetings, department unannounced visit. A post observation/visit communication will occur between the independent evaluator and the principal prior to the scoring of the observation/visit. The independent evaluator will provide written feedback (see form) within 5 school days of the visit, and/or meetings. There will not be a pre-meeting for the unannounced visit.

The report will include an overall score for the unannounced observation/visit based on a 4-point scale as prescribed by Commissioner's regulation. The score will be determined by adding the individual component rating for each observed dimension within the Domain (see form). The resulting number is the score for the visit and the 10% section. This number will be added to the 90% Section score and converted to a HEDI rating that represents the Principal Observation/Visit Category consistent with the standards prescribed by the Commissioner in Regulation.

2) Weighting of Announced Observation/Visit HEDI Rating for Professional Practice Measures of Principal Effectiveness:

a. Each domain of the rubric is weighted per the following:
Domain 1: *Shared Vision of Learning* – .15
Domain 2: *School Culture and Instruction Program* – .25
Domain 3: *Safe, Efficient, Effective Learning Environment* – .25
Domain 4: *Community* – .12
Domain 5: *Integrity, Fairness, Ethics* – .12
Domain 6: *Political, Social, Economic, Legal and Cultural Context* – .11

b. Each domain of the rubric is rated by the principal evaluator on a 1-4 point scale: Highly Effective (4); Effective (3); Developing (2); and Ineffective (1). The point values for each rubric domain are totaled and divided by the total number of components and then multiplied by a weighting factor to arrive at a domain average score. The average scores per domain are totaled for an overall rubric score. That total score is converted to HEDI points and a rating using the conversion table in the appendices.

c. The scoring band ranges are as follows:

Overall Score	HEDI Rating
0 – 1.499	INEFFECTIVE
1.5 – 2.499	DEVELOPING
2.5 – 3.499	EFFECTIVE
3.5 – 4.0	HIGHLY EFFECTIVE

A detailed conversion chart can be found at the end of this document.

In the event that a principal earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned.

VII. Student Performance Category

The Student Performance Category will be based on the Student Learning Objectives (SLO). The SLO process will be based on guidance from NYSED and in collaboration with the BOCES 2 Administrators Association. The final decision as to the student growth targets shall be determined in collaboration with the lead evaluator.

The SLO process will be used as prescribed by NYSED. The HEDI conversion chart for the student performance category of the APPR is in the Appendices.

Assessments to be used in the SLO process will be approved by NYSED. The assessments will be the same as negotiated by BOCES 2 United Professionals (B2UP). The assessments will be secure and not disseminated to students prior to assessment administration. The HEDI points and rating for this section will be based on the percentage of students meeting their growth targets. The NYSED required HEDI conversion chart for the student growth measure for this Student Performance Category of the APPR is below:

Principal Performance Scoring Ranges: SLOs

Highly Effective	Effective	Developing	Ineffective
18-20 points	**15-17 points**	**13-14 points**	**0-12 points**
90-100% of students meeting or exceeding expected growth targets.	**75-89% of students meeting or exceeding expected growth targets.**	**60-74% of students meeting or exceeding expected growth targets.**	**0-59% of students meeting or exceeding expected growth targets.**

VIII. Principal Improvement Plans

The following procedures shall govern the implementation and use of principal improvement plans ("PIP") which are required by Education Law §3012-d and 8 NYCRR 30-2.10.

APPEALS OF DEVELOPING OR INEFFECTIVE PIPS ONLY

Use of a PIP that is created due to a principal's APPR score/rating, shall be limited only to instances where the principal has received an overall rating of "ineffective" or "developing" based on his/her single composite effectiveness score. Therefore, an appeal of a PIP is limited to the BOCES' issuance and/or implementation of the terms of the PIP under Education Law § 3012-d noting an appeal of the overall APPR is for a rating of "ineffective" or "developing" only.

TIME FRAME FOR PIP

The PIP must be implemented no later than 10 school days after the opening of classes in the school year following the school year for which such principal's performance is being measured.

CONTENTS OF PIP

The PIP will identify the areas that need improvement (i.e., deficiencies that resulted in the ineffective or developing rating); include a timeline for achieving improvement; indicate the manner in which the improvement will be assessed; and include the differentiated activities to support and assist the principal in the improvement (i.e., providing mentoring, PD, courses/opportunities, PD literature, etc.).

The principal, his/her supervisor, the Director of Human Resources or his/her designee, and a union representative will meet to discuss the contents of the PIP prior to implementation. The principal's supervisor is the final decision maker of the PIP's contents.

APPEAL

A principal may appeal the implementation of the PIP in accordance with the appeals procedure contained herein. The appeal of a PIP will not affect the BOCES right to dismiss a probationary principal, deny tenure, or serve to otherwise lengthen the probationary period.

IX. APPR Appeals Procedure

APPEALS OF INEFFECTIVE and DEVELOPING RATINGS ONLY

Appeals of an annual professional performance review shall be limited only to those where the principal has received an overall rating of "Ineffective" or "Developing" based on his/her single composite effectiveness score.

WHAT MAY BE CHALLENGED IN AN APPEAL

In an appeal, the principal may only challenge:

- The substance of the annual professional performance review.
- The BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d.
- The adherence to the regulations of the New York Commissioner of Education, as applicable to such reviews.
- Compliance with any applicable locally negotiated procedures applicable to this plan.
- The BOCES' issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-d.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal, provided that the principal knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating by clear and convincing evidence that his/her overall rating of "ineffective" or "developing" was affected by substantial error or defect.

TIME FRAME FOR FILING APPEAL

Appeals must be submitted in writing to the BOCES District Superintendent no later than 10 school days after receipt by the principal either of his/her official annual professional performance review or the improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/her performance review/principal improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

TIME FRAME FOR BOCES RESPONSE

Within 10 school days of receipt of an appeal, the BOCES staff member (s) who issued the performance review or who is responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal to the BOCES District Superintendent. The response must include all additional documents, written materials, or other evidentiary materials specific to the point(s) of disagreement and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The principal initiating the appeal shall receive a copy of the response filed by the BOCES, and all additional information submitted with the response, at the same time the BOCES files its response.

Notwithstanding the above time frames, an appeal does not serve to lengthen a principal's probationary period. The BOCES reserves its right to terminate a probationary principal and/or to make a tenure determination pending an appeal.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the District Superintendent or the District Superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such a case, the District Superintendent must appoint a designee to decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the unit member filed his/her appeal. The appeal shall be based solely on the written record, comprised of the principal's appeal papers and any documentary evidence which accompanied the appeal, as well as the BOCES response to the appeal and additional documentary evidence submitted with such papers. Such decisions shall be final and binding on the parties and shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the BOCES 2 Administrative Supervisory Association collective bargaining agreement, adjudication before an administrative body or individual (including but not limited to the Commissioner of Education) or court action.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted or award such other relief as he/she deems appropriate under the circumstances. A copy of the decision shall be provided to the principal and the evaluator.

X. Timeline for Implementation of APPR Process

The timelines below are established as guidelines to assist in an orderly implementation for the 2025-2026 school year. It is understood that these timelines may need to be adjusted on an organizational or individual basis based on practicality and emerging factors:

1. Initial APPR meeting with Principals (by October 30th):
    a. Review overall APPR Process/Rubric.
    b. Discuss evidence sources per domain and responsibility for collecting and analysis.
    c. Discuss schedule for visits.
2. Proceed with visits as described in Section VI above.
3. Submission of evidence aligned to rubric (ongoing with final submission by June 30th)
4. End of the year evaluation meeting (to be held by July 15th)

XI. APPR Plan Duration

This agreement remains in effect until both parties negotiate the amendments hereto.

PRINCIPAL APPR
MONROE 2–ORLEANS BOCES
ANNUAL PERFORMANCE PROGRAM REVIEW PROCESS

Timeline	Tenured	Non-Tenured	Action
By October 30	Yes	Yes	Initial APPR Conference
Ongoing	Yes	Yes	Submission of Evidence aligned to Rubric
By the End of the First Semester	Yes	Yes	Announced Visit • Pre-meeting • Visit • Debrief Conversation (same day as visit) • Post Visit Meeting (no later than 10 working days after visit)
By the End of the Second Semester	Yes	Yes	Unannounced Visit • No pre-meeting • Post visit debrief • Written Feedback within 5 days (via email)
By the End of the Second Semester	No	Yes	2nd Announced Visit • Pre-meeting • Visit • Debrief Conversation (same day as visit) • Post Visit Meeting (no later than 10 working days after visit)
By June 30	Yes	Yes	Final Submission of Evidence aligned to Rubric
By July 15	Yes	Yes	Final APPR Conference

Monroe 2-Orleans BOCES
APPR RUBRIC & FORMS

Appendix XII (A)

PRINCIPAL EVALUATION

RUBRIC

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Culture[1] *(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)*	claims to have a vision and mission for the school, but keeps it private	identifies the school's vision and mission, and makes them public	**collaborates** with key stakeholders in the school **to develop and implement a shared vision and mission for learning**	engages stakeholders representing all roles and perspectives in the school in the development, monitoring, and refinement of a shared vision[2] and mission for learning
	school vision and mission are unrelated to the district vision and mission	school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	school vision and mission align with the vision and mission of the district	school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
	disregards the need to use the school's vision and mission to guide goals, plans and actions	refers to the school vision and mission as a document unconnected to programs, policies, or practices	explicitly links the school's vision and mission to programs and policies	uses the school's vision and mission as a compass to inform reflective practice, goal setting, and decision-making
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)*	assumes that the school's improvement is either an event or the responsibility of a single individual	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it to assess the school	uses and regularly evaluates strategic processes and structures to **promote the school's continuous and sustainable improvement**

[1] In the electronic version, Culture is hyperlinked to an input PowerPoint.

[2] In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Culture *(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)*	acknowledges the need for communication and collaboration	considers proposals for collaborative structures and projects	supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice	establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice
	provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals	encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation, or integrated curriculum design	develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)	**nurtures and sustains a culture of collaboration, trust, learning, and high expectations** by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice
	creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	**creates a personalized and motivating learning environment for students** in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,[3] relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways

[3] In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Instructional Program *(design and delivery of high-quality curriculum that produces clear evidence of learning)*	promotes a curricular program that provides students with limited, surface, or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts	establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	**creates a comprehensive, rigorous, and coherent curricular program** that address all levels of thinking**,** enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question
	maintains a hands-off approach to instruction	provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"	**supervises instruction** and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
	initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	allows actions that disrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	**maximizes time spent on quality instruction** by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them

Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students	invests in activities that promote the development of a select group of leaders	**develops the instructional and leadership capacity of staff**	develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school
	is unaware of effective and appropriate technologies available	provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences	**promotes the use of the most effective and appropriate technologies to support teaching and learning** and ensures that necessary resources are available	engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization
Sustainability[4] *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	uses "accountability" to justify a system that links student achievement with accolades and blame	assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	**develops assessment and accountability systems to monitor student progress**, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.

[4] In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Strategic Planning Process: **monitoring/inquiry** *(the implementation and stewardship of goals, decisions, and actions)*	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to **monitor and evaluate the impact of the instructional program**	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback, and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	obtains and uses human, fiscal, and technological resources based on available funds or last year's budget instead of need	obtains human, fiscal, and technological resources and allocates them without an apparent plan	**obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources**	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs
	considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision-making ability	**develops the capacity for distributed leadership** by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student, and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support, and promote the leaders of tomorrow
Culture *(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)*	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	**promotes and protects the welfare and safety of students and staff**	engages multiple, diverse groups of stakeholders in defining, promoting, and protecting the welfare and safety of students and staff, within and beyond school walls

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)*	avoids engaging with management or operations systems	**monitors and evaluates the management and operational systems**	monitors, evaluates, and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
Instructional Program *(design and delivery of high-quality curriculum that produces clear evidence of learning)*	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	**ensures teacher and organizational time is focused to support quality instruction and student learning**	engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Strategic Planning Process: Inquiry *(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)*	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	**collects and analyzes data and information pertinent to the educational environment**	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture *(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)*	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	**promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources** through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)*	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	**builds and sustains positive relationships with families and caregivers**	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)*	associate's "accountability" with threats and blame for students' academic and social difficulties	focuses on accountability for academic and social success of students whose test results threaten the school's standing	**ensures a system of accountability for every student's academic and social success**	enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students, and community partners) to own and be responsible for every student's academic and social success
	makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.	makes decisions and takes actions without considering consequences, dealing with them if and when they occur	**considers and evaluates the potential moral and legal consequences of decision-making**	engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal, and ethical consequences of decisions and actions that support the greater good
	blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	assumes responsibility for decisions and actions related to mandates	assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Culture *(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)*	mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	**models' principles of self-awareness, reflective practice, transparency, and ethical behavior**	engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency, and ethical behavior from within and outside the school, and determining how to replicate them
	pays lip service to values related to democracy, equity, and diversity	holds others accountable for upholding the values of democracy, equity, and diversity	**safeguards the values of democracy, equity, and diversity**	provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity
	implements strategies that group and label students with specific needs, isolating them from the mainstream	asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	**promotes social justice and ensures that individual student needs inform all aspects of schooling**	creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes, and improvements as the legacy of the future)*	appears unaware of decisions affecting student learning made outside of own school or district	reacts to district, state and national decisions affecting student learning	**acts to influence local, district, state, and national decisions affecting student learning,** within and beyond their own school and district	engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning
	waits to be told how to respond to emerging trends or initiatives	continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	**assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies**	draws upon the perspectives, expertise, and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture *(attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders)*	advocates for self and own interests	advocates for selected causes	**advocates for children, families, and caregivers**	guided by the school vision, enables self, children, families, and caregivers to successfully and appropriately advocate for themselves and one another

Other: Goal Setting and Attainment

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Uncovering Goals • Align • Define	"does" goal setting in order to be in compliance with mandates or regulations	completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning	engages in the goal setting process as part of own professional improvement as related to improving student learning	embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision
	operates from own opinion and perceptions without attending to vision and data	considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision	works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment	engages a cross role group, including the superintendent, teachers, and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment
	extracts goals from own interests	establishes goals that focus on improving teacher practice, and academic results and/or school learning environment	creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning	generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning
	goals are isolated action steps, unaligned to a goal that can be worked toward	goals are broad, general, aspirational statements that are too big to be assessed	goals are stated in ways that allow progress toward them to be assessed	goals are expressed in statements that are both actionable and measurable

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Strategic Planning[5] • Prioritize • Strategize	considers goals in no special order	prioritizes goals based on own interests	prioritizes goals by considering what can be gained by pursuing each	prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others
	changes commitment to goals as new ones emerge	relies on own perspective to assert the importance and alignment of identified goals	uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs	uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs
	lists generic strategies that could apply to a variety of goals	lists strategies that will be used to accomplish goals identified	articulates strategies supporting actions, and reasons for selecting them	articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions[6] related to each, and evidence of strategy's impact.
	states the benefits of attaining the goal(s)	describes, in general terms, what successful goal attainment will look like and accomplish	identifies anticipated specific measures of success for each goal	describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision

[5] In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.
[6] In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Taking Action • Mobilize • Monitor • Refine	refers in general to working toward goals, but is unable to articulate related steps or strategies	identifies a series of individual actions for each goal without specifying whether the goals are long or short term	creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term	designs an action plan that clearly differentiates between short and long-term goals and their associated steps and strategies
	speaks about taking actions, but has trouble committing and getting started	implements the action plan quietly and privately	implements the action plan publicly, and invites others to use it as a model for goal setting that they can do as well	shares and implements the action plan publicly, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning
	changes goals to better match what is currently happening or uses what is happening to rationalize giving up	adjusts goals and actions based on instinct and self-perceptions	monitors and refines goals and/or action steps, based on formative assessment of evidence collected	seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Evaluating Attainment • Document o Insights o Accomplishments o New questions o Implications for moving forward • Next steps	documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement	sporadically documents thinking related to key moments, obstacles or achievements	periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise	throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences
	categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work	evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved	evaluates goals and goal attainment by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision	taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning
	dismisses the possibility of using goals to define next steps	considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve	determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements	engages stakeholders[7] in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision

[7] In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.

Appendix XII (B)

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC SCORING SUMMARY

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC SCORING SUMMARY

Principal Name: _____ School Year: ____

Evaluator: _____

Point Values:

Highly Effective (Distinguished)	3.50 - 4.00
Effective (Proficient)	2.50 - 3.49
Developing (Basic)	1.50 - 2.49
Ineffective (Unsatisfactory)	0.00 - 1.49

Summary of Completed Observations

90% Announced Observation #1 ___ 0.00

90% Announced Observation #2 ___ 0.00

10% Unannounced Observation #1 ____

Reference HEDI Conversion Chart:

90% Section ___ 0.00

10% Section ____

Total ___ #N/A_____ Rating

Appendix XII (B)

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC
SCORING SUMMARY - Announced Observation

Principal Name: **0** School Year: 0

Evaluator: Date of Observation:

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: Shared Vision of Learning - 9 points (.15 weighting)

Component 1a	
Component 1b	
Total:	0

Average per Component: Total 0 ÷ 0 = 0.00

Weighted Score: Average per Component 0.000 x 0.15 = 0.000

Domain 2: School Culture and Instructional Program - 15 points (.25 weighting)

Component 2a	
Component 2b	
Component 2c	
Component 2d	
Component 2e	
Total:	0

Average per Component: Total 0 ÷ 0 = 0.00

Weighted Score: Average per Component 0.000 x 0.25 = 0.000

Domain 3: Safe, Efficient, Effective Learning Environment - 15 points (.25 weighting)

Component 3a	
Component 3b	
Component 3c	

Component 3d							
Total:	0						
Average per Component:	Total	0	÷	0	=		0.00
Weighted Score: Average per Component		0.00	x	0.25	=		0.000

Domain 4: Community - 7 points (.1167 weighting)

Component 4a							
Component 4b							
Component 4c							
Total:	0						
Average per Component:	Total	0	÷	0	=		0.00
Weighted Score: Average per Component		0.00	x	0.1167	=		0.000

Domain 5: Integrity, Fairness, Ethics - 7 points (.1167 weighting)

Component 5a							
Component 5b							
Total:	0						
Average per Component:	Total	0	÷	0	=		0.00
Weighted Score: Average per Component		0.000	x	0.1167	=		0.000

Domain 6: Political, Social, Economic, Legal and Cultural Context - 7 points (.1167 weighting)

Component 6a							
Component 6b							
Total:	0						
Average per Component:	Total	0	÷	0	=		0.000
Weighted Score: Average per Component		0.000	x	0.1167	=		0.0000

Domain Totals:

Domain 1	0.0000
Domain 2	0.0000
Domain 3	0.0000
Domain 4	0.0000

Domain 5	0.0000		
Domain 6	0.0000		
Total:	0.000	#N/A	Rating

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC
SCORING SUMMARY - Unannounced Observation

Principal Name: **0** School Year: 0

Evaluator: _____ Date of Observation: _____

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: Shared Vision of Learning

Component 1a	
Component 1b	
Total:	0

Average per Component: Total 0 ÷ 0 = 0.000

Domain 2: School Culture and Instructional Program

Component 2a	
Component 2b	
Component 2c	
Component 2d	
Component 2e	
Total:	0

Average per Component: Total 0 ÷ 0 = 0.000

Domain 3: Safe, Efficient, Effective Learning Environment

Component 3a	
Component 3b	
Component 3c	
Component 3d	
Total:	0

Average per Component: Total 0 ÷ 0 = 0.000

Domain 4: Community

Component 4a
Component 4b
Component 4c
Total: 0

Average per Component: Total 0 ÷ 0 = 0.000

Domain 5: Integrity, Fairness, Ethics

Component 5a
Component 5b
Total: 0

Average per Component: Total 0 ÷ 0 = 0.000

Domain 6: Political, Social, Economic, Legal and Cultural Context

Component 6a
Component 6b
Total: 0

Average per Component: Total 0 ÷ 0 = 0.000

Domain Totals:

Domain 1 0.0000
Domain 2 0.0000
Domain 3 0.0000
Domain 4 0.0000
Domain 5 0.0000
Domain 6 0.0000
Total: #N/A Rating

-

Monroe 2-Orleans BOCES

PRINCIPAL ANNUAL PROFESSIONAL PERFORMANCE REVIEW FORM

Staff Member:_____Position: _____

Evaluator: _____

School year: _____

I. Initial APPR Conference ***Date:*** _____

☐ Employee status (please circle one)
Non-tenured/probationary Tenured/permanent

☐ Outline process

☐ Review rubric and evidence to support the rubric domains

☐ Discussion and development of goals aligned to rubric. Identify goals here:

☐ Confirm the student population that will be the source of local and state assessment data. Identify here:

☐ Evaluator and principal determine professional development needs/priorities to support principal progress on APPR. Identify here:

☐ Schedule visits

For Non-Tenured Principals
1 Announced Observation first semester
Pre-Meeting Visit Date/Time:
Visit Date/Time (between 30 and 60 min):
Post Visitation Debrief Meeting (scheduled after the visit) Date/Time:

☐ Notify administrator there will be 1 unannounced visit by an independent reviewer for 20-40 minutes that will be followed by written feedback within 5 school days
(1 Announced Observation second semester)
Pre-Meeting Visit Date/Time:
Visit Date/Time (between 30 and 60 min):
Post Visitation Debrief Meeting (scheduled after the visit) Date/Time:

For Tenured Principals

1 Announced Observation first semester

Pre-Meeting Visit Date/Time:
Visit Date/Time (between 30 and 60 min):
Post Visitation Debrief Meeting (scheduled after the visit) Date/Time:

□ Notify administrator there will be 1 unannounced visit by an independent reviewer for a minimum of 30 minutes that will be followed by a post –visit debrief and written feedback within 5 school days

II. Final APPR Conference *Date:*_____

□ Discuss progress towards student performance targets and conversion to HEDI points and ratings. May not be able to complete this discussion due to unavailable state assessment data.

Student Performance Points:_____ **Rating: _____**

□ Review rubric ratings and conversion to HEDI points and rating.

Rubric Points:_____ **Rating: _____**

□ Complete Summative Evaluation including composite HEDI score and rating to the extent that state assessment data is available.

Overall Rating: _____

□ Areas of Strength: (based on principal evaluation rubric)

□ Areas for Growth: (based on principal evaluation rubric)

□ Establish professional development goal(s) based on needs evident in APPR evaluation.

*For principal whose assessment data is not available for the completion of the Summative Evaluation by June 30, the evaluation will be provided by September 1. ***A Completed APPR Packet for a Principal should contain the following documents:***

□ Addendum to Annual Professional Performance Review form
□ Principal Annual Professional Performance Review form
□ Multidimensional Principal Performance Rubric Scoring Summary
□ Pre-Visit Report for each announced visit
□ Principal Visitation/Post-Visit Meeting form for each announced visit
□ Evidence of post Walk –Through feedback provided to supervisor

Evaluator's signature:_____ Date: _____

Staff member's signature:_____ Date: _____

Distribution: Personnel File
Supervisor
Employee

Appendix XII (C)

Addendum to
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Student Performance: _____ **Rating:**_____

Observation Category: _____ **Rating:**_____

Composite Rating: _____ **Rating:** _____

Evaluator's signature:_____ Date: _____

Staff member's signature:_____ Date: _____

Monroe 2-Orleans BOCES
Visit Reports

Appendix XII (D)

Monroe 2-Orleans BOCES

PRE-VISIT REPORT

Name:_____ Date of Pre-visit: _____

Subject/Area:_____ Evaluator: _____

Time:_____ Date of Visit: _____

Type of Visit: _____

1. What will be the focus of the visit?

2. What is the role of the principal in this work?

3. Explain how this visit aligns to your goals and the rubric domains.

Appendix XII (D)

Monroe 2-Orleans BOCES

UNANNOUNCED PRINCIPAL VISIT

Name:_____ Independent Evaluator: _____

Date: _____

Visit:_____ Time: _____

Script and Rubric Alignment:

Areas of effective practice of note based on the principal evaluation rubric:

Areas of further consideration based on the principal evaluation rubric:

Date of Principal Communication: _____

Principal Comments:

Visit Score:_____ Visit Rating: _____

Independent Evaluator's Signature:_____Date: _____

Principal's Signature:_____Date: _____

Appendix XII (D)

Monroe 2-Orleans BOCES

Principal Visitation Report/Post-Visit Meeting

Staff Member:_____ Position: _____

Evaluator:_____ School year: _____

Visitation Date:_____ Post-Visit Mtg. Date: _____

I. Record Visitation Evidence (Script) and Alignment of Evidence to Rubric:

II. Post-Visit Discussion of Evidence as Aligned to Rubric

A. What worked well:

B. Areas of Growth based on rubric:

Visit Score:_____

Visit Rating:_____

Evaluator's signature:_____ Date: _____

Staff member's signature:_____ Date: _____

Distribution: Personnel File
Supervisor
Employee

Monroe 2-Orleans BOCES

APPR IMPROVEMENT PLAN FORMAT
(For §3012-d)

This___week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed_____in order to monitor the employee's progress in the areas identified in need of improvement.

NAME:_____
TITLE:_____
DEPARTMENT:_____
SUPERVISOR: _____

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee's Signature:_____Date:_____

Supervisor's Signature: _____Date: _____

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