

Form Purpose:

The Building Administrator Performance Improvement Plan form is an evaluatee-initiated form to be used during the building administrator evaluation process.

Form Design, Part 1:



Rhode Island Department of Elementary and Secondary Education

Building Administrator Performance Improvement Plan (If required)

Performance Improvement Plan Guidance

Purpose: The purpose of the Performance Improvement Plan is to provide intensive support for educators who are in need of improvement.

A Performance Improvement Plan may be utilized at any time during the school year, but must be in place if a building administrator's prior year final effectiveness rating is either Developing or Ineffective.

Performance Improvement Plans should identify specific supports and building administrator actions and establish a timeline for improvement, as well as frequent benchmarks and check-ins.

An improvement team may consist solely of the building administrator's evaluator or of multiple people, depending on the building administrator's needs and the school and district context.

Improvement Plan Team Members:

1. Name/Title/ Responsibilities:

2. Name/Title/ Responsibilities:

3. Name/Title/ Responsibilities:

4. Name/Title/ Responsibilities:

Note to Improvement Plan Team Members:
Additional documentation should be kept describing interactions with educators to support their work toward achieving the goal or goals listed in their Improvement Plan. This documentation can be uploaded using the artifact collection tool.

Summary of Self-Assessment Priority Growth Areas

NONE

Priority Growth Areas will display above if a Self-Assessment was completed.

Growth Goal #1

State your goal. How do you want to grow professionally?

Goal #1

Tahoma

Alignment to Professional Practice:

Select the Building Administrator Professional Practice component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Practice components, move to the Alignment to Professional Foundations section.

<p><input type="checkbox"/> 1a. Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators, and stakeholders.</p> <p><input type="checkbox"/> 1b. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources.</p> <p><input type="checkbox"/> 2a. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction.</p> <p><input type="checkbox"/> 2b. Ensures the implementation of effective research-based instructional practices aligned with Rhode Island and national standards.</p> <p><input type="checkbox"/> 2c. Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor progress toward the mission, vision, and goals.</p> <p><input type="checkbox"/> 3a. Addresses real and potential challenges to the physical and emotional safety and security of the school community.</p>	<p><input type="checkbox"/> 3b. Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning.</p> <p><input type="checkbox"/> 3c. Employs and improves an evaluation and support system that drives staff and student growth.</p> <p><input type="checkbox"/> 3d. Establishes an infrastructure for finance that operates in support of improving learning and teaching.</p> <p><input type="checkbox"/> 4a. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.</p> <p><input type="checkbox"/> 4b. Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community.</p>
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Building Administrator Professional Practice Rubric
Details can be found starting on page 67 of the *Building Administrator Evaluation and Support System Guidebook - Edition II* ([click to launch](#)).

Alignment to Professional Foundations:

Select the Building Administrator Professional Foundations component(s) that most closely align to your professional growth goal. If the professional growth goal does not align to any Professional Foundations components, move to the next section.

<p><input type="checkbox"/> PF1: Understands and participates in school/district-based initiatives and activities.</p> <p><input type="checkbox"/> PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress.</p> <p><input type="checkbox"/> PF3: Acts on the belief that all students can learn and advocates for students' best interests.</p>	<p><input type="checkbox"/> PF4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions.</p> <p><input type="checkbox"/> PF5: Acts ethically and with integrity while following all school, districts and state policies.</p> <p><input type="checkbox"/> PF6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning.</p>
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Process Overview

1. Locate the Form in the Task List

Located on the “My Evaluation Cycle” tab within EPSS, the **Task List** is the tabbed area beneath the Student Learning Objectives and Professional Growth Plan modules. All forms you have access to appear on the “All” tab and you can also use the “Action Required” tab to find only those forms currently requiring your action or waiting to be initiated by you.

After locating “**Building Administrator Performance Improvement Plan (If required)**” in the Task List, click the “Submit” action link adjacent to the form title. This will launch the form in its own tab/window.

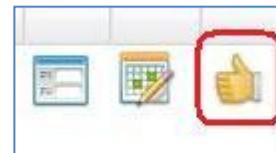
2. Complete the Form

1. **Note:** If you have already submitted (or plan to submit) the optional Self-Assessment, it is recommended that you do so prior to completing the Performance Improvement Plan. This is because the first section on the Performance Improvement Plan – the **Summary of Self-Assessment Priority Growth Areas** – imports its data from the Self-Assessment form. If you do not complete the Self-Assessment, this area will display the word “None.”
2. Below the Summary of Self-Assessment Priority Growth Areas is where Evaluatees can enter up to three growth goals. **Growth Goals #1** and **#2** are required, but **Growth Goal #3** is optional. The form fields are identical for all goals.
3. For each goal, state your objective and its alignment to Professional Practice and Professional Foundations components in the sections provided. The **Alignment** sections are multi-select, so multiple checkboxes can be checked.
4. For each goal, Evaluatees should enter at least two **Action Steps** describing what will be done to meet the goal.
5. For each Action Step, Evaluatees should identify at least two **Benchmarks**, inputting a checkpoint date (using the date selector adjacent to “**by:**”) and what you plan to accomplish by that date in the space provided.
6. For each goal, Evaluatees should provide **Evidence of Achievement** and **Possible Evidence Sources** in the spaces provided. Uploaded **Professional Growth Plan Artifacts** can also be viewed in this section.
7. The final field at the bottom of each goal reflects its **Status**. (Note: At the beginning of the year, Evaluatees should indicate a Status of “In Progress.” At the end of the year, Evaluatees should review/edit this form and indicate the extent to which this goal was achieved.)
8. Click **Submit**. (Alternatively, to save the form so you can finish at another time, click **Save**.)
9. Once the form is submitted, the primary Evaluator can edit the **Evaluator Comments** section and upload documentation describing interactions with the Evaluatee using the artifact collection tool.

3. Finalize the Form (To be completed by the primary Evaluator)

The Finalize Element function is found in the **Evaluation Profile** of the **Process View**.

1. From the user's **Evaluation Profile**, expand components to locate the form in question.
2. Click the Finalize (thumbs up) icon to the right of the Schedule icon.
3. Select:

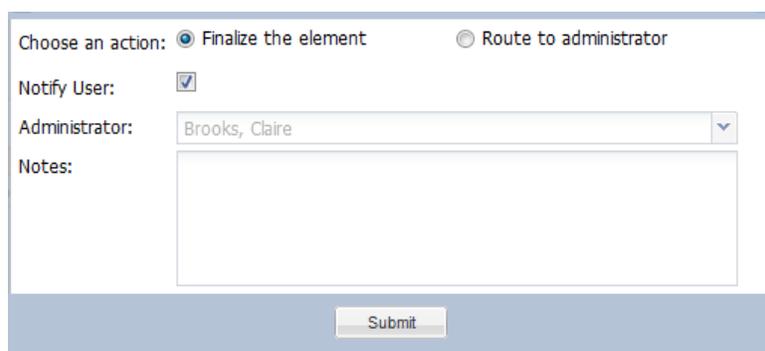


- "Finalize the element" and click Submit on the pop-up window to immediately finalize the form.

OR

- "Route to Administrator" and click Submit in cases where another evaluator needs to review and finalize the form.

NOTE: Check the Notify User box, if you wish to send an email to the educator indicating that the form has been finalized or routed to another evaluator to finalize.



Choose an action: Finalize the element Route to administrator

Notify User:

Administrator: Brooks, Claire

Notes:

Submit