

## **PERFORMANCE IMPROVEMENT PLAN FOR PROFESSIONAL AND SUPPORT STAFF**

### **Background**

An evaluation may reveal that a staff member's performance is below Division expectations. When this happens, GSSD has a professional obligation, and an ethical and humanitarian obligation, to initiate reasonable efforts to assist the staff member to improve their performance to a satisfactory level. A well-designed and carefully implemented Performance Improvement Plan (PIP) will reflect interest in the welfare of students, compassion for the staff member and loyalty to both.

All written documentation regarding the Performance Improvement Plan must be the property of both the staff member and their employer.

A Performance Improvement Plan serves three basic purposes:

- To provide formal support to a staff member whose performance level is unacceptable in order to assist the staff member in meeting the expectations of the school system. In other words, the PIP creates a reasonable opportunity for growth, as well as an expectation that there will be sufficient improvement.
- To reinforce the essential attitude that the primary purpose for evaluating staff performance is to enhance learning opportunities and well-being for students through the increased effectiveness and professional growth of personnel.
- To utilize the PIP as support for an administrative action, in particular if the staff member appeals the action to a higher authority.

### **Procedures**

#### **1. Step 1: Specify Performance Expectations**

The staff member must be made aware of what the expectations are for their performance. These expectations must be consistent with those defined in the division's administrative procedures and reviewed with the staff member prior to the evaluation process. The expectations must be communicated in written form. This written documentation could be given through:

- 1.1 Job Descriptions and/or
- 1.2 Form 412-4 Teacher Evaluation Report or
- 1.3 Forms 435-3 to 435-6 Support Staff Evaluation Reports or
- 1.4 Forms 479-1 to 479-4 Central Office Staff and Professional Service Providers Evaluation Reports

- 1.5 Form 413-1 Performance Improvement Plan. Improvement will be specified for the staff member's clarity at the beginning of the PIP.

## 2. Step 2: Identify Problem Areas

When evaluation reports suggest that a staff member's performance is unsatisfactory relative to the requirements specified in Step 1 (i.e. the staff member does not meet the expectations of the Division), then it must be indicated to the staff member exactly what the problem areas are in relation to the performance expectations and that a Performance Improvement Plan (PIP) will be implemented. The PIP will outline behavior the staff member is expected to demonstrate at the conclusion of the PIP and an indication of a reasonable timeline within which this satisfactory level of improved performance must be noted. The expectations of the PIP will be made clear to the staff member.

## 3. Step 3: Establish Goals for Improvement

Once the staff member has understood the performance expectations held for them, they must take joint responsibility for formulating goals for improvement.

- 3.1 The goals in the improvement plan must bear a direct relationship to the performance expectations.
- 3.2 The number of goals included in the improvement plan must be limited to those considered critical to the staff member's ability to reach a satisfactory level of performance.

## 4. Step 4: Develop Interventions

During this step the corrective activities, strategies or interventions that are intended to assist the staff member in reaching the goals for improvement are to be articulated. Possible types of interventions may include:

- 4.1 Direct supervisor support, mentoring, monitoring classroom performance, modifying conditions, conferencing, giving advice to improve planning and instruction.
- 4.2 Mentoring from colleagues (e.g. consultant visits, peer observation, demonstrations, visiting the classrooms of master teachers).
- 4.3 Special materials or opportunities (e.g. reference materials, in-service opportunities, instructional materials, etc.).

The interventions shall be directly related to the goals jointly developed by the staff member and supervisor.

## 5. Step 5: Determine a Time Schedule

A time schedule specifying when corrective activities and interventions will occur, and the date upon which the improvement plan will be concluded must be defined. The time frame must be consistent with what the staff member's supervisor has provided as a reasonable timeline for improved performance.

#### 6. Step 6: Specify Monitoring Methods

The PIP must take place as intended. It is therefore desirable to build in certain observation and check point activities and a schedule for these as a formal written part of the plan. The staff member may request peer coaching/observation feedback from supervisors.

#### 7. Step 7: Evaluation

If possible, the original supervisor should be involved in the final staff member's evaluation, so as to provide as much consistency as possible. At the Director or designates discretion, an additional evaluator may be named to provide a further objective opinion. At the conclusion of the PIP, a new summative evaluation of the staff member's performance level shall be undertaken, with a focus on an assessment of the degree to which the staff member has met the performance expectations described to them at the outset of the PIP. This end-point evaluation shall focus only on data relevant to those areas where the staff member's performance was not first seen as having been at an acceptable level.

Legal Reference: Section 80, 85, 175, 231, Education Act  
Forms Manual: Form 412-4, 413-1

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