

# Classified Performance Improvement Cycle (CPIC)

*The Platte County School District Classified Evaluation System*



**2017-18**

# PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

The Platte County R-3 School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities, and provides equal access to the Boy Scouts and other designated youth groups. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law.

The Platte County R-3 School District is an equal opportunity employer.

Compliance Officer:

Dr. Rob Gardner, Assistant Superintendent of Personnel & Operations  
998 Platte Falls Rd, Platte City, MO 64079  
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# PURPOSE

The purpose of the Platte County R-3 School District (District) Classified Evaluation model is to provide a collaborative process for employees and their supervisor(s) to discuss current job performance, clarify job responsibilities, and plan for future growth and improvement. The classified evaluation tool serves as an incentive toward professional growth on job-related skills for classified employees. This, in turn, will positively support student achievement. Additionally the evaluation process will provide the following outcomes:

- Provide employees with the ability to see a clear relationship between their job and the organization as a whole
- Assure accountability to the public the school district is effectively meeting defined goals through sound use of its resources
- Provide feedback on job performance, giving evaluators the opportunity to reinforce desired end results and provide direction on methods for improved job performance
- Influence employment decisions affecting retention, transfer, and promotion
- Recognize employees who exhibit continuous superior job performance

Effective evaluation requires meaningful observation, analysis of employee actions, and first-hand knowledge of the employee and his/her work habits. Performance evaluation should not be a once-a year activity. This must be viewed as a cyclical process with feedback and observation geared towards continuous improvement, which culminates with a formal performance review. An effective evaluation process assures there are no surprises during the end-of-year formal review session. The District expects all of its employees to take an active role in identifying strengths and opportunities for improvement within this process, similar to the work that is done in every classroom.

# BACKGROUND

District administrators met with representatives of each classified category to revise the current classified evaluation tool. This was initiated, in part, to align with the new certified evaluation model referred to Educator Performance Improvement Cycle (EPIC). The team began by exploring the strengths and weaknesses of the current evaluation tool and quickly moved to revising the key components of the evaluation pillars for all classified employees. The goal is to present the newly revised tool to the Board of Education in the summer and to fully implement the new Classified Performance Improvement Cycle (CPIC) with all classified employees during the 2015-16 school year.



## Committee Members

Members of the committee creating the CPIC model include:

Dr. Kimberly Archer  
Dixie Balagna  
Shelli Baldwin  
Lisa Bean  
Dr. Jennifer Beutel  
Kelli Buckler  
Glenda Christensen  
David Clifton  
David Dixon

Grace Foster  
Dr. Rob Gardner  
Tracy Itao  
Tammy Kobush  
Lucinda Masoner  
Pat Merriman  
Anthony McCall  
Carolyn Mots  
Susie Murphy

Teri Peck  
Candi Renshaw  
Heather Schuller  
Dawn Schultz  
Dawn Uthe  
Sarah Wessing  
Bobbi Wheeler  
Kali Young

## Guiding Principles

### VISION

*Building learners of tomorrow...*

### MISSION

*To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.*

### VALUES

*Integrity • Innovation • Collaboration • Results Oriented  
Student-Focused • High Expectations • Visionary Leadership*



## *Eight Essential Principles*

These principles will be referenced throughout the Platte County CPIC model.



### **Board of Education Policy GDN Evaluation of Support Staff**

The superintendent or designee will regularly evaluate the performance of all support staff employees in the district. The primary purpose of the evaluation is to promote continuous growth of support staff employees in a manner that is aligned with the District's Comprehensive School Improvement Plan (CSIP) and, where applicable, building school improvement plans (BSIPs) with the goal of contributing to a positive education environment. Results of the evaluation will inform employment and compensation decisions, but may not be the only factor considered.

The procedures and instruments for support staff evaluation will be developed by the superintendent, in consultation with building-level administrators and support staff supervisors, and will include:

1. Multiple ratings used to identify differentiated levels of performance.
2. An analysis of the employee's impact on the education environment.
3. Incorporation of meaningful and timely feedback between the evaluator and the support staff employee.
4. Evaluator training on the proper implementation of the evaluation instrument used by the district.

The superintendent may delegate the responsibility for support staff evaluation to other administrators, but the superintendent is ultimately responsible for the performance of all employees. Evaluators will complete a written evaluation on all support staff assigned to them for evaluation. All employees will be given an explanation of duties and responsibilities, and will be provided guidance by their immediate supervisors in performing them satisfactorily. In addition, all staff members will receive a copy of the applicable evaluation instrument in advance of their evaluation.

Evaluators will assess and monitor growth in the following areas:

- District Commitments (Vision, Mission, Values)
- Customer Service & Communication
- Job Accomplishment
- Quality of Work
- Staff Conduct
- Time and Attendance
- Professional Knowledge
- Professional Growth

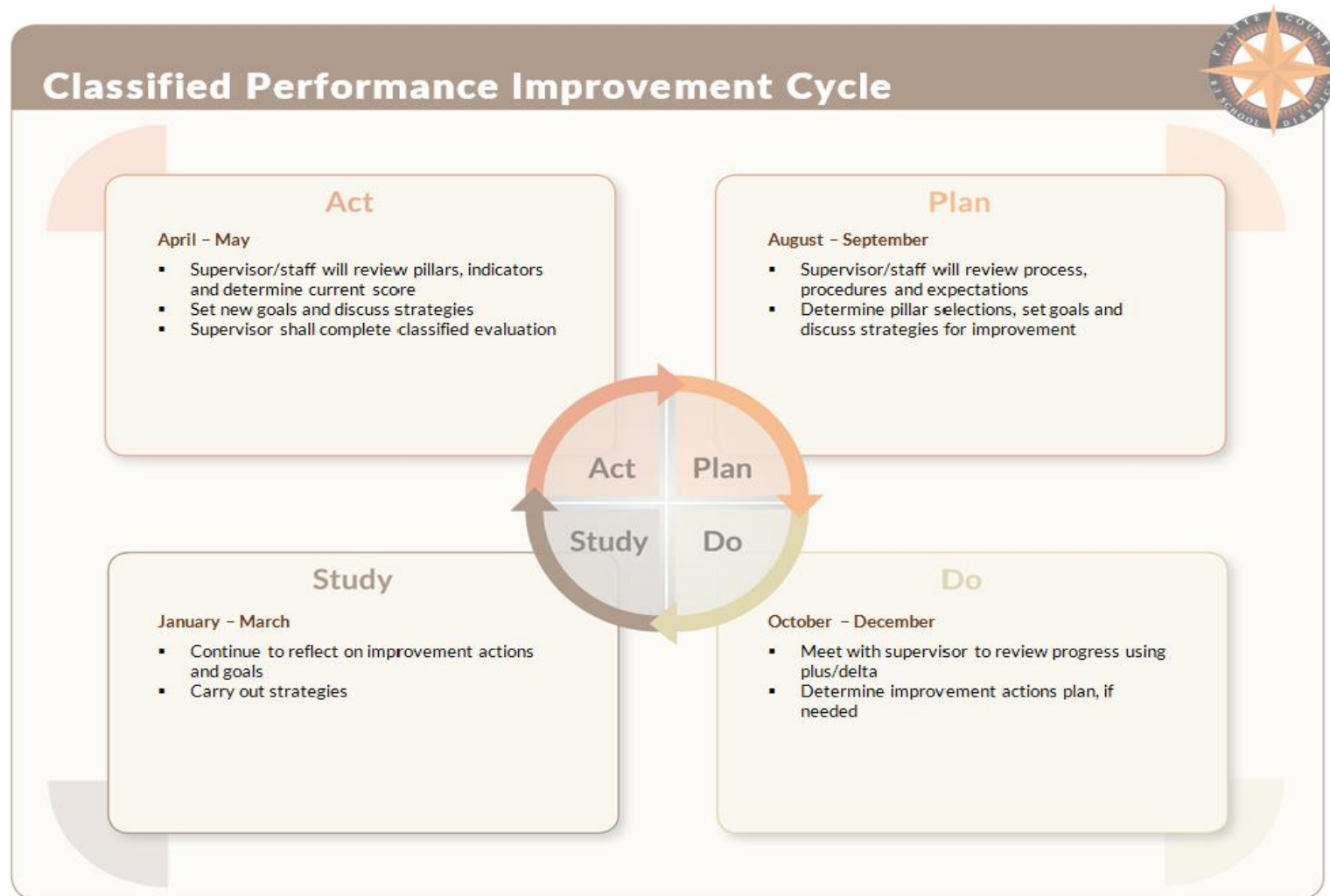


# PILLARS AND QUALITY INDICATORS

Pillars and Quality Indicators	
Pillars	Quality Indicators
<b>District Commitments</b>	<ul style="list-style-type: none"> <li>Works cooperatively with others</li> <li>Develops good working relationships</li> <li>Promotes positive staff morale</li> <li>Puts team needs above individual needs</li> <li>Works in a positive manner to resolve problems</li> </ul>
<b>Customer Service &amp; Communication</b>	<ul style="list-style-type: none"> <li>Friendly and professional manner at all times</li> <li>Responds to phone calls and emails in a timely manner</li> <li>Assists with different problem-solving options to address customer concerns</li> <li>Possesses strong communication and listening skills</li> </ul>
<b>Job Accomplishment</b>	<ul style="list-style-type: none"> <li>Possesses knowledge and skills necessary to perform job</li> <li>Able to complete task without close supervision</li> <li>Effectively communicates with supervisor</li> </ul>
<b>Quality of Work</b>	<ul style="list-style-type: none"> <li>Performs work in a thorough, accurate and professional manner</li> <li>Makes minimal errors</li> <li>Pays attention to detail</li> <li>Effective use of time, equipment, resources and supplies</li> </ul>
<b>Staff Conduct</b>	<ul style="list-style-type: none"> <li>Makes adjustments and changes easily to work assignments and unforeseen circumstances</li> <li>Readily accepts new or changing conditions</li> <li>Works effectively in a variety of situations</li> <li>Works well under stressful conditions</li> <li>Reacts well to feedback</li> </ul>
<b>Time and Attendance</b>	<ul style="list-style-type: none"> <li>Arrives and leaves on time</li> <li>Begins work activities promptly and works until the end of scheduled day</li> </ul>
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>Demonstrates understanding of all aspects of the job</li> <li>Demonstrates understanding of technical job methods and processes</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>Enhances job performance by seeking out and engaging in learning opportunities to increase knowledge and improve skills</li> <li>Open to suggestions and making changes as necessary</li> <li>Uses self-reflection as means for improvement</li> </ul>



# CPIC PROCESS





## ESSENTIAL STEPS OF CPIC PROCESS

Employees will meet with their building Administrator/Supervisor to review essential job functions and responsibilities. Employees will be asked to select two pillars to be evaluated on, but be responsible for all pillars throughout a given year. The employee will discuss the purpose of the selected pillars and how they will provide growth throughout a given year. This model embraces targeted goal setting, self-reflection and focuses on growth and improvement. Throughout the school year, supervisors will monitor improvement actions, provide feedback and provide a summative evaluation on all pillars.



# INDICATORS

District Commitments (Vision, Mission, Values)							
<i>Works cooperatively with others; Develops good working relationships; Promotes positive staff morale; Puts team needs above individual needs; Works in a positive manner to resolve problems.</i>							
Emerging			Developing		Proficient		Distinguished
Rarely supports the PCSD vision, mission, and values			Sometimes supports the PCSD vision, mission, and values		Effectively strives to support the PCSD vision, mission and values		Strives to support the PCSD vision, mission, values in an exemplary manner and is a role model for our employees
Rarely demonstrates a commitment towards creating and maintaining a safe and caring environment for stakeholders			Sometimes demonstrates a commitment towards creating and maintaining a safe and caring environment for stakeholders		Effectively demonstrates a commitment towards creating and maintaining a safe and caring environment for stakeholders		Exemplary demonstration of commitment towards creating and maintaining a safe and caring environment for stakeholders
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



## Customer Service & Communication

*Friendly and professional manner at all times; Responds to phone calls and emails in a timely manner; Assists with different problem-solving options to address customer concerns; Possesses strong communication and listening skills.*

Emerging			Developing		Proficient		Distinguished
Rarely has a good attitude towards stakeholders			Sometimes has a good attitude towards stakeholders		Effectively demonstrates a positive and professional demeanor towards all stakeholders		Consistently recognized for demonstrating an exceptionally positive and professional demeanor towards all stakeholders at all times
Rarely demonstrates effective verbal/written communication skills			Sometimes has good verbal and written skills		Effectively has good verbal and written skills		Demonstrates exceptional verbal/written communication skills in a proactive manner
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

**Comments: (optional)**



Job Accomplishment							
<i>Possesses knowledge and skills necessary to perform job; Able to complete task without close supervision; Effectively communicates with supervisor.</i>							
Emerging			Developing		Proficient		Distinguished
Rarely demonstrates the knowledge and skills to complete their job without close supervision			Sometimes needs assistance balancing workload, completing tasks in a timely manner		Effectively balances workload, completes tasks in a timely manner		Innovatively balances workload, completes tasks in a timely manner
Rarely keeps supervisors informed about problems			Sometimes keeps supervisor informed about problems		Effectively keeps supervisor informed about problems or potential problems		Innovatively solves or prevents problems while keeping the supervisor informed
Decisions and actions are rarely appropriate based on procedures, including safety & compliance			Decisions and actions are sometimes appropriate based on procedures, including safety & compliance		Decisions and actions are effectively appropriate based on procedures, including safety & compliance		Decisions and actions are appropriate based on procedures and sound reasoning; possible outcomes have been considered
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



## Quality of Work

*Performs work in a thorough, accurate and professional manner: Makes minimal errors; Pays attention to detail; Effective use of time, equipment, resources and supplies.*

Emerging			Developing		Proficient		Distinguished
Assigned tasks frequently need rework			Sometimes completes assigned tasks with some rework required		Effectively completes assigned tasks with very little rework required		Completes assigned tasks in an exemplary manner with no rework
Rarely acts in a resourceful manner (time, material, equipment, resources & supplies) with frequent supervision required			Sometimes acts in a resourceful manner with a moderate amount of supervision		Effectively acts in a resourceful manner with minimal amount of supervision		Acts in resourceful and exemplary manner with no supervision
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



## Staff Conduct (Collaboration, Adaptability)

*Makes adjustments and changes easily to work assignments and unforeseen circumstances; Readily accepts new or changing conditions; Works effectively in a variety of situations; Works well under stressful conditions; Reacts well to feedback.*

Emerging			Developing		Proficient		Distinguished
Does not demonstrate willingness to work with other team members			Sometimes works with other team members		Effectively works well with other team members		Works with other team members and seeks opportunities to support growth and development in an exemplary manner
Rarely accepts and offers input			Sometimes accepts and offers input		Effectively accepts and offers input		Accepts and offers input in an exemplary manner
Rarely adjusts constructively to new and unfamiliar situations and procedures			Sometimes adjusts constructively to new and unfamiliar situations and procedures		Effectively adjusts to new and unfamiliar situations and procedures		Innovatively adjusts to new and unfamiliar situations and procedures
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



## Time and Attendance

*Arrives and leaves on time; Begins work activities promptly and works until the end of scheduled day.*

Emerging			Developing		Proficient		Distinguished
Employee rarely begins and ends on time			Employee sometimes begins and ends on time		Employee regularly begins and ends on time		Employees effectively begins and ends work on time and is willing to work extra hours when needed
Employee rarely follows procedures for clocking hours, notifications, and documenting leave			Employee sometimes follows procedures for clocking hours, notifications, and documenting leave		Employee regularly follows procedures for clocking hours, notifications, and documenting leave		Employee follows procedures for clocking hours, notifications, documenting leave, and is proactive in preparing for absences
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

*Comments: (optional)*



## Professional Knowledge

*Demonstrates understanding of all aspects of the job; Demonstrates understanding of technical job methods and processes.*

Emerging			Developing		Proficient		Distinguished
Rarely utilizes sound judgment and reasoning to accomplish tasks			Sometimes utilizes sound judgment and reasoning to accomplish tasks		Effectively utilizes sound judgment and reasoning to accomplish tasks		Utilizes sound judgment and reasoning to accomplish tasks in an exemplary manner
Rarely understands/applies principles, methods, regulations, and policies required of the position			Sometimes understands/applies principles, methods, regulations, and policies required of the position		Effectively understands/applies principles, methods, regulations, and policies required of the position		Understands/applies principles, methods, regulations, and policies required of the position in an exemplary manner
Rarely uses technology when appropriate			Sometimes uses technology when appropriate		Effectively uses technology when appropriate		Innovatively uses technology when appropriate
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

*Comments: (optional)*





## Professional Growth

*Enhances job performance by seeking out and engaging in learning opportunities to increase knowledge and improve skills; Open to suggestions and making changes as necessary; Uses self-reflection as means for improvement.*

Emerging			Developing		Proficient		Distinguished
Rarely sets/achieves realistic job-related goals or is not interested in improvement			Sometimes sets/achieves realistic job-related goals		Effectively sets/achieves realistic job-related goals		Innovatively goes above and beyond when setting/achieving realistic job-related goals
Rarely engages in required training, and maintains licensure and certification, if applicable			Sometimes engages in required training, and maintains licensure and certification, if applicable		Effectively engages in required training, and maintains licensure and certification, if applicable		Innovatively engages in required training, and maintains licensure and certification; actively seeks out additional training and/or resource, if applicable
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Comments: (optional)



# PLAN FOR SUCCESS

Classified staff will work collaboratively to review and select 2 pillars to focus on throughout the year. Staff members will meet with their supervisors to discuss the purpose of the selected pillars and to establish a plan for growth. The model embraces targeted goal setting, self-reflection and continuous improvement to support student achievement.

## *Pillar #1 (required)*

Pillar \_\_\_\_\_

*PLAN: Why did you choose this pillar?*

*Comments: (required)*

*Do: What actions will you take to improve your practices?*

*Comments: (required)*



Employee Comments: (optional)

**Pillar #2 (required)**

Pillar \_\_\_\_\_

PLAN: Why did you choose this pillar?

Comments: (required)



*Do: What actions will you take to improve your practices?*

*Comments: (required)*

*Employee Comments: (optional)*



## MIDYEAR EVALUATION - PLUS/DELTA

Engaging in a process of continual growth and improvement of practice is a professional obligation. In order to ensure employees and supervisors can identify strengths and opportunities for improvement, collaborative feedback must be encouraged throughout the year. During the mid-year conference, employees will work with their supervisor to complete the Plus/Delta form. This will be completed holistically, meaning this will be done as a general plus/delta and not per pillar. Plus is a quality term that represents the question, “What is going well?” Delta is a quality term that represents the question “What are opportunities for improvement?”

### Study (required)

Plus	Delta

### What modifications need to be made to improve practices? (optional)



## END OF YEAR EVALUATION – STUDY

During the end of year conference, supervisors and employees will review the two pillars chosen. The end of year score for the two pillars will be determined through discussion on the growth of the employee from the beginning of the year and the end of the year, the end of year conference will be reserved for discussion based on the employee's efforts to improve throughout the year. The employee will discuss plans for the upcoming year with their supervisor and select two pillars for growth and improvement.

*ACT: How will positive results be sustained? (required)*

*Future Planning: (required)*



## END OF YEAR EVALUATION – ACT

Supervisor Comments: (optional)

Employee Comments: (optional)

Classified Performance Improvement Cycle	
Please Check	Recommendation
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, and the current TIP plan will be discontinued for the upcoming year
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, however the TIP plan will continue for the upcoming year
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire based on insufficient progress on current TIP plan
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire



# TARGETED INTERVENTION PROCESS

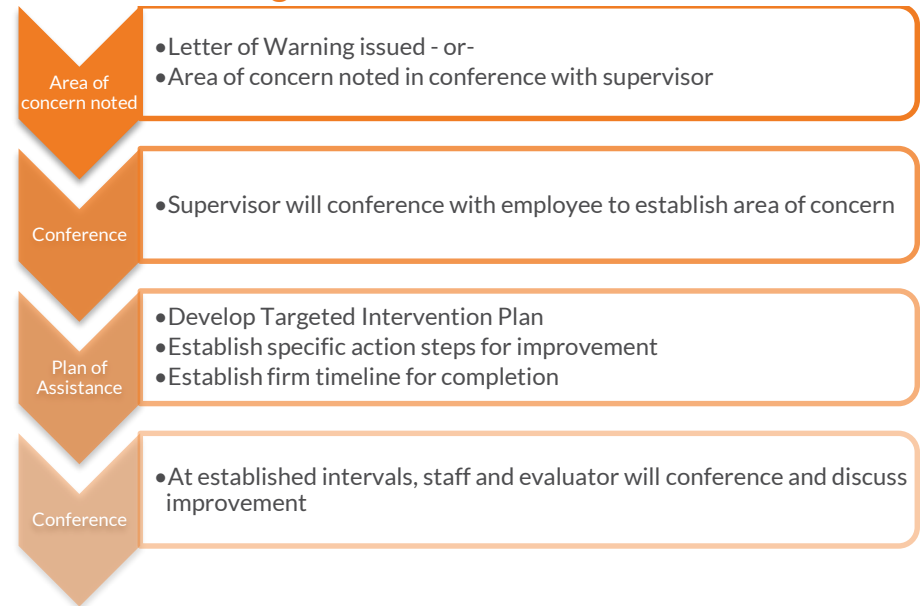
While the primary purpose of the Classified Performance Improvement Cycle is to identify and capitalize on growth opportunities, the focus of the Targeted Intervention Process is an intervention in areas of concern that require immediate attention. Thus, the Targeted Intervention Process focuses on a very specific standard and actions that must be improved within a specific timeline. Accordingly, the Targeted Intervention Process is not only a collaborative process between employee and evaluator; it is also one of direction and guidance from the supervisor requiring the achievement of certain outcomes in a timely fashion.

It is important to remember that the Targeted Intervention Process is a single process within a larger process of evaluation and growth. Consequently, the first step of the Targeted Intervention is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the process is to complete the form: Targeted Intervention. This form allows the evaluator to note the specific category causing the concern, as well as the rationale for concern, and the corrective action plan. The Targeted Intervention should be completed collaboratively with employee and supervisor.

Progress toward successful completion of the intervention action steps should be recorded by the employee and supervisor. Setting the timeline and frequent conferencing should be a priority of both the employee and supervisor in an effort to complete the plan successfully. The purpose of the Targeted Intervention is to provide support and guidance for improvement. However, if an employee is not making sufficient progress, results could lead to termination of the employee.

**NOTE:** For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed according to board policy or permitted by law.

## Targeted Intervention Process





# TARGETED INTERVENTION PLAN

Initial Conference (Page 1 of 2)

Date:

Targeted Intervention Plan			
Employee Name	Building	Academic Year	Pillars
			<input type="checkbox"/> District Commitments <input type="checkbox"/> Customer Service & Communication <input type="checkbox"/> Job Accomplishment <input type="checkbox"/> Quality of Work <input type="checkbox"/> Staff Conduct <input type="checkbox"/> Time and Attendance <input type="checkbox"/> Professional Knowledge <input type="checkbox"/> Professional Growth

Criteria: Area to be improved

Expected Outcome: What will be done?

Plan of Action: How will it be done?



## ***Initial Conference (Page 2 of 2)***

**Resources needed:** People, materials or training

**Progress Monitoring: Timeline**

**Supervisor Comments: (optional)**

**Employee's Comments: (optional)**



***Follow-up Conference***

***Date:***

***Notes on Progress:***



Adopted: July 1, 2015  
Revised: August 4, 2016  
Revised: July 1, 2017  
Platte County R-3 School District, Platte City, Missouri

