



**West Chester Area School District  
Act 93 Administrators'  
Compensation Plan**

**July 1, 2016 – June 30, 2019**

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## INTRODUCTION

It is the goal of the School Board to attract persons for its Management Team who will perform at a level which would place them in the top twenty percent of the Administrators employed countywide; and to pay its managerial employees (herein "Administrators") in a manner which reflects their administrator performance.

The Compensation Plan shall provide uniform and impartial treatment within the District.

The Board has set the levels of responsibility for each position; established salary differentiation between each level of responsibility beginning with the Superintendent as the chief executive and established salary ranges for each level of responsibility.

Salaries shall be based on daily performance and the achievement of yearly objectives

- A. **Meet and Discuss Procedures** -The West Chester Area School District Board of School Directors agree to meet and discuss with a representative group of the Management Team to develop and implement a written compensation plan pursuant to the conditions outlined in Act 93, "Compensation Plan of School Administrators". It is understood that the written plan provisions may not be changed during the term of the plan except by mutual agreement that is signed by the West Chester Administrators' Act 93 Representative(s), unless the plan is required to be modified pursuant to law.
- B. **Term of Compensation Plan** - This plan is effective July 1, 2016 and shall continue until June 30, 2019.
- C. **Administrators Covered by the Plan** - This plan covers all members of the West Chester Area School District Management Team except those specifically not covered as a "School Administrator" pursuant to Pa. STAT. ANN. Tit. 24 Section 11-1164(a).

## SALARY PLAN

- A. A salary range for each administrative position covered by the Plan has been established. The 2016-2017 salary range is attached as Appendix A and shall serve as the basis for the Salary Plan administered as outlined in B through G below.
- B. The salary range shall be adjusted in June 2017 for determining salary minimums and maximums for each position during the 2017-18 school year by increasing the minimum and maximum salary by the base Act 1 index for the respective school year.
- C. **Performance Base Salary Increase:** Base Salary Increase shall be effective on July 1<sup>st</sup> of each year. The annual amount to be awarded for base salary increases shall be determined by multiplying the total base salaries of active Administrators on July 1<sup>st</sup> by the base Act 1 index for the respective school year. The base salary increase for each Administrator shall be determined by the total points earned as a percentage of total maximum points based on performance in Part 1 of the Administration Evaluation Instrument (See Appendix B). If the Administrator's base salary exceeds the salary maximum, the amount of the base salary increase exceeding the maximum shall be added to the Administrator's merit bonus in Section D of this agreement.
- D. **Performance Goals Merit Bonus:** In each year of this plan, each Administrator shall be eligible to receive a merit pay bonus above and beyond base salary increases outlined in Section C above. The performance goals merit bonus shall not be cumulative and shall be paid independently for each contract year. The amount of money available for

merit performance pay bonuses shall be determined by multiplying the base Act 1 index by the base salaries of the active Administrators at July 1<sup>st</sup>. Performance goals shall be established by the Superintendent or his/her designee. The annual performance goal merit bonus for each Administrator shall be determined by the total points earned as a percentage of total maximum points based on performance in Part 2 of the Administration Evaluation Instrument (See Appendix C).

- E. It is the intent of the Salary Plan for fully competent, experienced Administrator's base salary to be at the target salary of the salary range after four full years of proficient experience in the position utilizing the following benchmarks: Administrator new to the position earns eighty-five percent of target salary; year two, eighty-eight and three-quarter percent of target salary; year three, ninety-two and one-half percent of mid-point; year four, ninety-six and one-quarter percent of target salary; and year five, one hundred percent of target salary. The target salary shall be determined as 95% of the maximum salary for each position as exhibited in Appendix A. The Superintendent shall determine initial placement percentage to target salary in consideration of administrative experience and market conditions.

A change in an Administrator's percentage to target salary is conditioned upon the Administrator's performance. Failing/unsatisfactory performance in a given year freezes adjustment to target salary for that year and may reduce future year progress to target salary. Performance that is designated as "needs improvement" may also reduce the adjustment as determined by the Superintendent.

- F. A position's target salary may be lowered by the Superintendent if position responsibilities are changed. In this case, the Administrator's salary will remain frozen until such time as their current salary matches the new target salary for the position.
- G. A one-time bonus payment of \$2,500, less legally required withholdings, that will not be included in the Administrator's salary for future increases, will be made to any Administrator achieving a Doctorate Degree after July 1, 2016 with specific stipulations requiring the Doctorate Degree part of a fully accredited program, and not be through an On-Line Doctoral Program.

## **BENEFITS**

### **HOSPITALIZATION, MEDICAL-SURGICAL & MAJOR MEDICAL INSURANCE**

- A. Plans to be Offered - The Board shall offer the following medical plans to Administrators:
1. Personal Choice 320 Plan (Core Plan)
  2. Other Plans shall be offered for Administrators to purchase at an additional cost above and beyond the school district's cost for the Core Plan.
    - a. Personal Choice 7
    - b. Personal Choice 10/20/70
    - c. Personal Choice 20/30/70
- B. Allocation of Medical Benefit Premiums -The Board shall contribute the following percentages toward the premiums of the medical plans for eligible Administrators and their dependents:
1. 2016-2017: The Board shall contribute 85% of the cost of the following benefits:
    - a. Personal Choice 320 (Core Plan)
    - b. Vision

- c. Dental
- d. Prescription

2. 2017-2018 and 2018-2019: The Board shall contribute 84% of the cost of the benefits outlined in section B.1.

The balance of the premium costs and the difference between the Board's contribution level for the Core Plan and either the Personal Choice 7 Plan, the Personal Choice 10/20/70 Plan or the Personal Choice 20/30/70 Plan shall be paid through mandatory payroll deductions by the Administrator.

Administrators will be eligible for medical benefits the first of the month following their hire date.

**Cadillac Tax Language:** In the event all current plans meets or exceeds the Cadillac Tax, new healthcare plan options will be instituted that fall under the Cadillac Excise Tax for current Act 93 members and applicable retirees on District healthcare plans. The Board shall offer the Act 93 members and all applicable retirees plan option(s) that meet the minimum requirements of the ACA but does not exceed the Cadillac Excise Tax threshold.

#### **PRESCRIPTION DRUG PLAN**

Effective July 1, 2016 through June 30, 2017, the District will pay 85% of the premium cost for the Administrator and dependent prescription drug coverage, with costs limited to a \$10.00 deductible for generic drugs and a \$20.00 deductible for brand name drugs.

When a generic drug is available, unless the physician has specified in writing that brand name is to be dispensed, the plan will only cover the cost of the generic drug, less the \$10.00 deductible. Where the physician has specified in writing that a brand name drug must be dispensed, or where a generic drug is not available, the plan will cover the cost of the brand name drug, less the \$20.00 deductible.

The mail service prescription plan and the Client Based Network shall provide for two (2) co-pays per ninety (90) day supply.

The balance of the premium costs shall be paid by the Administrator through mandatory payroll deductions.

Administrators will be eligible for prescription benefits the first of the month following a 60 day waiting period.

Effective July 1, 2017, the Board will pay 84% of the premium costs for the District's prescription drug plan. The balance of the premium cost shall be paid by the Administrator through mandatory payroll deductions.

#### **DENTAL PLAN**

Effective July 1, 2016 through June 30, 2017 the Board will pay 85% of the premium cost for single and dependent coverage for the District's Dental Plan, which provides for the following coverage:

- A. Maximum coverage of \$2,500.00/year (excluding orthodontia) for employee and each dependent.
- B. 100% of UCR for preventative and basic  
80% of UCR for major services, after \$10/\$30 annual deductible
- C. Orthodontia - 75% of UCR to an annual maximum of \$750.00 or lifetime maximum of \$1,500.00 per person.

Effective July 1, 2017, the Board will pay 84% of the premium costs for the District's dental plan. The balance of the premium cost shall be paid by the Administrator through mandatory payroll deductions. Administrators will be eligible for dental benefits the first of the month following a 60 day waiting period.

#### **VISION CARE PLAN**

Effective July 1, 2016 through June 30, 2017, the Board will pay 85% of the premium cost for single and dependent coverage for the District's Vision Plan, which provides for the following coverage:

- A. Examinations covered at 100% of UCR
- B. \$200.00 maximum for prescription glasses every two consecutive years.
- C. Ocular examinations; once every two years.

Effective July 1, 2017, the Board shall pay 84% of the premium costs. The balance of the premium costs shall be paid by the Administrator through mandatory payroll deductions.

Administrators will be eligible for vision benefits the first of the month following a 60 day waiting period.

Same sex spousal coverage shall be available to employees who meet all of the following terms and conditions:

1. is married or in a legally recognized Civil Union, at least eighteen (18) years of age, resides with the other spouse, and intends to continue to reside with the other Spouse for an indefinite period of time;
2. is not related to the other Spouse by adoption or blood;
3. is the sole Spouse of the employee;
4. agrees to be jointly responsible for the basic living expenses and welfare of the Spouse;
5. demonstrates financial interdependence by submission of proof of the following documents:
  - a. a valid and current marriage license, or a legally valid and recognized Civil Union consistent with the current Collective Bargaining Agreement between the professional employees of the Group; and at the District's discretion may request additional documentation, including the following:
    - i. joint mortgage or lease;
    - ii. a designation of one of the Spouses as beneficiary in the other Spouse's will;
    - iii. a durable property and health care powers of attorney;
    - iv. a joint title to an automobile, or joint bank account or credit account; or
    - v. such other proof as is sufficient to establish economic interdependency under the circumstances of the particular case.

#### **WITHDRAWAL OF HEALTHCARE BENEFIT PROVISION**

An Administrator may elect to maintain the above healthcare coverage or opt out of certain healthcare benefits. The Administrator will receive a reimbursement at 45% of the Board cost for each benefit for this purpose.

- A. An Administrator is not eligible for the withdrawal reimbursement unless he/she has been enrolled in the benefit for one plan year. Administrators must be covered under some medical insurance program.
- B. If they choose to drop the medical insurance provided by the Board, they must provide proof that they are covered by another program.

## **RETIREMENT BENEFIT PROGRAM**

Administrators who retire under the provision of the Pennsylvania School Employees' Retirement System, but not including a disability retirement, who have a minimum of twelve (12) years of service in the West Chester Area School District, have a minimum of five (5) years as an Administrator in the District and who are at least 50 years of age, will be entitled to receive benefits for Administrator and spouse\*, in the group insurance programs (Hospitalization, Medical-Surgical & Major Medical Insurance, Dental, Vision, Prescription and Life Insurance)

### **A. Duration**

Administrators will receive the Retirement Benefit Program until the earlier of:

1. Medicare Eligibility Date (Age 65) or
2. Ten (10) years from the Date of Retirement.
3. \*Retirement Benefit Program ends for spouse when the retiree turns 65.

### **B. Cost Sharing**

All Administrators who are eligible for this benefit shall contribute toward single coverage in the Retirement Benefit Program at the same rate equivalent to the maximum reimbursement provided by the Public School employees Retirement System (currently \$100.00 per month) or at the same rate as if they were active Administrators electing the coverage in question, whichever is higher. In the event an Administrator is ineligible for the PSERS Premium Assistance Program, such employee shall contribute at the same rate as active Administrators.

The additional cost to the Board to provide coverage to the Administrator's spouse will be fifty percent (50%) paid by the Board and fifty percent (50%) paid by the Retired Administrator. The Retired Administrator will have a reduction in their portion of the monthly contribution for spousal coverage by three percent (3%) for each year of service over the minimum requirement of twelve (12) years of service in the District. The contribution for spousal coverage made by the Retired Administrator will on case be less than ten percent (10%) of the cost of spousal coverage.

## **MEDICAL SPENDING ACCOUNT**

An Administrator may elect to contribute between \$240-\$2,500 pre-tax dollars, as it may be adjusted by the Internal Revenue Code from time to time. Medical spending account expenses can be reimbursed for the Administrator's spouse or the Administrator's tax-qualified domestic partner and/or Internal Revenue Code eligible dependents.

- A. Eligible expenses will be in accordance with the requirements of federal law.
- B. Over-the-counter medicines are no longer reimbursable through this FSA without a doctor's prescription.
- C. There is a 60-day waiting period for newly hired Administrators.

## **DEPENDENT CARE ACCOUNT FSAs**

- A. An Administrator may elect to contribute up to \$5,000 annual maximum per household (\$2,500 if the Administrator is married and files taxes separately from the Administrator's spouse) of pre-tax dollars to pay for eligible dependent day care expenses.
- B. There is a 60-day waiting period for newly hired Administrators.

## **PHYSICAL EXAMINATION**

- A. Full costs for an annual comprehensive physical examination each school year, until retirement.

#### **GROUP TERM LIFE INSURANCE (INCLUDES DOUBLE INDEMNITY)**

- A. Three times annual salary rounded to the nearest hundred, plus \$15,000.00
- B. Coverage effective 1st of the month following date of employment.

#### **GROUP TRAVEL ACCIDENT PROTECTION**

- A. In event of injury to covered person, \$25,000 to \$100,000
- B. \$1,000,000 for loss of life

#### **SALARY CONTINUATION FOR EXTENDED ILLNESS/DISABILITY**

- A. Eligibility for this benefit is the first of the month coincident with or next following date of employment
- B. 60% of salary up to \$6,000 total monthly income paid until retirement, after a 90-day elimination period.
- C. The monthly premium cost, which is included in salary, will be taken as a benefit deduction on a post-tax basis.

#### **TUITION REIMBURSEMENT FOR GRADUATE CREDITS**

Pre-approval of graduate courses required by immediate supervisor and by the Superintendent.

- A. Courses must be completed with a grade of "B" or better.
- B. Costs per credit hour for graduate courses reimbursed at 100 percent up to \$640 per credit.
- C. No more than eighteen (18) credits may be taken during any school year, July 1 through June 30.

The Superintendent may on a case by case basis, approve additional increases based on market conditions and/or survey information on the per credit rates of the universities typically used by Administrators for their coursework. Administrators may receive a cap of twenty-one (21) credits during any school year, July 1 through June 30, to be determined by the superintendent on a case-by-case basis.

The Board will allow reimbursement for reimbursement of non-graduate credit courses taken to satisfy the requirements of Act 45 of the Pennsylvania School Code. These courses must be taken within two years of the administrator's deadline for achieving the credits required by Act 45 to maintain appropriate certification for their position. Reimbursement for such courses is contingent on the following:

- D. Approval by immediate supervisor and by the Superintendent.
- E. Course must be taken outside of Administrator's work hours.

#### **SEVERANCE PAY FOR RETIREES**

- A. Administrators who retire under the provision of the Pennsylvania School Employee's Retirement System and who have been employed continuously (and approved leave shall be included) in the West Chester Area School District for twelve (12) or more years of service will be entitled to a severance payment based upon the number of unused but accrued sick days multiplied by the Daily Rate.

The severance payment would be calculated on an "early notification rate" in the event the District receives a notification from the Administrator 120 days preceding the date when the Administrator intends to retire based upon the schedule set forth below:

Number of Accrued Sick Days	Daily Rate	Early Notification Rate
1-100	\$45.00	\$60.00
101-200	\$55.00	\$70.00
201+	\$65.00	\$80.00



Payment will be made into the Administrator's 403 (b) and/or 457(b) plan through a non-elective contribution.

- B. Effective July 1, 2016, administrators who retire under the provision of the Pennsylvania School Employees' Retirement System and who have been employed (and approved leave shall be included) in the District for twelve (12) or more years of service, have been an Administrator in the West Chester Area School District for five (5) or more years with the District will be entitled to the following severance at the conclusion of their service:

1. For Administrators retiring after five (5) years of service and before ten (10) years of service, Administrators will be paid .5% of their final year's salary multiplied by their years of service as an Administrator.
2. For Administrators retiring after ten (10) years of service, Administrators will be paid 1.0% of their final year's salary multiplied by their years of service as an Administrator

Payment will be made by the District in the form of a non-elective contribution to Administrator's 403 (b) and/or 457 (b) plan.

#### **457(b) PROGRAM FOR ADMINISTRATORS**

An annual contribution will be made by the Board to a 457(b) plan that shall be determined by 2.86% of the salary pool for Administrators, with contributions for each Administrator determined by the total points earned as a percentage of total maximum points based on performance in Part A and Part B of the Administration Evaluation Instrument (See Appendix D).

- A. Each year's contribution will be paid to Administrator during first pay in July (no vesting).
- B. Administrators working less than a full year will be pro-rated based on months of service. (12 months for a 12-month employee and 10 months for a 10-month employee) preceding the July 1 contribution date in order to be eligible for a contribution.

Administrators can also defer their own salary into the 457(b) plan, so long as there is no cost to the Board.

### **LEAVE TIME**

#### **VACATION LEAVE**

- A. Principals, Asst. Principals, and twelve-month Supervisors earn 15 paid days each school year, pro-rated. District Office Administrators earn 20 paid days each school year, prorated.
- B. Administrators and Supervisors with 7 years Management Team service within the District are entitled to 1 additional vacation week.
- C. Administrators and Supervisors with 12 years Management Team service are entitled to 1 additional vacation week each full school year for a total of 5 weeks for Principals, Asst. Principals and twelve month Supervisors and a total of 6 weeks for District office Administrators. No more than one consecutive vacation day may be taken during the school calendar year without the Superintendent's approval.
- D. Administrators new to the District or Management Team will be awarded vacation determined by the Superintendent.
- E. Vacation benefits do not apply to ten-month (207-day) Supervisors.
- F. Administrators may rollover unused vacation days from one year to the next as long as

the combined balance of rollover vacation days and the current allotment of vacation days do not exceed 35 days.

- G. Administrators must use a minimum of 10 vacation days each year to be eligible for the rollover.
- H. Administrators may receive a cash payment for up to 10 unused vacation days each year.

The District will allow for vacation time to be used prior to being earned in the first year of employment up to a maximum of 15 days. In the event an administrator leaves the service of the District before these days are earned, a prorated deduction will be made from the final pay reflecting the vacation leave days taken, but not earned.

### **SICK LEAVE**

One day per month, to 10 or 12 per year depending on work schedule, cumulative. Administrators shall be permitted to use up to five (5) of their accrued sick days per contract year for care of an immediate family member. Immediate family shall be defined as father, mother, brother, sister, son, daughter, husband, wife, parent-in-law. Included within the immediate family is any near relative who resides in the same household.

### **HOLIDAYS**

- A. District Office Administrators are paid for 11 days each fiscal year: New Year's Day, Dr. Martin Luther King, Jr. Commemorative, Lincoln-Washington Commemorative, Memorial Day, Good Friday, Independence Day, Labor Day, Thanksgiving (2) and Christmas (2).
- B. Ten-month (207-day) Supervisors, twelve-month Supervisors, and twelve-month Administrators assigned to schools are paid for the following holidays: Winter Vacation, Spring Vacation, Dr. Martin Luther King, Jr. Commemorative, Lincoln-Washington Commemorative, Memorial Day, Labor Day, and Thanksgiving (2).

### **MANDATORY DIRECT DEPOSIT LANGUAGE**

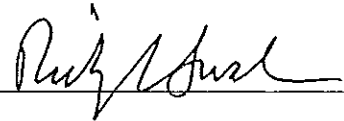
Administrators shall be required to (1) set up a bank account that can receive direct deposit checks from the District and (2) execute any and all forms or consents that would enable mandatory direct deposit of District payroll and other checks as a precondition for receive any monetary payments or compensation from the District. Prior to making future changes to District payroll that would impact the Administrators' receipt of any monetary payment or compensation from the District, the District will meet and discuss such changes with the Act 93 Leadership.

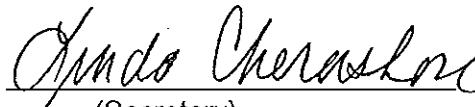
### **MISCELLANEOUS**

- A. Bereavement time up to 5 days for immediate family and 1 day for near relative or friend (each occasion) – (*Board Policy 336*)
- B. Jury duty/witness in Court as needed – (*Board Policy 342*)
- C. Childbearing (disability) leave (paid) – (*Board Policy 334*)
- D. Childbearing (personal) leave (unpaid) for a maximum period of 1 year from the date of childbirth or custody of an adopted infant – (*Board Policy 334*)
- E. Military leave (unpaid) – (*Board Policy 336*)
- F. Military training (maximum of 15 days each year) – (*Board Policy 336*)
- G. Religious Obligations (*Board Policy 336*)
- H. Attendance at conferences/conventions.

ADOPTED BY THE BOARD OF SCHOOL DIRECTORS OF THE WEST CHESTER AREA  
SCHOOL DISTRICT:

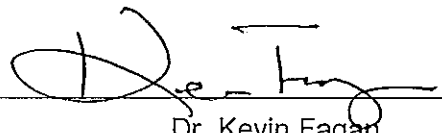
Date: 6/27/16

By:   
(President)

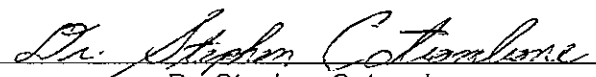
Attest:   
(Secretary)

WEST CHESTER ADMINISTRATORS' ACT93 REPRESENTATIVE

7/14/16  
Date

  
Dr. Kevin Fagan

7/14/16  
Date

  
Dr. Stephen Catrambone

# APPENDIX A

## West Chester Area School District Management Team Salary Ranges 2016-2017

<u>Position</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Target Salary</u>
Directors of Education*	\$137,332	\$169,645	\$161,163
Director of Facilities	\$128,088	\$159,246	\$151,284
Director of Technology	\$128,088	\$159,246	\$151,284
High School Principals	\$129,285	\$160,238	\$152,225
Middle School Principals	\$121,504	\$150,557	\$143,028
Elementary School Principals	\$112,825	\$139,780	\$132,791
Supervisors**	\$103,500	\$128,057	\$121,653
Assistant High School Principals	\$100,554	\$124,530	\$118,302
Assistant Middle School Principals	\$100,554	\$124,530	\$118,302
Assistant Director of Business Affairs	\$100,554	\$132,470	\$125,847
Assistant Director of Human Resources	\$98,679	\$130,000	\$124,283
Capital Program Manager	\$94,569	\$117,127	\$111,270
Information Technology Services Coordinator	\$87,366	\$108,228	\$102,816
High School Athletic Directors – 207 Days	\$82,449	\$101,690	\$96,605
Social Worker Coordinator – 195 Days	\$78,246	\$95,914	\$91,273
Instructional Technology Coordinator	\$75,089	\$92,757	\$88,119
 <u>*Directors of Education Include:</u>			
Director of Elementary Education			
Director of Pupil Services			
Director of Secondary Education			
 <u>**Supervisors Include:</u>			
Supervisor of Curriculum (Science, Mathematics, Social Studies, Reading/Language Arts, World Language/Fine Arts), Supervisor of Student Services, Special Education Supervisor, Supervisor of Equity/Assessment, Supervisor of ELL/Re-evaluations			

# APPENDIX B: Part 1-Sample Evaluation Rubric for Base Pay Increase Sample Evaluation Instrument

Name  
Location/Date

## PART A: LEADERSHIP DIMENSION

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1.0 Student Achievement				
1.3 Ensure Equity	<p>In addition to proficient criteria,</p> <ul style="list-style-type: none"> <li>The principal engages in a range of ongoing activities that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding the educability of all students in a standards-based system and the principle of equity.</li> <li>The principal models a commitment to high standards for all students and to closing the achievement gap among all subgroups of students; these actions encourage and influence the faculty to embrace and demonstrate shared commitment to these beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>The principal provides opportunities for faculty to examine their understandings of standard-based education, equity, and excellence and to identify ways in which current beliefs, values and practices fall short of desired ideals.</li> <li>The principal examines ways in which actions and communications influence shared values.</li> <li>The principal identifies and uses strategies to support needed changes as necessary in moving the school toward greater equity.</li> </ul>	<ul style="list-style-type: none"> <li>The principal demonstrates awareness of equity issues and has begun to identify specific strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The principal does not recognize or fails to recognize equity issues.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments:

# APPENDIX B: Part 1-Sample Evaluation Rubric for Base Pay Increase

## Sample Evaluation Instrument

Name  
Location/Date

### PART A: LEADERSHIP DIMENSION

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
2.0 Communication				
2.1 Two-way communication with staff	<p>In addition to proficient criteria,</p> <ul style="list-style-type: none"> <li>The principal engages in active listening with the staff.</li> <li>The principal holds numerous individual and small group meetings with staff.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings include open conversations.</li> <li>Staff members regularly have the opportunity for one-to-one meetings with the principal.</li> <li>The principal knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.</li> </ul>	<ul style="list-style-type: none"> <li>Typically limits listening to questions during staff meetings.</li> <li>Staff meetings occasionally include open discussions.</li> <li>Staff members have limited opportunity for one-to-one meeting with principal.</li> <li>The principal knows staff members but does not consistently recognize personal and individual contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings consist of the reading of announcements with little or no interaction.</li> <li>Little or no two-way communication with staff.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments:

2.2 Two-way communication with parents	<p>In addition to proficient criteria,</p> <ul style="list-style-type: none"> <li>Clear evidence of parent-centered communication, including open forums, focus groups, surveys, appointments, and extensive use of technology.</li> <li>Data suggests that parents feel empowered and supportive of educational objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Conducts frequent interactions with parents, including newsletters, personal briefings, appointments, calls, and the use of technology (voice mail, hot lines, e-mail, Web sites, presentation software) where appropriate.</li> <li>Clear evidence of decisions based on input from parents.</li> <li>Promotes the school's accomplishment through the media and central administration.</li> </ul>	<ul style="list-style-type: none"> <li>Only routine interaction with parents is in evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no evidence of two-way communication with parents.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments:

# APPENDIX B: Part 1-Sample Evaluation Rubric for Base Pay Increases Sample Evaluation Instrument Name \_\_\_\_\_ Location/Date \_\_\_\_\_

## PART A: LEADERSHIP DIMENSION

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
3.0 Faculty Development				
3.1 Understanding of faculty proficiencies and needs for further development.	<p>In addition to proficient criteria,</p> <ul style="list-style-type: none"> <li>The principal has also demonstrated a record of professional development opportunities linked to the needs of each faculty member.</li> <li>The principal personally participates in professional development to demonstrate a commitment to lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>The principal has created learning plans for the faculty based upon identified needs.</li> <li>Professional development activities reflect the prioritized needs of these plans.</li> </ul>	<ul style="list-style-type: none"> <li>The principal is aware of differentiated needs of faculty members, but there are few instances of differentiated professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is typically "one size fits all" and there is little or no evidence of recognition of individual faculty needs.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments: \_\_\_\_\_

3.2 Personal participation in leading professional development	<p>In addition to proficient criteria,</p> <ul style="list-style-type: none"> <li>The principal is also an active participant in teacher-led professional development.</li> <li>Through a commitment of time and intellect, the principal is a learner and is willing to learn from colleagues on a regular basis.</li> <li>The principal shares learning experiences with other leaders and colleagues throughout the system.</li> </ul>	<ul style="list-style-type: none"> <li>The principal devotes faculty meetings to professional development, not announcements.</li> <li>The principal personally leads professional development several times each year.</li> </ul>	<ul style="list-style-type: none"> <li>The principal sometimes devotes faculty meetings to professional development and occasionally shares personal learning experience with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>The principal displays little or no evidence of new learning.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments: \_\_\_\_\_

# APPENDIX B: Part 1-Sample Evaluation Rubric for Base Pay Increase Sample Evaluation Instrument

Name  
Location/Date

## PART A: LEADERSHIP DIMENSION

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
4.0 Management	In addition to proficient criteria, <ul style="list-style-type: none"> <li>The principal allocates his/her time to ensure that the district achieves its strategic priorities.</li> <li>The principal prioritizes daily tasks which are updated regularly and as priorities change.</li> </ul>	<ul style="list-style-type: none"> <li>The priorities of the organization and the priorities of the principal are closely matched.</li> <li>The principal has a documented history of managing projects and meeting deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>The principal is aware of organizational priorities but the daily operations frequently intrude.</li> </ul>	<ul style="list-style-type: none"> <li>The principal is unaware of or indifferent to organizational priorities.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments:

4.2 Ensure a Safe School Environment	In addition to proficient criteria, <ul style="list-style-type: none"> <li>The principal institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through positive climate.</li> <li>The principal facilitates members of the school community in ongoing refinement of their commitment to developing and sustaining an environment that supports the physical, emotional, intellectual, and social well-being of all.</li> </ul>	<ul style="list-style-type: none"> <li>The principal communicates regularly with members of the school community so that they are aware of these expectations and understand their roles in maintaining school safety.</li> <li>The principal implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students.</li> <li>The principal works with students and staff to internalize responsibility for school safety and climate.</li> <li>The principal supports staff and students in exercising leadership to create such an environment.</li> </ul>	<ul style="list-style-type: none"> <li>The principal ensures that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>The principal does not ensure a safe school environment</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments:



# APPENDIX B: Part 1-Sample Evaluation Rubric for Base Pay Increases **Sample Evaluation Instrument**

Name \_\_\_\_\_  
 Location/Date \_\_\_\_\_

## PART A: LEADERSHIP DIMENSION

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
4.0 Management				
4.3 Student Discipline	In addition to proficient criteria, • Students are self-directed and make a safe learning environment a top priority as demonstrated by their actions.	• The principal makes student-centered responsibility the cornerstone of disciplinary decisions making and provides ongoing opportunities for all students to be heard regarding their physical and emotional safety.	• The principal develops and implements school-wide discipline plans.	• The principal does not develop or implement school-wide discipline plans.
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments: \_\_\_\_\_

# APPENDIX C: Part 2-Sample Evaluation Rubric for Merit Pay Increases

## Sample Evaluation Instrument

Name  
Location/Date

### PART A: LEADERSHIP DIMENSION

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1.0 Student Achievement				
1.1 Student achievement goals and results	<p>In addition to proficient criteria,</p> <ul style="list-style-type: none"> <li>Consistent record of improved student achievement on multiple indicators of student success.</li> <li>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</li> <li>Explicit use of previous data indicates that the leader has focused on improving performance.</li> </ul>	<ul style="list-style-type: none"> <li>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement</li> <li>Average of the student population improves as does the achievement of each group of students who have previously been identified as needing improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Has established goals related to student achievement that are specific and measurable, but these efforts have yet to result in improved student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses more on student characteristics than on the actions of the teachers and leaders in the system.</li> <li>Goals are neither measurable nor specific.</li> <li>Has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments:

1.2 Use of student achievement data to make instructional leadership decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs for improved student achievement.	<p>In addition to proficient criteria,</p> <ul style="list-style-type: none"> <li>There is clear evidence of the use of data from state, district, building and classroom data to make specific and observable changes in teaching, curriculum and leadership decision.</li> <li>Empowers teaching and administrative staff to draw inferences from data. The principal regularly shares with teachers both successes and failures based on local data analysis.</li> <li>Faculty meetings and professional development meetings are focused on the locally produced academic reports, and there is clear evidence of changes in leadership, teaching, and curriculum as a response to these analyses.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple data sources, including state and district assessments.</li> <li>Systematically examines data at the subscale level to find strengths and challenges.</li> <li>Can specifically document examples of decisions and evidence of changes in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</li> <li>Participation in data-driven decision-making workshops, and limited evidence of changes based on data.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to use data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year.</li> </ul>
	3.0 to 4.0	2.0 to 2.9	1.0 to 1.9	Below 1.0

Comments:

APPENDIX D: Sample Evaluation Instrument Summary Page

**Sample Evaluation Instrument**

Name \_\_\_\_\_  
Location/Date \_\_\_\_\_

PART 1: LEADERSHIP – Base Pay Performance Evaluation  
(Maximum Points = 28)

Points Earned

\_\_\_\_\_ ÷ 28 = \_\_\_\_\_

Total Points Part 1: \_\_\_\_\_

PART 2: LEADERSHIP – Student Achievement- Merit Pay  
(Maximum Points = 12)

Points Earned

\_\_\_\_\_ ÷ 12 = \_\_\_\_\_

Total Points Part 2: \_\_\_\_\_

I have reviewed and discussed this evaluation.

\_\_\_\_\_  
Administrator Signature      Date

\_\_\_\_\_  
Evaluator Signature      Date

## Notes