

PLANS FOR CONTINUOUS IMPROVEMENT ARE –

- Developed by the evaluator and the educator when an educator’s performance indicates an area of concern and/or is unsatisfactory in any area of the educator’s responsibility.
- There are two (2) types of Plans for Continuous Improvement within the Educator Evaluation System:
 - » The Focused Support Plan (FSP)
 - » The Corrective Action Plan (CAP)

What is a Focused Support Plan?

- The Focused Support Plan (FSP) is a proactive measure that supports individual improvement and professional growth. The FSP may commence only after a purposeful conversation between evaluator and educator has taken place, and when there is documented evidence indicating an area of concern based on one or more of the professional standards. The FSP, and its implementation, is an improvement process between the educator and the evaluator.

What are the essential components of a Focused Support Plan?

- There is an identified area of concern with reference to the professional standards to be address.
- A clear expectation for change has been communicated.
- A nine (9) week minimum timeline for the FSP has been established.
- Resources purposed with supporting the educator’s improvement are made readily available to the educator.

What happens at the conclusion of a nine (9) week Focused Support Plan?

- At the conclusion of the nine (9) week FSP, if evidence demonstrates that the standard has been met, then the plan is successfully completed.
- At the conclusion of the nine (9) week FSP, if evidence demonstrates that adequate progress has been made but the standard has not been met, the FSP may be extended one time for an additional nine (9) week period at the discretion of the evaluator.
- At the conclusion of the nine (9) week FSP, if evidence demonstrates inadequate progress on the standard related to the area of concern, an evaluation will be completed and a Corrective Action Plan will be initiated.

What is a Corrective Action Plan?

- The Corrective Action Plan (CAP) is initiated when a Focused Support Plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one or more of the standards, or when certain instances of misconduct as specified in West Virginia State Code require immediate action and/or a CAP. The CAP may be initiated for an educator at any point in the school year.

What are the essential components of a Corrective Action Plan?

- There is an identified area of unsatisfactory performance with reference to the standard(s) to be addressed.
- A clear expectation for change has been communicated.
- An eighteen (18) week timeline is established for the plan.
- Resources purposed with supporting the educator’s improvement are made readily available to the educator. These resources may include referral to other educators.

What happens at the conclusion of an eighteen (18) week Corrective Action Plan?

- The CAP is determinative and may not be repeated.
- Evidence of adequate progress must be demonstrated by the conclusion of the eighteen (18) week CAP.
- If evidence does not demonstrate that adequate progress has been made at the conclusion of the CAP, termination for unsatisfactory performance shall ensue.

Are Summative Evaluations required as part of the Plans for Continuous Improvement?

- Yes. In accordance with WV Code 18A-2-8, an Unsatisfactory rating can only be given as part of a written evaluation. Therefore, an online Summative Evaluation must be completed for an educator prior to the beginning of and at the conclusion of a Corrective Action Plan.

Can an educator transfer to another school and/or county while on a Plan for Continuous Improvement?

- The determination of whether or not an educator may transfer to another school/county while on a Plan for Continuous Improvement is made by the employing district’s central office.