Florida Virtual School
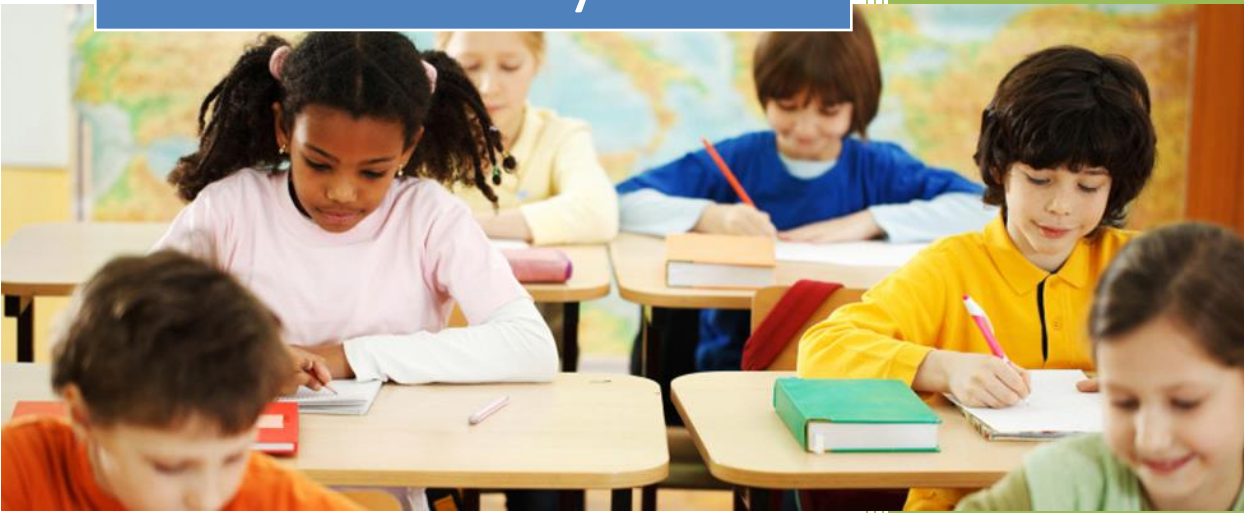# Support Staff
Evaluation System

<p style="text-align:center">FLORIDA VIRTUAL SCHOOL SUPPORT STAFF EVALUATION SYSTEM</p>

Overview

Florida Virtual School (FLVS) is committed to providing the tools, support, and processes needed to help support staff reach their highest potential. The support staff evaluation has been developed to allow for a continuous cycle of reflection and growth, culminating in the year-end evaluation. This evaluation cycle is one of the driving factors of success for the FLVS Strategic Goals and our support staff personnel.

Our current performance evaluation system is built upon the following actions:

- Training on performance evaluation instruments for staff and supervisors (including the FLVS Strategic Goals and appropriate evaluation metrics)
- Ongoing training and coaching in employee performance and goal monitoring
- Engaging monthly performance discussions between support staff and supervisors
- Creating professional development plans based on identified areas of growth
- Aligning functional goals with the FLVS Strategic Goals
- Assessing each employee's ability to demonstrate achievement in each of the four core competencies

The above performance management activities culminate in a year-end evaluation for eligible support staff. Eligible employees are evaluated annually following the close of the school year, which runs July 1- June 30.

Support Staff Evaluation Components and Processes

The FLVS support staff evaluation is an ongoing and multi-step process. Each support staff employee participates in a variety of reflective activities and professional learning opportunities that lead to growth for each individual, ultimately supporting organizational attainment of the FLVS Strategic Goals. Each support staff member starts with the pre-planning process where he/she develops functional and professional learning goals measured through Key Performance Indicators (KPIs), which are directly aligned to the FLVS Strategic Goals. Once goals are set for the year, employees engage in frequent dialogue with their manager to review their progress, culminating in the year-end evaluation. Throughout the year, employees are supported through professional development and coaching for success.

Functional Goals

Each support staff employee will set functional goals aligned to the FLVS Strategic Goals and his/her department/team goals. Functional goals are outcome-driven objectives that are specific to the employee's position. They help guide the employee's actions to reach defined KPIs. Functional goals directly connect to the employee's role and organizational objectives, ensuring that FLVS reaches its strategic goals. As with all goals, functional goals should be SMART - specific, measurable, achievable, realistic, and timely. The employee will collaborate with his/her manager regarding the expectations for functional goals and how to create them. Support staff will set a minimum of three and a maximum of five functional goals, which must be approved by the employee's supervisor.

Professional Learning Goals

Each support staff member, with feedback from his/her supervisor, will develop a professional learning goal(s) that focuses on targeted areas of improvement and growth that will have an impact on the employee's professional development, as well as support the achievement of the employee's functional goals. Support staff set at least one, but no more than three, professional learning goals.

Core Competencies

Each support staff employee will be evaluated based on four core competencies: **Job Knowledge and Skills**, **Productivity**, **Communication**, and **Customer Focus**. These competencies are essential for ensuring high performance and continuous improvement within our organization. Each competency will be assessed to provide a comprehensive evaluation of each employee's contributions and areas for development. Please see chart below for the full descriptions of each competency.

Job Knowledge and Skills	Productivity
Team member carries out essential job functions with accuracy, engages in ongoing and relevant professional learning, applies new knowledge effectively, and demonstrates mastery of job-specific skills. *In addition to the above, supervisors will set clear performance expectations, provide regular feedback, recognize high performance, address underperformance, and support employee learning and development.*	Team member produces high quality work, meets organizational and departmental deadlines, balances multiple responsibilities, manages time effectively, and seeks ways to improve processes and productivity. *In addition to the above, supervisors will successfully manage team projects and deadlines, foster a positive team culture, empower autonomy, and balance team workload effectively.*
Communication	Customer Focus
Team member communicates clearly in written and verbal formats, collaborates effectively, demonstrates professionalism in all interactions, exhibits strong interpersonal skills, and contributes to a positive team and professional community. *In addition to the above, supervisors will model strong communication skills and leverage interpersonal skills to build relationships and sustain a strong professional community.*	Team member addresses the needs of internal and external customers, analyzes problems effectively, contributes to innovative solutions, seeks opportunities for improvement, and successfully adapts to change. *In addition to the above, supervisors will create and support action plans and strategies to achieve organizational goals, make informed decisions, promote innovative solutions, and anticipate future trends and challenges.*

Cascading Goals

As noted above, all support staff set functional and professional learning goals that align with the FLVS Strategic Goals. As a result of cascading goals, FLVS leadership is able to maintain focus on the FLVS Strategic Goals, monitor and manage progress toward goals on a continuous basis, and evaluate overall strategy at the individual performance level. This benefits employees by helping them understand exactly how their day-to-day work contributes to the achievement of FLVS, and how teams and individuals impact the success the FLVS Strategic Goals. The below graphic illustrates the concept of how goals cascade for support staff employees.

FLVS Strategic Goals
→ Department/Team Goals
→ Individual Functional Goals
→ Individual Professional Learning Goals

Mid-Year Performance Reviews

The Mid-Year Performance Review aids support staff by providing feedback and coaching opportunities at the mid-point of the school year. This allows FLVS supervisors to provide relevant feedback on goal progress and achievement. Support staff are rated on the mid-year review using two performance levels: effective and needs improvement. This will indicate if the employee is on track or not on track to meet or exceed their goals for the year.

Also evaluated during the mid-year performance review are the four core competencies. This allows managers to provide feedback and engage in meaningful discussions with each employee regarding how they demonstrate (or have areas of opportunity) within the four core competency areas.

Functional Goals (Mid-Year):

Not Rated	Needs Improvement	Effective
• Not applicable for rating at this time.	• Not currently on track to meet functional goal KPI. • Demonstrates lack of understanding of job requirements and/or expectations.	• On track to achieve functional goal KPI or stretch metric(s).

Professional Learning Goals (Mid-Year):

Not Rated	Needs Improvement	Effective
• Not applicable for rating at this time.	• Limited/no proficiency in the development areas. • Limited/no evidence of application of the development area.	• Demonstrates proficiency in the development area. • Evidence of application of the development area.

Core Competencies (Mid-Year):

Core Competencies Mid-Year			
Component	**Not Rated**	**Needs Improvement**	**Effective**
JOB KNOWLEDGE AND SKILLS Team member carries out essential job functions with accuracy, engages in ongoing and relevant professional learning, applies new knowledge effectively, and demonstrates mastery of job-specific skills.	▪ Not applicable for rating at this time.	▪ Demonstrates basic job knowledge and skills but lacks consistency. ▪ Occasionally makes errors in job functions. ▪ Engages in professional learning only when required. ▪ Inconsistently applies new knowledge.	▪ <u>Regularly</u> carries out essential job knowledge and skills with accuracy. ▪ Regularly carries out job functions with minimal errors. ▪ Engages in ongoing and relevant professional learning. ▪ Applies new knowledge effectively.
In addition to the above, supervisors will set clear performance expectations, provide regular <u>feedback</u>, recognize high performance, address underperformance, and <u>support</u> employee learning and development		▪ *Inconsistently sets performance expectations.* ▪ *Provides inconsistent and/or ineffective <u>feedback</u>.* ▪ *Recognizes high performance sporadically.* ▪ *Inadequately addresses underperformance.* ▪ *Offers limited <u>support</u> for employee learning and development.*	▪ *Sets clear performance expectations.* ▪ *Provides regular and constructive <u>feedback</u>.* ▪ *Recognizes high performance.* ▪ *Addresses underperformance promptly.* ▪ *<u>Supports</u> employee learning and development effectively.*
PRODUCTIVITY Team member produces high quality work, meets organizational and departmental deadlines, balances multiple responsibilities, manages time effectively, and seeks ways to improve processes and productivity.	▪ Not applicable for rating at this time.	▪ Produces work of inconsistent quality. ▪ Frequently misses deadlines. ▪ Has difficulty balancing multiple responsibilities. ▪ Shows some effort in managing time but lacks consistency. ▪ Occasionally seeks ways to improve processes and productivity.	▪ Produces high-quality work. ▪ Routinely meets organizational and departmental deadlines. ▪ Effectively balances multiple responsibilities. ▪ Manages time well. ▪ Seeks ways to improve processes and productivity.
In addition to the above, supervisors will successfully manage team projects and deadlines, foster a positive team culture,		▪ *Inconsistently manages team projects and deadlines.* ▪ *Occasionally fosters a positive team culture.* ▪ *Provides limited <u>autonomy</u>*	▪ *Successfully manages team projects and deadlines.* ▪ *Fosters a positive team culture.* ▪ *Empowers team members with <u>autonomy</u>.*

empower *autonomy, and balance team workload effectively.*		*to team members.* ▪ *Inconsistently balances team workload effectively.*	▪ *Balances team workload effectively.*
COMMUNICATION Team member communicates clearly in written and verbal formats, collaborates effectively, demonstrates professionalism in all interactions, exhibits strong interpersonal skills, and contributes to a positive team and professional community.	▪ Not applicable for rating at this time.	▪ Written and verbal communication is inconsistent and lacks clarity. ▪ Collaborates effectively on some occasions. ▪ Shows professionalism in some interactions. ▪ Displays basic interpersonal skills. ▪ Contributes minimally to a positive team and professional community.	▪ Written and verbal communication is clear and effective. ▪ Collaborates effectively with team members. ▪ Demonstrates professionalism in all interactions. ▪ Exhibits strong interpersonal skills. ▪ Contributes regularly to the team and professional community.
In addition to the above, supervisors will model strong communication skills and leverage interpersonal skills to build relationships and sustain a strong professional community.		▪ *Demonstrates inconsistent communication skills.* ▪ *Occasionally leverages interpersonal skills to build strong relationships and sustain a professional community.*	▪ *Models strong communication skills.* ▪ *Regularly leverages interpersonal skills to build strong relationships and sustain a strong professional community.*
CUSTOMER FOCUS Team member addresses the needs of internal and external customers, analyzes problems effectively, contributes to innovative solutions, seeks opportunities for improvement, and successfully adapts to change.	▪ Not applicable for rating at this time.	▪ Inconsistently addresses the needs of internal and external customers. ▪ Analyzes problems with limited effectiveness. ▪ Occasionally contributes to innovative solutions. ▪ Seeks opportunities for improvement but lacks consistency. ▪ Adapts to change with difficulty.	▪ Regularly addresses the needs of internal and external customers. ▪ Analyzes problems effectively. ▪ Contributes to innovative solutions. ▪ Seeks opportunities for improvement. ▪ Adapts to change with openness and flexibility.
In addition to the above, supervisors will create and support action plans and strategies to achieve organizational goals, make informed		▪ *Inconsistently creates and supports action plans and strategies.* ▪ *Makes decisions with limited information.* ▪ *Occasionally promotes*	▪ *Creates and supports effective action plans and strategies.* ▪ *Makes informed decisions.* ▪ *Regularly promotes innovative solutions.*

decisions, promote *innovative* solutions, and anticipate future trends and challenges.		• *innovative* solutions. • Inconsistently anticipates future trends and challenges.	• Anticipates future trends and challenges.

Summative Evaluations

The year-end summative evaluation allows supervisors to provide detailed feedback to employees on their achievement of functional and professional learning goals, as well as their level of proficiency on the core competencies. All areas are evaluated on a four-level rating system: Highly Effective, Effective, Needs Improvement, and Unsatisfactory.

Employees begin the summative evaluation process by completing a self-assessment to share how their KPIs were achieved during the fiscal year. Supervisors then enter ratings and comments into Pathways, the FLVS performance management system. Ratings are assigned a point value based on the rating level where Highly Effective = 4 points, Effective = 3 points, Needs Improvement = 2 points, and Unsatisfactory = 1 point. Points earned for each section of the evaluation (e.g., Functional Goals, Professional Learning Goals, and Core Competencies) are calculated based on a weighted scale, which then determine the final evaluation score. Functional goals are weighted at 50% of the total evaluation score, Professional Learning Goals are 10%, and Core Competencies are 40%.

Evaluation Section	Evaluation Weight
Functional Goals	50%
Professional Learning Goals	10%
Core Competencies	40%

The weighted score for each section is determined by the following formula: (ratings total/ratings count)* section weight. Below is an example for the functional goal section:

Ratings: HE, E, E (4+3+3 = 10)

Ratings Total		Ratings Count		Section Weight		Weighted Score
10	/	3	*	.50	=	1.6

Once the final point value has been calculated based on the individual section ratings and weights, the final evaluation rating is determined based on the performance ranges below:

Evaluation Rating	Performance Range
Highly Effective	3.5 – 4.0
Effective	2.5 – 3.49
Needs Improvement	1.5 – 2.49
Unsatisfactory	1 – 1.49

In the example below, the employee earned a weighted score of 1.84 in the functional goals section, a weighted score of .25 in the professional learning goals section, and 1.4 on the core competencies. When added together, the total score equals 3.49, resulting in an Effective overall summative evaluation score.

Functional Goals	Rating	Point Value	Avg	Weight	Weighted Score
Functional Goal 1	E	3			
Functional Goal 2	HE	4			
Functional Goal 3	HE	4			
Functional Goal 4	N/A	N/A			
Functional Goal 5	N/A	N/A			
Functional Total		11	11/3	*.50	1.84
PL Goals	Rating	Point Value			
PL Goal 1	E	3			
PL Goal 2	NI	2			
PL Goal 3	N/A	N/A			
PL Total		5	5/2	*.10	0.25
Core Competencies	Rating	Point Value			
Job Knowledge and Skills	HE	4			
Productivity	E	3			
Communication	E	3			
Customer Focus	HE	4			
Core Competencies Total		14	14/4	*.40	1.4
Final Evaluation Score	**Effective**				**3.49**

The supervisor will meet with his/her direct report(s) to review the evaluation and answer any questions the employee may have. This summative evaluation meeting not only provides employees with timely feedback, but it gives employees the opportunity to begin planning how they will address any areas of growth for the upcoming school year.

Functional Goals (summative):

Not Rated	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Not applicable for rating at this time.	Failed to meet KPI metrics associated with functional goal. Does not demonstrate understanding of or focus on FLVS strategic goals.	Met or nearly met KPI metric(s) associated with functional goal but with limited planning or intentional effort. Demonstrates limited understanding of or skill set needed to achieve FLVS strategic goals.	Achieved KPI metric(s) associated with functional goal. Demonstrates understanding of FLVS strategic goals.	Achieved/exceeded stretch KPI metric(s) associated with functional goal. Demonstrates high level understanding of and maintains continuous focus on meeting FLVS strategic goals.

Professional Learning Goals (summative):

Not Rated	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Not applicable for rating at this time.	Does not demonstrate proficiency in the development areas. No evidence to support appropriate application of the development area.	Limited proficiency in the development areas. Limited evidence or inconsistent application of the development area.	Demonstrates proficiency in the development area. Evidence of application of the development area.	Demonstrates mastery in the development area. Evidence of consistent application of the development area.

Core Competencies (summative):

Core Competencies Summative				
Competency	Unsatisfactory	Needs Improvement	Effective	Highly Effective
JOB KNOWLEDGE AND SKILLS Team member carries out essential job functions with accuracy, engages in ongoing and relevant professional learning, applies new knowledge effectively, and demonstrates mastery of job-specific skills.	▪ Lacks essential job knowledge and skills. ▪ Frequently makes errors in job functions. ▪ Does not engage in professional learning. ▪ Does not apply new knowledge.	▪ Demonstrates basic job knowledge and skills but lacks consistency. ▪ Occasionally makes errors in job functions. ▪ Engages in professional learning only when required. ▪ Inconsistently applies new knowledge.	▪ <u>Regularly</u> carries out essential job knowledge and skills with accuracy. ▪ Regularly carries out job functions with minimal errors. ▪ Engages in ongoing and relevant professional learning. ▪ Applies new knowledge effectively.	▪ <u>Consistently</u> carries out essential job knowledge and skills with high accuracy. ▪ Demonstrates mastery of job functions. ▪ Proactively engages in ongoing and relevant professional learning by seeking out learning opportunities. ▪ Applies new knowledge to improve work processes and outcomes.
In addition to the above, supervisors will set clear performance expectations, provide regular	▪ *Fails to set clear performance expectations.* ▪ *Does not provide <u>feedback</u>.* ▪ *Does not recognize high performance.*	▪ *Inconsistently sets performance expectations.* ▪ *Provides inconsistent and/or ineffective <u>feedback</u>.* ▪ *Recognizes high*	▪ *Sets clear performance expectations.* ▪ *Provides regular and constructive <u>feedback</u>.* ▪ *Recognizes high performance.*	▪ *Sets clear and challenging performance expectations.* ▪ *Provides frequent, actionable, and constructive <u>feedback</u>.*

feedback, recognize high performance, address underperformance, and *support* employee learning and development.	• *Ignores underperformance.* • *Offers little to no support for employee learning and development.*	*performance sporadically.* • *Inadequately addresses underperformance.* • *Offers limited support for employee learning and development.*	• *Addresses underperformance promptly.* • *Supports employee learning and development effectively.*	• *Consistently recognizes and celebrates high performance.* • *Proactively addresses underperformance with effective strategies.* • *Consistently supports, encourages, and recommends opportunities for employee learning and development.*
PRODUCTIVITY Team member produces high quality work, meets organizational and departmental deadlines, balances multiple responsibilities, manages time effectively, and seeks ways to improve processes and productivity.	• Produces low-quality work. • Struggles to meet organizational and departmental deadlines. • Struggles to balance multiple responsibilities. • Displays Ineffective time management skills. • Does not seek ways to improve processes and productivity.	• Produces work of inconsistent quality. • Frequently misses deadlines. • Has difficulty balancing multiple responsibilities. • Shows some effort in managing time but lacks consistency. • Occasionally seeks ways to improve processes and productivity.	• Produces high-quality work. • Routinely meets organizational and departmental deadlines. • Effectively balances multiple responsibilities. • Manages time well. • Seeks ways to improve processes and productivity.	• Consistently produces high-quality work. • Meets all organizational and departmental deadlines. • Excels at balancing multiple responsibilities. • Demonstrates exceptional time management skills. • Consistently seeks and implements ways to improve processes and productivity.
In addition to the above, supervisors will successfully manage team projects and deadlines, foster a positive team culture, empower autonomy, and balance team workload effectively.	• *Fails to manage team projects and deadlines.* • *Does not foster a positive team culture.* • *Limits team autonomy.* • *Ineffectively balances team workload.*	• *Inconsistently manages team projects and deadlines.* • *Occasionally fosters a positive team culture.* • *Provides limited autonomy to team members.* • *Inconsistently balances team workload*	• *Successfully manages team projects and deadlines.* • *Fosters a positive team culture.* • *Empowers team members with autonomy.* • *Balances team workload effectively.*	• *Excels at managing team projects and deadlines.* • *Creates and sustains a highly positive team culture.* • *Empowers team members with autonomy, encouraging independence with support.* • *Balances team*

		effectively.		*workload effectively, optimizing resources and preventing overburdening.*
COMMUNICATION Team member communicates clearly in written and verbal formats, collaborates effectively, demonstrates <u>professionalism</u> in all interactions, exhibits strong <u>interpersonal skills</u>, and contributes to a positive team and professional community.	▪ Written and verbal communication is unclear. ▪ Struggles to collaborate effectively. ▪ Demonstrates unprofessional behavior in interactions. ▪ Lacks strong <u>interpersonal skills.</u> ▪ Does not contribute to a positive team and professional community.	▪ Written and verbal communication is inconsistent and lacks clarity. ▪ Collaborates effectively on some occasions. ▪ Shows <u>professionalism</u> in some interactions. ▪ Displays basic <u>interpersonal skills.</u> ▪ Contributes minimally to a positive team and professional community.	▪ Written and verbal communication is clear and effective. ▪ Collaborates effectively with team members. ▪ Demonstrates <u>professionalism</u> in all interactions. ▪ Exhibits strong <u>interpersonal skills</u>. ▪ Contributes <u>regularly</u> to the team and professional community.	▪ Written and verbal communication is <u>consistently</u> delivered with exceptional clarity. ▪ Collaborates cohesively and effectively, fostering trust and mutual respect. ▪ Exemplifies <u>professionalism</u> in all interactions and serves as a role model for others. ▪ Demonstrates outstanding <u>interpersonal skills.</u> ▪ Contributes significantly to a positive team and professional community.
In addition to the above, supervisors will model strong communication skills and leverage <u>interpersonal skills</u> to build relationships and sustain a strong professional community.	▪ *Demonstrates poor communication skills.* ▪ *Fails to leverage <u>interpersonal skills</u> to build strong relationships and sustain a professional community.*	▪ *Demonstrates inconsistent communication skills.* ▪ *Occasionally leverages <u>interpersonal skills</u> to build strong relationships and sustain a professional community.*	▪ *Models strong communication skills.* ▪ *<u>Regularly</u> leverages <u>interpersonal skills</u> to build strong relationships and sustain a strong professional community.*	▪ *Models exceptional communication skills in all interactions.* ▪ *<u>Consistently</u> and skillfully leverages <u>interpersonal skills</u> to build strong relationships and sustain a thriving professional community.*
CUSTOMER FOCUS Team member addresses the needs of internal and external	▪ Fails to address the needs of internal and external customers. ▪ Struggles to analyze problems	▪ Inconsistently addresses the needs of internal and external customers. ▪ Analyzes problems with limited	▪ <u>Regularly</u> addresses the needs of internal and external customers. ▪ Analyzes problems effectively. ▪ Contributes to	▪ <u>Consistently</u> addresses internal and external customer needs with exceptional insight. ▪ Analyzes problems thoroughly and

customers, analyzes problems effectively, contributes to *innovative* solutions, seeks opportunities for improvement, and successfully adapts to change.	effectively. ▪ Does not contribute to *innovative* solutions. ▪ Rarely seeks opportunities for improvement. ▪ Adapts poorly to change.	effectiveness. ▪ Occasionally contributes to *innovative* solutions. ▪ Seeks opportunities for improvement but lacks consistency. ▪ Adapts to change with difficulty.	*innovative* solutions. ▪ Seeks opportunities for improvement. ▪ Adapts to change with openness and flexibility.	effectively. ▪ *Consistently* creates and/or contributes to *innovative* solutions which yield positive outcomes. ▪ *Consistently* seeks and implements opportunities for improvement. ▪ Adapts positively to change and serves as a role model in adapting to change.
In addition to the above, supervisors will create and support action plans and strategies to achieve organizational goals, make informed decisions, promote innovative solutions, and anticipate future trends and challenges.	▪ *Fails to create and support action plans and strategies.* ▪ *Makes uninformed decisions.* ▪ *Does not promote innovative solutions.* ▪ *Rarely anticipates future trends and challenges.*	▪ *Inconsistently creates and supports action plans and strategies.* ▪ *Makes decisions with limited information.* ▪ *Occasionally promotes innovative solutions.* ▪ *Inconsistently anticipates future trends and challenges.*	▪ *Creates and supports effective action plans and strategies.* ▪ *Makes informed decisions.* ▪ *Regularly promotes innovative solutions.* ▪ *Anticipates future trends and challenges.*	▪ *Creates and supports effective action plans and strategies that yield positive results.* ▪ *Consistently makes highly informed and strategic decisions.* ▪ *Consistently and actively promotes and implements innovative solutions.* ▪ *Anticipates and actively prepares for future trends and challenges.*

FLVS Support Staff Evaluation Glossary	
Term	**Definitions**
Action Plan	A detailed strategy outlining the steps necessary to achieve specific goals or objectives. It includes tasks, timelines, resources, and responsible parties to ensure effective implementation and progress tracking.
Autonomy	The ability to make independent decisions and take actions without external control or influence, often leading to positive outcomes and increased personal or organizational effectiveness.
Consistently	Demonstrating a high level of reliability and uniformity in performance and behavior. The individual systematically meets or exceeds expectations in their duties, showing dependable and predictable results without significant fluctuations.
Feedback	Clear, specific advice that helps someone improve.
Innovative	Making changes in an established practice, specifically introducing new methods and / or new ideas that results in a positive outcome.

Interpersonal Skills	Having abilities that help individuals interact effectively with others, including communication, empathy, and teamwork. These skills are essential for building positive relationships and resolving conflicts.
Professionalism	The demonstration of competence, reliability, and ethical behavior in a work environment, including effective communication, and respect for others.
Regularly	The act of performing tasks or exhibits behaviors at frequent and predictable intervals. The individual adheres to schedules and routines, ensuring that duties are carried out in a timely and dependable manner.
Support	Provides guidance, monitors progress, offers resources, encouragement, and resolves issues.

Additional Information

Evaluators: Every employee at FLVS is evaluated by their direct supervisor. No other individuals at FLVS have input into the employee evaluation.

Evaluation System Training: The FLVS Performance Management Team ensures that employees at FLVS are fully informed of the evaluation system, performance activity cycle, and processes for implementing the evaluation system each year. The Performance Management Team hosts training each year that explains the evaluation criteria and procedures associated with the evaluation. This training is held for support staff and their supervisors so that all parties understand the evaluation system, as well as the proper use of the evaluation criteria and procedures. Additionally, recordings of all training sessions, along with all documents and resources detailing the evaluation criteria, goal setting guidelines, and procedures associated with the evaluation, are posted on FLVS Connect for employees to access at any time during the school year.

Evaluation Frequency: All FLVS support staff are evaluated twice per year. Each employee is evaluated in January using a mid-year performance review, and again at the end of the fiscal year using the summative evaluation. As FLVS hires year-round, the employee's hire date will impact the performance management activity cycle. Internal transitions and departures from the organization will also impact the eligibility to participate in the various performance management activities.

- All support staff receive a mid-year performance evaluation if hired prior to December 1 and will receive a summative evaluation if hired or transitioned prior to April 1 of the given fiscal year.

- Departures: In order to receive a mid-year performance review or summative evaluation, support staff employees must be an active employee at the time of the evaluation. Support staff evaluations are not completed for exited employees.

Peer Assistance and Coaching at FLVS: Peer assistance and coaching are strategies embraced by FLVS to support continuous improvement and to provide feedback and developmental opportunities to address identified performance deficiencies. This process involves an ongoing effort between a supervisor and an employee to ensure that maximum performance potential is reached by setting clear expectations, establishing goals, overcoming obstacles, and providing assistance and support along the way. It involves creating an environment where employees feel supported and committed to success, leading to a more stable work environment and improved performance. Although performance coaching is ongoing throughout the year, it becomes increasingly important following evaluations for administrators to establish action plans to assist employees to increase their level of performance, if warranted. By utilizing effective coaching strategies to promote a culture focused on continuous improvement, FLVS not only supports its employees, but also the students and customers it serves.

District Evaluation Procedures

As mentioned previously, FLVS uses Pathways, a cloud-based performance management system, to conduct all goal setting and evaluations for FLVS support staff.

Once an employee's supervisor has completed all steps of the mid-year or summative evaluation, the employee is immediately invited, via email notification, to review and acknowledge the written evaluation. Supervisors also schedule a formal meeting with each of their direct reports in order to review the summative written evaluation with their employees. If the employee so chooses, comments can be added to the mid-year or summative evaluation acknowledgement form, which then becomes part of the employee's permanent evaluation record. All evaluation records are stored digitally in the Pathways system, as well as the FLVS Electronic Records Management System, and once released to the employee, can be downloaded or printed for the employee's personal records.

Additionally, Pathways is configured so that not only can the immediate supervisor and employee review the written evaluation, but the immediate supervisor's manager and President/CEO (FLVS superintendent), can view every employee's written evaluation for the purposes of reviewing the employee's contract.

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