	Grade 5 ELA	**Grade 5 Math**
State Assessment	Grade 5 ELA	Grade 5 Math

	Grade 6 ELA	**Grade 6 Math**
State Assessment	Grade 6 ELA	Grade 6 Math

	Grade 7 ELA	**Grade 7 Math**
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	Grade 8 ELA	**Grade 8 Math**
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math

2.7)Grades K-2 ELA and Math: Measures and Assessments (Original)

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or

		☑ ☑ ☑		☑
		☑ ☑ ☑		☑
		☑ ☑ ☑		☑
		☑ ☑ ☑		☑
		☑ ☑ ☑		☑
		☑ ☑ ☑		☑

2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)

Note: Additional high school social studies courses may be included in the “All Other Courses” section of this form (Task 2.10).

STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams

For guidance on SLOs, see NYSED SLO Guidance: https://www.engageny.org/resource/appr-3012-d.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teacher with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies 1.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	School- or program-wide group, team or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ US History		

				☑ ☑ ☑		☑
				☑ ☑ ☑ ☑		

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100 %	93-96 %	90-92 %	85-89 %	80-84 %	75-79 %	67-74 %	60-66 %	55-59 %	49-54 %	44-48 %	39-43 %	34-38 %	29-33 %	25-28 %	21-24 %	17-				

Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
District- or BOCES-wide results			☑ STAR Math ☑ STAR Reading	☑ 3 ELA ☑ 3 Math ☑ 4 ELA ☑ 4 Math ☑ 5 ELA ☑ 5 Math ☑ 6 ELA ☑ 6 Math
School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ US History			☑ 7 ELA ☑ 7 Math ☑ 8 ELA ☑ 8 Math

2.11) HEDI Scoring Bands

Highly Effective	Effective	Developing	Ineffective

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Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100 %	93-96 %	90-92 %	85-89 %	80-84 %	75-79 %	67-74 %	60-66 %	55-59 %	49-54 %											

Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	**Grades and subjects for which Peer Observers will be used**
90%	10%	N/A	(No Response)

4.6) Assurances

Please check all of the boxes below.

- ☑ Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- ☑ Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.
- ☑ Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness.
- ☑ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☑ Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- ☑ Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- ☑ Assure that at least one of the required observations will be unannounced.

4.7) Number and Method of Observations

Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.

Tenured Teachers

	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	0	N/A	1	In person	0	N/A
Announced	1	In person	0	N/A	0	N/A

Probationary Teachers

	Required - Principal/ Administrator: Minimum observations	Required - Principal/ Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	0	N/A	1	In person	0	N/A
Announced	2	In person	0	N/A	0	N/A

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Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

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For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

5.1) Scoring Ranges

Student Performance

HEDI ratings must be assigned based on the point distribution below.

	Overall Student Performance Category Score and Rating	

Teacher Observation

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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For more information on the additional requirements for teachers, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

6.1) Assurances: Teacher Improvement Plans

Please check all of the boxes below.

- ☑ Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

6.2) Attachment: Teacher Improvement Plan Forms

All TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

1) identification of needed areas of improvement;
2) a timeline for achieving improvement;
3) the manner in which the improvement will be assessed; and, where appropriate,
4) differentiated activities to support a teacher's improvement in those areas.

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.

TIP_06_20_16.docx

6.3) Assurance: Appeals

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a Deeyd Impexagoonalus ourclun of a ntaals 6.1)

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.

A. Purpose

The purpose of the internal APPR appeal procedure is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedure shall provide for the timely and expeditious resolution of the appeal.

B. Right to Appeal

Any probationary or tenured teacher shall have the right to appeal any Annual Professional Performance Review in which the teacher was rated as ineffective or developing.

C. Basis of Appeal

Appeals may be based on the following:

1. The substance of the Annual Professional Performance Review
2. The school district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Section 3012-d of the Education Law and applicable rules and regulations.
3. The school district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures as applicable to such reviews;
4. The school district's failure to issue and/or implement the terms of the Teacher Improvement Plans, where applicable, as required under Section 3012-d of the Education Law
5. The school district's failure to comply with any locally negotiated procedures pertaining to Annual Professional Performance Reviews and Teacher Improvement Plans.

D. Content of the Appeal

All appeals shall be resolved based on the written record, although the Building Principal shall reserve the right to meet with the teacher prior to rendering a final decision. When filing an appeal, the teacher shall submit a detailed written description of the basis for the appeal, along with any and all additional documents or written materials that support the appeal. A copy of the performance review and/or improvement plan(s) being challenged shall be submitted with the appeal. All preparation for an appeal shall be the responsibility of the person filing the appeal.

E. Stages of Appeal

Stage 1: Building Principal Review of Appeal

The Building Principal must be the principal responsible for the teacher's evaluation, if practicable, if not, it will be the other building principal.

Stage 2: Appeals Committee Review of Appeal

If the teacher is not satisfied with the results of the appeal to the Building Principal they may file an appeal with the Appeals Committee.

This committee shall be compromised of:

- two(2) teachers and selected by the Association
- one (1) Building Principal that was not responsible for the evaluations of the teacher filing the appeal

Stage 3: Superintendent of Schools Review of Appeal

If the teacher is not satisfied with the results of the appeal to the Appeals Committee they may file an appeal with the Superintendent of Schools.

F. Timeframe for Appeals

1. Appeals must be submitted in writing or via school email with a return receipt; the subject line of the email must indicate "the appeal of my APPR rating", to the Building Principal and must copy in the President(s) of the Association and Superintendent, no later than fifteen (15) days from the date when the teacher receives the Annual Professional Performance Review final rating.
2. A written decision on the merits of the appeal shall be rendered by the Building Principal to the teacher and must copy in the President(s) of the Association and Superintendent no later than ten (10) days from the date when the appeal was filed.
3. If the teacher is not satisfied with the results of the appeal to the Building Principal they may file an appeal with the Appeals Committee within (10) days of receiving the decision of the Building Principal. The appeal must be filed with the President(s) of the Association and Superintendent of Schools.
4. A written decision to the teacher, the President(s) of the Association and Superintendent on the merits of the appeal shall be rendered by the

Annual Professional Performance Review - Education Law §3012-d

Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities.

Please check all of the boxes below.

- ☑ Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☑ Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☑ Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

6.9) Assurances: Data

Please check all of the boxes below.

- ☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☑ Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- ☑ Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- ☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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Task 7) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A)

2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
K	6	☑ Grade 4 ELA ☑ Grade 5 ELA ☑ Grade 6 ELA ☑ Grade 4 Math ☑ Grade 5 Math ☑ Grade 6 Math
7	12	☑ Grade 7 ELA ☑ Grade 8 ELA ☑ Grade 7 Math ☑ Grade 8 Math ☑ All applicable Regents assessments which are used to generate the principal's State-provided growth score

7.1) Assurances

Please check the boxes below.

- ☑ Assurethat the growth score provided by NYSED will be used, where required.
- ☑ Assurethat, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
- ☑ Assurethat, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

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7.3) HEDI Scoring Bands

Highlv Student Perfo mance 0 re 20C20C20C20C20Sg4nds																				

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Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)

The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

For guidance on the use of alternate SLOs during the transition period, see: https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth mode such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

For each grade configuration indicate the following:

- Column 1: lowest grade that corresponds to the building or program
- Column 2: highest grade that corresponds to the building or program
- Column 3: measure used
- Column 4: assessment(s) used

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

					☑ ☑
			☑ ☑ ☑ ☑		

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Task 8) Optional Student Performance Subcomponent

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Task 9. Principal School Visit Category - Tasks 9.1-9.6

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Multidimensional Principal Performance Rubric	(No Response)

9.2) Assurances

Please check all of the boxes below.

- ☑ Assurethat all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- ☑ Assurethat the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assurethat the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.
- ☑ Assurethat the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged.

9.4) Calculating School Visit Ratings

Assurances

Please check the boxes below.

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	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

HEDI Ranges

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.75	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.74

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

9.5) Principal School Visit Subcomponent Weighting

Required Subcomponents:

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score
- School Visits by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Principal School Visit category score

Optional Subcomponent:

- School Visits by Trained Peer Observer(s): No more than 10% of the Principal School Visit category score when selected

* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

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Required - Supervisor/ Adminstrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	(No Response)

9.6) Assurances

Please check all of the boxes below.

- ☑ Assurethat independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- ☑ Assurethat, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- ☑ Assurethat the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness.
- ☑ Assurethat the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☑ Assurethat independent evaluator(s) will be trained and selected by the district/BOCES.
- ☑ Assurethat peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- ☑ Assurethat at least one of the required school visits will be unannounced.
- ☑ Assurethat school visits will not be conducted via video.

9.7) Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

Tenured Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	0	1	0
Announced	1	0	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	0	1	0
Announced	2	0	0

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Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

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For guidance on APPR scoring, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

10.1) Scoring Ranges

Student Performance Category
HEDI ratings must be assigned based on the point distribution below.

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Principal School Visit Category
HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

10.2) Scoring Matrix for the Overall Rating

		Principal School Visit Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

10.3) Assurances

Please check all of the boxes below.

- ☑ Assurethat each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assurethat it is possible to obtain a zero in each subcomponent.
- ☑ Assurethe overall rating determination for a principal shall be determined according to the evaluation matrix.

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Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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For guidance on additional requirements for principals, see NYSED APPR Guidance: https://www.engageny.org/resource/appr-3012-d.

11.1) Assurances: Improvement Plans

Please check all of the boxes below.

☑ Assurethat the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who

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Please check all of the boxes below.

- ☑ Assurethat, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- ☑ Assurethat the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- ☑ Assurethat individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

11.9) Assurances Data

Please check all of the boxes below.

- ☑ Assurethat SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- ☑ Assurethat the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure

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Task 12) Upload APPR District Certification Form

Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form.

scan0075.pdf

TEACHER IMPROVEMENT PLAN (TIP)

The Teacher Improvement Plan (TIP) is designed to provide support to teachers who receive overall ratings of Developing or Ineffective on the Annual Professional Performance Review.

Upon receiving a rating of "developing" or "ineffective", a teacher shall be provided with a TIP. The affected teacher will be notified by September 1st. The TIP will be implemented by October 1st of the school year next following the school year in which the educator was rated Ineffective or Developing overall, or as soon as practicable thereafter. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action.

Nothing shall be construed to affect the unfettered statutory right of a district to terminate a probationary (non-tenured) teacher for any statutorily and constitutionally permissible reasons.

The district shall notify the Forestville Teachers Association immediately of any teachers who is rated as "developing" or "ineffective".

The TIP shall be developed in consultation with the teacher and union representation, using the negotiated forms. Every reasonable effort shall be made to have these meetings during the school day. However, it is understood that developing the plan may require meetings after the school day or during the summer.

A TIP shall clearly specify:

(i) the area(s) in need of improvement;

(ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating;

(iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and

(iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher. The plan for improvement may include peer coaching, classroom visitations, training conferences, coursework, selected reading, and supervisory conferences. All costs associated with the implementation of a TIP including, but not

TEACHER IMPROVEMENT PLAN (TIP)

FORESTVILLE CENTRAL SCHOOL DISTRICT

Teacher's Name _____

Subject/Grade _____

Building _____

Date _____

Administrator Responsible for Plan: _____

Timeline for Achieving Improvement:
_____
(meeting to be held following week)

1. DOMAIN NEEDING IMPROVEMENT:
(based on Annual Professional Performance Review)

_____ Domain 1: Planning and Preparation
_____ Domain 2: The Classroom Environment
_____ Domain 3: Instruction
_____ Domain 4: Professional Responsibilities
(Administrator selects lowest-rated domain; additional areas may be addressed in subsequent plans)

2. STANDARDS-BASED GOALS:
(Administrator identifies specific element(s) from the targeted domain that require improvement to the effective level; e.g. for Area 2, The Classroom Environment, "2d. Managing Student Behavior; 2e. Organizing Physical Space")

3. MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED:
(Team collaboratively agrees on the specific evidence that will demonstrate improvement, including the description of any artifacts the teacher will produce)

4. PROFESSIONAL LEARNING ACTIVITIES:
Timeline
(developed collaboratively by team)

5. ADDITIONAL SUPPORT AND ASSISTANCE TO BE RECEIVED
Timeline
(developed collaboratively by team)

_____ _____
Signature of Administrator Responsible for Plan Date

_____ _____
Teacher's Signature Date

_____ _____
Signature of FTA Representative Date

Forestville Central School District
Principal Improvement Plan (PIP)

Language from this document is directly from the Annual Professional Performance Review Plan for Principals (Revised June 2016)

The Principal Improvement Plan (PIP) is designed to provide support to

Forestville CentralSchool District
Principal Improvement Plan (PIP)

Principal: _____

_____

Objectives/Action steps to be taken:

(This should be completed jointly between the Principal and Superintendent)

DISTRICT CERTIFICATION – Once completed, download this form, sign and upload to APPR Form

By signing this document, the district or BOCES certifies that it has adopted an Annual Professional Performance Review (APPR) Plan that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s), where applicable, also certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to implement classroom teachers and building principals who will be evaluated using a comprehensive annual evaluation system that rigorously and thoroughly, as Education Law §3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES, that there are no collective bargaining agreements, memoranda of understanding or any other agreements that will conflict with or interfere with full implementation of the APPR Plan, and no material changes will be made to the Plan through collective bargaining or any other process without approval of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State provided growth scores, that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period. The transition scores will be calculated for [illegible] will have no impact on employment decisions, including tenure determinations.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by chapter 21 of the laws of 2015.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and all teacher and principal [illegible];
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will calculate transition scores for teachers and principals with original APPR scores and ratings calculated based on the measures included in the district's or BOCES' approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-20 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and all teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's APPR was conducted;
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating for the school year next following the school year for which the teacher's or principal's APPR was conducted as soon as practicable thereafter;
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if

the Rules of the Board Regents during the 2016-17 th

- Assure that, beginning in the 2019-20 school y
- Assure that the district or BOCES' original APPR Plan will apply to all classroom teachers
- requirements of §3012-d or the Rules of the Board of Regents;
- Assure that the district or BOCES will
- monitoring
- Assure that the
- State or Federal law for each
- minimum in required annual instructional hours for
- Assure that the amount of time devoted to test preparation
- not exceed, in the aggregate, two percent of the minimum required annual
- devoted to teacher-administered classroom quizzes or exams, portfolio reviews, or
- be counted
- not be counted
- superseded the requirements of a section 504 plan or a qualified student with a disability,
- English language learners or the individualized education program of a student with a disability;

Signatures dates

Superintendent Signature: Date:

Teachers Union President Signature: Date:

Administrative Union President Signature: Date:

Board of Education President Signature: Date: