THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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June 23, 2020

Revised

Timothy Hearney, Superintendent
Bayport-Blue Point Union Free School District
200 Snedecor Avenue
Bayport, NY 11705

Dear Superintendent Hearney:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

Shannon L. Tahoe

Shannon L. Tahoe
Interim Commissioner

Attachment

c: David Wicks

NOTE:

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Review - Education Law §3012-d, amended in 2019

Task 1. General Information - Disclaimers and Assurances

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Disclaimers

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance.

The Department will review the contents of each local educational agency's (LEA) Annual Professional Performance Review (APPR) plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in an LEA'splan.

The Department reserves the right to request further information from an LEA to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Each LEA is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of an LEA's plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the LEA are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPRplan approved by the Department. The Department also reserves the right to request further information from the LEA, as necessary, as part of its review of this plan.

If the Department reasonably believes through investigation, or otherwise, that statements made in this APPR plan are not true or accurate, it reserves the right to reject or disapprove this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

APPR Assurances

Please check all of the boxes below

- ☑ Assure that the content of this form represents the LEA's entire APPR plan and that the APPR plan is in compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that a detailed version of the LEA's entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that this APPR plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- ☑ Assure that it is understood that this LEA's APPR plan will be posted in its entirety on the NYSED website* following approval.

Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category,see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Each teacher shall have a Student Learning Objective (SLO) locally determined, consistent with the goal-setting process determined by the Commissioner.

Student Learning Objectives (SLOs)

For guidance on SLOs,see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for all teachers. The following must be used as the evidence of student learning within the SLO.

MEASURES

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the student population of a course for which the teacher directly contributes to student learning outcomes.

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple sections of the same course or across multiple courses where more than one teacher either directly or indirectly contributes to student learning outcomes. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where teachers have an opportunity to collectively impact student learning;
- identifying which assessments could be used to help foster and support an LEA's focus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or program who take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses in the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

- **State assessment(s)**;or

  Assessment(s) that are selected from the list of State-approved:

- **third party assessments**; or
- **locally-developed assessments**(district-, BOCES- or regionally-developed).

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective											
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%	17-20%	13-16%	9-12%	5-8%	0-4%

SLO Assurances

Please check the boxes below.

- ☑ Assure that the teacher has an SLO as determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☑ Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☑ Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☑ Assure that if a teacher's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☑ Assure that processes are in place for the superintendent to monitor SLOs.
- ☑ Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.
- ☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.

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Common Branch Kindergarten Measures and Assessments

Please indicate below which of the three available measure types will be used for kindergarten teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Kindergarten: Measure Type

District- or BOCES-wide

Kindergarten: District- or BOCES-Wide Measure

District- or BOCES-wide results

Kindergarten: Assessment Type(s)

☑ State or Regents assessment(s)

Kindergarten: State or Regents Assessment(s)

☑ ELA Regents
☑ Algebra I Regents
☑ Living Environment Regents
☑ Global History Regents
☑ US History Regents

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Common Branch Grade One Measures and Assessments

Please indicate below which of the three available measure types will be used for grade one teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Grade 1: Measure Type

District- or BOCES-wide

Grade 1: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 1: Assessment Type(s)

☑ State or Regents assessment(s)

Grade 1: State or Regents Assessment(s)

☑ ELA Regents
☑ Algebra I Regents
☑ Living Environment Regents
☑ Global History Regents
☑ US History Regents

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Common Branch Grade Two Measures and Asssessments

Please indicate below which of the three available measure types will be used for grade two teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Grade 2: Measure Type

District- or BOCES-wide

Grade 2: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 2: Assessment Type(s)

☑ State or Regents assessment(s)

Grade 2: State or Regents Assessment(s)

☑ ELA Regents
☑ Algebra I Regents
☑ Living Environment Regents
☑ Global History Regents
☑ US History Regents

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Common Branch Grade Three Measures and Assessments

Please indicate below which of the three available measure types will be used for grade three teachers, then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Grade 3: Measure Type

District- or BOCES-wide

Grade 3: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 3: Assessment Type(s)

☑ State or Regents assessment(s)

Grade 3: State or Regents Assessment(s)

☑ ELA Regents
☑ Algebra I Regents
☑ Living Environment Regents
☑ Global History Regents
☑ US History Regents

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Grade Four

Please identify below whether grade four instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade four teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please choose the option that best describes grade four in your LEA.

☑ Common branch

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Grade Four (Common Branch) Measure and Assessment(s)

Grade 4: Measure Type

District- or BOCES-wide

Grade 4: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Four: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade Four: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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Grade Five

Please identify below whether grade five instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade five teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please choose the option that best describes grade five in your LEA.

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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Grade Five (Departmentalized) Measure and Assessment(s)

Grade fivedepartmentalized with uniform measure and assessment(s) across core subjects

Grade 5: Measure Type

District- or BOCES-wide

Grade 5: District- or BOCES Measure

District- or BOCES-wide results

Grade 5: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade 5: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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Grade Six

Please identify below whether grade six instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade six teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please choose the option that best describes grade six in your LEA.

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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Grade Six (Departmentalized) Measure and Assessment(s)

Grade six departmentalized with uniform measure and assessment(s) across core subjects

Grade 6: Measure Type

District- or BOCES-wide

Grade 6: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 6: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade 6: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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Grade Seven

Please identify below whether grade seven instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade seven teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please choose the option that best describes grade seven in your LEA.

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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Grade Seven (Departmentalized) Measure and Assessment(s)

Grade seven departmentalized with uniform measure and assessment(s) across core subjects

Grade 7: Measure Type

District- or BOCES-wide

Grade 7: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade 7: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade 7: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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Grade Eight Measures and Assessments

Please identify below whether grade eight instruction is common branch or departmentalized; indicate which of the three available measure types will be used for grade eight teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please choose the option that best describes grade eight in your LEA.

☑ Departmentalized - all core subjects use the same measure and assessment(s)

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Grade Eight (Departmentalized) Measure and Assessment(s)

Grade eight departmentalized with uniform measure and assessment(s) across core subjects

Grade 8: Measure Type

District- or BOCES-wide

Grade 8: District- or BOCES-Wide Measure

District- or BOCES-wide results

Grade Eight: Assessment Type(s)

- ☑ State or Regents assessment(s)

Grade Eight: State or Regents Assessment(s)

- ☑ Algebra I Regents
- ☑ Geometry Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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High School English Language Arts

Note: Additional high school English courses may be included in the "Other Courses" section.

Please identify below whether all high school ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade level; indicate which of the three available measure types will be used for high school ELA teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please indicate whether grades 9 through 12 ELA teachers use the same type of measure and assessment(s) or if the measures and assessments vary by grade level.

☑ All high school ELA teachers use the same type of measure and assessment(s)

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High School ELA (All Grades) Measure and Assessment(s)

High School ELA: Measure Type

District- or BOCES-wide

High School ELA: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School ELA: Assessment Type(s)

- ☑ State or Regents assessment(s)

High School ELA: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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High School Regents Math

Note: Additional high school math courses may be included in the "Other Courses" section.

Please identify below whether all high school Regents math teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents math teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please indicate whether high school Regents math teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents math teachers use the same type of measure and assessment(s)

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High School Regents Math (All Courses) Measure and Assessment(s)

High School Regents Math: Measure Type

District- or BOCES-wide

High School Regents Math: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Math: Assessment Type(s)

- ☑ State or Regents assessment(s)

High School Regents Math: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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High School Regents Science

Note: Additional high school science courses may be included in the "Other Courses" section.

Please identify below whether all high school Regents science teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents science teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please indicate whether high school Regents science teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents science teachers use the same type of measure and assessment(s)

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High School Regents Science (All Courses) Measure and Assessment(s)

High School Regents Science: Measure

District- or BOCES-wide

High School Regents Science: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Science: Assessment Type(s)

- ☑ State or Regents assessment(s)

High School Regents Science: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

High School Regents Social Studies: Measures and Assessments

Note: Additional high school social studies courses may be included in the "Other Courses" section.

Please identify below whether all high school Regents social studies teachers use the same type of measure and assessment(s) or if the measures and assessments vary by course; indicate which of the three available measure types will be used for high school Regents social studies teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Please indicate whether high school Regents social studies teachers use the same measure or assessment(s) or if the measures and assessments vary by grade level.

☑ All high school Regents social studies teachers use the same type of measure and assessment(s)

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High School Regents Social Studies (All Courses) Measure and Assessment(s)

High School Regents Social Studies: Measure Type

District- or BOCES-wide

High School Regents Social Studies: District- or BOCES-Wide Measure

District- or BOCES-wide results

High School Regents Social Studies: Assessment Type(s)

- ☑ State or Regents assessment(s)

High School Regents Social Studies: State or Regents Assessment(s)

- ☑ ELA Regents
- ☑ Algebra I Regents
- ☑ Living Environment Regents
- ☑ Global History Regents
- ☑ US History Regents

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Other Courses

Please identify below the 'other courses' in your LEA; indicate which of the six available measures will be used for for each group of teachers; and then choose the specific measure, corresponding assessment type(s), and applicable assessment(s).

An individually attributed SLO measure

> Teacher and course-specific

- **Teacher and course-specific results**:scores and ratings will be based on the growth of students in the teacher's course in the current school year.

A collectively attributed SLO measure

> School- or program-wide

- **School- or program-wide results**:scores and ratings will be based on the growth of all students in a school or programwho take the applicable assessments in the current school year.
- **School- or program-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' coursesin the current school year.
- **School- or program-wide linked results**: scores and ratings will be based on the growth of students enrolled in the teacher's course in the current school year taking assessments in other grades/subjects.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of teachers will be based on the growth of students in the group/team of teachers' courses across buildings/programs in an LEAin the current school year.

Complete the following, as applicable, for all 'other teachers' in additional grades/subjects (you may combine into one course listing any groups of teachers for whom the measureand assessment(s)are the same including, for example, "All courses not named above"):

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Column 4: measure used

Columns 5-7: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-7) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	ELARegents, Algebra IRegents
K-3 Art	K	3	Art	Teacher and course-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide linked results	All Regents given in LEA

To add additional courses, click "Add Row".

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Grade From	**Grade To**	**Subject**	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	District-or BOCES-wide results	☑ ELA Regents ☑ Algebra I Regents ☑ Living Environment Regents ☑ Global History Regents ☑ US History Regents		

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Use of the Optional Subcomponent and Student Performance Category Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the percentage of Student Performance category attributed to the Required subcomponent willbe locally determined.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

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Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance.

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- **Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;**
- **Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments; or**
- **Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.**

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

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Teacher Observation Category

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

Rubric Name	**If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.**
NYSUT Teacher Practice Rubric (2014 Edition)	(No Response)

Rubric Assurances

Please check all of the boxes below.

- ☑ Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- ☑ Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- ☑ Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the LEA, provided that LEAs may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year as indicated in the table above.
- ☑ Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 1 and 2 will be weighted 30% each and Domains 3 and 4 will be weighted 20% each).

All observable components will be weighted equally and averaged.

Scoring Assurances

Please check each of the boxes below.

- ☑ Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Teacher Observation Scoring Bands

The overall Observation score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

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	Overall Observation 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	0.00*	1.49 to 1.74

** In the event that an educator earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.*

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.

Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Teacher Observation Subcomponent Weighting

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators
- At least 80% of the Teacher Observation category score

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)*
- At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent: Observations by Trained Peer Observer(s)
- No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

** If the LEA is granted an annual Rural/Single Building 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 LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.

Principal/Administrator [Required]	Independent Evaluator(s) [Required]	Peer Observer(s) [Optional]	**Grades and subjects for which Peer Observers will be used**
80%	20%	0% (N/A)	(No Response)

Observation Assurances

Please check all of the boxes below.

- ☑ 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; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- ☑ Assure that at least one of the required observations will be unannounced.

Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators

At least one observation must be conducted by building principal or other trained administrator and at least one of the required observations must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one observation by principal or other trained administrator.
- Nothing shall be construed to limit the discretion of management to conduct observations in addition to those required by this section for non-evaluative purposes.
- The frequency and duration of observations are locally determined.
- Observations may occur in personor by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

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TEACHERS *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.*	**SUBGROUP** *If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of Observations**	**UNANNOUNCED Observation Method**	**ANNOUNCED Minimum Number of Observations**	**ANNOUNCED Observation Method**
Subgroup of Teachers	Probationary Teachers	0	N/A	2	In Person
Subgroup of Teachers	Tenured Teachers	0	N/A	1	In Person

Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)*

At least one observation must be conducted by impartial independent trained evaluator(s) and at least one of the required observations must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
- They may be employed within the LEA, but may not be assigned to the same school building as the teacher being evaluated. This could include other administrators, department chairs, or peers (e.g., teacher leaders on career ladder pathways), so long as they are not from the same building (defined as same BEDS code) as the teacher being evaluated.
- LEAs may locally determine whether to use more than one observation by impartial independent trained evaluator(s).
- The frequency and duration of observations are locally determined.
- Observations may occur in person or by live or recorded video, as determined locally.

** If the LEA is granted an annual Rural/Single Building 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 LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below.

TEACHERS *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.*	**SUBGROUP** *If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of Observations**	**UNANNOUNCED Observation Method**	**ANNOUNCED Minimum Number of Observations**	**ANNOUNCED Observation Method**
Subgroup of Teachers	Probationary Teachers	1	In Person	0	N/A
Subgroup of Teachers	Tenured Teachers	1	In Person	0	N/A

Independent Evaluator 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 independent evaluator(s) will be trained and selected by the LEA.

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Please also check each of the following boxes.

- ☑ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☑ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(c)(1)(ii)(b) of the Rules of the Board of Regents.

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Optional Subcomponent: Observations by Trained Peer Observer(s)

If selected, at least one observation must be conducted by trained peer observer(s).

- Peer teachers are trained and selected by the LEA.
- Trained peer teachers must have received an overall rating of Effective or Highly Effective in the prior school year.
- Observations may occur in person or by live or recorded video, as determined locally.

Indicate the minimum number of unannounced and announced observations by trained peer observer(s), as well as the method of observation, in the table below.
If the optional subcomponent will not be used, please indicate "N/A" for the minimum number and "N/A" for the observation method for both unannounced and announced observations for "All Teachers."

TEACHERS *Indicate whether the number and method selected applies to all teachers or to a subgroup of teachers.*	**SUBGROUP** *If "Subgroup of Teachers" is selected in the previous column, indicate which teachers the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of Observations**	**UNANNOUNCED Observation Method**	**ANNOUNCED Minimum Number of Observations**	**ANNOUNCED Observation Method**
All Teachers (enter 'N/A' in the next column)	NA	N/A	N/A	N/A	N/A

Peer Observation Assurances

Please check all of the boxes below.

- ☑ Assure that peer observers, as applicable, will be trained and selected by the LEA.
- ☑ Assure that, if observations are being conducted by trained peer observers, these teachers received an overall rating of Effective or Highly Effective in the previous school year.

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall Observation category score will be converted into a HEDI rating based on the ranges listed in the tables below.

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

Teacher Observation

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

	Overall Observation Category 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	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

		Teacher Observation 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

Category and Overall Rating Assurances

Please check all of the boxes below.

- ☑ Assure that 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.
- ☑ Assure that it is possible to obtain a zero in each subcomponent.
- ☑ Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- ☑ Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same LEA, each of whom received an Ineffective rating under Education Law Section 3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the LEA has a Department-approved waiver from this requirement.

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Additional Requirements

For more information on the additional requirements for teachers, see NYSED APPR Guidance.

Teacher Improvement Plan Assurances

Please check each of the boxes below.

- ☑ Assure that the LEA will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive an overall rating of Developing or Ineffective 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.

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 LEA.

TIP_for_3012-D_9-1-19.pdf

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Appeal Assurance

Please check the box below.

☑ Assure the LEA has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

Appeals

Pursuant to Education Law§3012-d, a teacher may only challenge the following in an appeal to their LEA:

(1) the substance of the annual professional performance review;which shall include the following:

(i) in the instance of a teacher rated Ineffective on the StudentPerformance category, but rated Highly Effective ontheObservationcategory based on an anomaly, as determined locally;

(2) the LEA'sadherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4)the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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

Appeals concerning a teacher's performance review must be filed no later than ten (10) school
days of the date when the teacher receives his/her final overall rating, or if appealing the issuance or implementation of a Teacher Improvement Plan (TIP), within ten (10) days of issuance of the TIP or identifying an implementation issue. If an educator receives his/her, overall rating over summer vacation, the educator will have until the tenth working day of the new school year to file an appeal. A teacher wishing to initiate an appeal, must submit, in writing, to the Superintendent, a detailed
description of the precise point(s) of disagreement over his/her performance review, TIP issuance, or implementation along with any and all documents or written materials that he or she believes are relevant to the resolution of the appeal. A recommendation will be rendered by a three-person review panel for an appeal concerning a teacher's performance review, TIP issuance, or implementation. Working jointly, the Superintendent and the BBPTA president will appoint a panel comprised of the Superintendent or designee, one panelist chosen by the BBPTA, and one mutually agreed upon panelist. Individuals responsible for the observation of the appealing teacher may not serve on the teacher's panel. The panel shall issue a written recommendation of the merits of the appeal no later than fifteen (15) calendar days from the date when the teacher filed his/her appeal.
The review panel's written recommendation shall be forwarded to the Superintendent. The Superintendent will have seven (7) calendar days to render a decision based on the written recommendation of the review panel. The determination of the Superintendent shall be final. However, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.
Appeals can filed based upon:
(1) the substance of the annual professional performance review; which shall include the following:
(i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

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Training Assurance

Please check the box below.

☑ The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
2) the process for the certification and re-certification of lead evaluators;
3) the process for ensuring inter-rater reliability; and
4) the nature (content) and the approximate duration (how many hours, days) of such training.

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

The superintendent will ensure that all evaluators (evaluators, lead evaluators, and independent observers)have been trained and that all lead evaluators
have been trained and certified in accordance with regulation. Evidence of training of all evaluatorswill be sent annually to the Bayport-Blue Point Teacher's Association. The district may utilize the NYSUT Education and Learning Trust and/or a BOCESfacilitated training and lead evaluator training and certification. Evaluators will be trained in the NYSUT Rubric the NYSUT Teacher Evaluation and Development System (TED), and the nine (9) training elements as set forthin Regents Rule 30-3.10. Training consists of approximately one full day training. Inter-rater reliablity will be addressed through periodic training sessions held during scheduled Adminstrative Council meetings. The Superintendent willensure that lead evaluators participate in training and are certifiedand willforward a list of all trained evaluators to the BOE who will certify and re-certify annually

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Teacher Evaluation Assurances

Please check all of the boxes below.

- ☑ Assure that the LEA shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- ☑ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☑ Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- ☑ Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any teacher's evaluation: 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; any locally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the LEA shall compute and provide teachers with their APPR scores and ratings 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 performance is being measured.

Assessment Assurances

Please check all of the boxes below.

- ☑ 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 scoring of those assessments.

Data Assurances

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 LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
- ☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.

Required Student Performance Measures

Student performance for prinicpals may be measured by either a student learning objectives (SLO) or an Input Model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student growth related to the Leadership Standards.

STUDENT LEARNING OBJECTIVES

For guidance on SLOs, see NYSED SLO Guidance.

SLO measures may be either individually attributed or collectively attributed.

Individually attributed measures

An individually attributed SLO is based on the learning outcomes of a student population within the principal's building or program.

> Principal and building/program-specific

- **Principal and building/program-specific results**:scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

Collectively attributed measures

A collectively attributed SLO is based on a student population across multiple buildings/programs of similar grade configurationor across multiple building/programs where the learning activities of one building/programindirectly contributeto student learning outcomes in another building/program. When determining whether to use a collectively attributed SLO, the LEA should consider:

- identifying which measures and assessments could be used to encourage partnerships or teams where there is an opportunity for a collective impact on student learning;
- identifying which assessments could be used to help foster and support an LEA'sfocus on a specific priority area(s);
- the impact on the LEA's ability to make strong and equitable inferences regarding an individual educator's effectiveness; and
- when using multiple measures, the appropriate weight of each measure that reflects individually and collectively attributed results.

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEAin the current school year.

ASSESSMENTS

Any of the measures above may be used with one or more of the following assessment types.

- **State assessment(s)**;or

  Assessment(s) that are selected from the list of State-approved:

- **third party assessments**; or
- **locally-developed assessments**(district-, BOCES- or regionally-developed).

INPUT MODEL

Selection of the Input Model will require:

- adescription of the areas of principal practice that will be evaluated;
- adescription of how the selected areas of principal practice promote student growth;
- adescription of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

Assurances

Please check all of the boxes below.

- ☑ Assure that for any SLO based, in part, on the New York State grade four science assessment, once the assessment is no longer administered the SLO will utilize only the remaining assessments.
- ☑ For principals evaluated using an SLO, assure that such SLO is determined locally in a manner consistent with the goal-setting process determined by the Commissioner.
- ☑ For principals evaluated using an SLO, assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- ☑ For principals evaluated using an SLO, assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- ☑ For principals evaluated using an SLO, assure that if the principal's SLO is based on a small 'n' size population and the LEA chooses not to use the HEDI scoring bands listed above, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in SLO Guidance.
- ☑ For principals evaluated using an input model, assure that all applicable principals will be evaluated using the procedures described herein and approved by the Commissioner.
- ☑ Assure that processes are in place for the superintendent to monitor SLOs and input models.
- ☑ Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

Required Student Performance for Principals

Please choose the option that best describes the required student performance subcomponent for principals in your LEA.

- ☑ The same measure(s) and assessment(s) will be used for all principals
- ☐ Different measure(s) and assessment(s) will be used for different grade configurations/programs

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All Principals

Please indicate how student performance will be measured for principals, then choose the specific measure, corresponding assessment type(s) and assessment(s), as applicable.

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

- **Principal and building/program-specific results**:scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

A collectively attributed SLO measure

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEAin the current school year.

Student Performance based on an Input Model

An input model uses evidence of principal practice that promotes student growth related to the Leadership Standards.

Selection of the Input Model will require:

- adescription of the areas of principal practice that will be evaluated;
- adescription of how the selected areas of principal practice promote student growth;
- adescription of the evidence of student growth and principal practice that will be collected; and
- a description of how the district will use the evidence to differentiate effectiveness resulting in a score from 0 to 20 and ratings of Highly Effective, Effective, Developing, or Ineffective.

All Principals: Measure Type

Student Learning Objective (SLO)

Principal Student Learning Objective

Please indicate the type of SLO that will be used for principals, then choose the corresponding assessment type(s) and assessment(s).

Student performance based on a Student Learning Objective (SLO)

An individually attributed SLO measure

> Principal and building/program-specific

- **Principal and building/program-specific results**:scores and ratings will be based on the growth of students in the principal's building/program in the current school year.

A collectively attributed SLO measure

> District- or BOCES-wide

- **District- or BOCES-wide results**:scores and ratings will be based on the growth of all students across buildings/programs in an LEAwho take the applicable assessments in the current school year.
- **District- or BOCES-wide group or team results**: scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals' buildings/programs in an LEAin the current school year.

Please choose the type of SLO applicable to principals.

District- or BOCES-wide results

Principal Assessments

All Principals: Assessment Type(s)

☑ State or Regents assessment(s)

All Principals: State or Regents Assessment(s)

☑ ELA Regents
☑ Algebra I Regents
☑ Living Environment Regents
☑ Global History Regents
☑ US History Regents

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective											
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%	17-20%	13-16%	9-12%	5-8%	0-4%

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Use of the Optional Subcomponent and Student Performance Category Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the percentage of Student Performance category attributed to the Required subcomponent willbe locally determined.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category,see NYSED APPR Guidance.

Percentage of Student Performance category to be locally determined if selected.

Such second measure shall apply in a consistent manner, to the extent practicable, across all programs or buildings with the same grade configuration in the LEA and be a locally selected measure of student growth or achievement based on State-created or -administered assessments or State-designed supplemental assessments.

Options for measures and associated assessments include:

- **Option (A) A second SLO, provided that this SLO is different than that used in the required subcomponent;**
- **Option (B) A growth score based on a statistical growth model, where available, for either State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (C) A measure of student growth, other than an SLO, based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (D) A performance index based on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (E) An achievement benchmark on State-created or -administered assessments or State-designed supplemental assessments;**
- **Option (F) Four, five, or six-year high school graduation rates;**
- **Option (G) An input model where the principal's overall rating shall be determined based on evidence of principal practice that promotes student achievement related to the Leadership Standards; or**
- **Any other collectively bargained measure of student growth or achievement included in the LEA's evaluation plan.**

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

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Principal School Visit Category

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

Principals' professional performance shall be evaluated based on a State-approved rubric using multiple sources of evidence collected and incorporated into the school visit protocol. Where appropriate, such evidence may be aligned to building or district goals; provided, however, that professional goal-setting may not be used as evidence of teacher or principal effectiveness. Such evidence shall reflect school leadership practice aligned to the Leadership Standards and selected practice rubric.

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)

Rubric Assurances

Please check all of the boxes below.

- ☑ Assure that 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.
- ☑ Assure that 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.
- ☑ Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the LEA, provided that LEAs may locally determine whether to use different rubrics for a principal assigned to different programs or grade configurations as indicated in the table above.
- ☑ Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., Domains 2 and 3 will be weighted 30% each and Domains 1, 4, 5 and 6 will be weighted 10% each).

Each observable component will be rated, weighted equally and averaged.

Scoring Assurances

Please check each of the boxes below.

- ☑ Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- ☑ Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.

Principal School Visit Scoring Bands

The overall School Visit score will be converted into a HEDI rating based on locally determined ratings consistent with the ranges listed.

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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	0.00*	1.49 to 1.74

** In the event that an educator earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.*

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.

Please select a minimum value between 3.50 and 3.75 and choose 4.00 as the maximum value for the Highly Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

Please select a minimum value between 2.50 and 2.75 and a maximum value between 3.49 and 3.74 for the Effective range.

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

Please select a minimum value between 1.50 and 1.75 and a maximum value between 2.49 and 2.74 for the Developing range.

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

Please choose 0.00 as the minimum value and select a maximum value between 1.49 and 1.74 for the Ineffective range.

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

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Principal School Visit Subcomponent Weighting

Required Subcomponent 1: School visits by Supervisor(s) or Other Trained Administrators
- At least 80% of the Principal School Visit category score

Required Subcomponent 2: 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 Principal(s)
- No more than 10% of the Principal School Visit category score when selected

Please be sure the total of the weights indicated equals 100%.

** If the LEA is granted an annual Rural/Single Building District 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 LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.

Supervisor/Administrator [Required]	Independent Evaluator(s) [Required]	Peer School Visit(s) [Optional]	**Grade configurations for which Peer School Visits will be used**
80%	20%	0% [N/A]	(No Response)

School Visit Assurances

Please check all of the boxes below.

- ☑ Assure that 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; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- ☑ Assure that at least one of the required school visits will be unannounced.
- ☑ Assure that school visits will not be conducted via video.

Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrators

At least one school visit must be conducted by supervisor or other trained administrator and at least one of the required school visits must be unannounced (across both required subcomponents).

- LEAs may locally determine whether to use more than one school visit by superintendent or other trained administrator.
- Nothing shall be construed to limit the discretion of a board of education or superintendent of schools from conducting additional school visits for non-evaluative purposes.
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators in the table below.

PRINCIPALS *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.*	**SUBGROUP** *If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of School Visits**	**ANNOUNCED Minimum Number of School Visits**
All Principals (enter 'N/A' in the next column)	Na	0	1

Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)*

At least one school visit must be conducted by impartial independent trained evaluator(s) and at least one of the required school visits must be unannounced (across both required subcomponents).

- Impartial independent trained evaluators are trained and selected by the LEA.
- They may be employed within the LEA but may not be assigned to the same school building as the principal being evaluated. This could include other administrators, department chairs/directors, or peers, so long as they are not from the same building (defined as same BEDS code) as the principal being evaluated.
- LEAs may locally determine whether to use more than one school visit by impartial independent trained evaluator(s).
- The frequency and duration of school visits are locally determined.
- School visits may not occur by live or recorded video.

** If the LEA is granted an annual Rural/Single Building District 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 LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee. If the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the processes described in that application.*

Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s) in the table below.

PRINCIPALS *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.*	**SUBGROUP** *If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of School Visits**	**ANNOUNCED Minimum Number of School Visits**
All Principals (enter 'N/A' in the next column)	NA	1	0

Independent Evaluator 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 principal(s) they are evaluating.
- ☑ Assure that independent evaluator(s) will be trained and selected by the LEA.

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Please also check each of the following boxes.

- ☑ Assure that if the LEA is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the LEA, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(c)(1)(ii)(a) of the Rules of the Board of Regents.
- ☑ Assure that if the LEA is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the LEA's approved Section 3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(c)(1)(ii)(b) of the Rules of the Board of Regents.

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Optional Subcomponent: School Visits by Trained Peer Principal(s)

If selected, at least one school visit must be conducted by trained peer principal(s).

- Peer principals are trained and selected by the LEA.
- Trained peer principals must have received an overall rating of Effective or Highly Effective in the prior school year.
- School visits may not occur by live or recorded video.

Indicate the minimum number of unannounced and announced school visits by trained peer principal(s) in the table below.

If the optional subcomponent will not be used, please indicate "N/A" for the minimum number for both unannounced and announced school visits for "All Principals."

PRINCIPALS *Indicate whether the number and method selected applies to all principals or to a subgroup of principals.*	**SUBGROUP** *If "Subgroup of Principals" is selected in the previous column, indicate which principals the number and method selected applies to; otherwise, enter "N/A." For additional subgroups, add another row.*	**UNANNOUNCED Minimum Number of School Visits**	**ANNOUNCED Minimum Number of School Visits**
All Principals (enter 'N/A' in the next column)	NA	N/A	N/A

Peer Principal School Visit Assurances

Please check all of the boxes below.

- ☑ Assure that peer principal(s), as applicable, will be trained and selected by the LEA.
- ☑ Assure that, if school visits are being conducted by trained peer principal(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.

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Category and Overall Ratings

For guidance on APPR scoring, see NYSED APPR Guidance.

Category Scoring Ranges

The overall Student Performance category score and the overall School Visit category score will be converted into a HEDI rating based on the ranges listed in the tables below.

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	0.00	1.49 to 1.74

Scoring Matrix for the Overall Rating

The overall rating for an educator shall be determined according to a methodology described in the matrix below.

		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

Category and Overall Rating Assurances

Please check all of the boxes below.

- ☑ Assure that 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.
- ☑ Assure that it is possible to obtain a zero in each subcomponent.
- ☑ Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

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Additional Requirements

For guidance on additional requirements for principals, see NYSED APPR Guidance.

Principal Improvement Plan Assurances

Please check each of the boxes below.

- ☑ Assure that the LEA will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive an overall rating of Developing or Ineffective by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- ☑ Assure that PIP 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 principal's improvement in those areas.

Principal Improvement Plan Forms

All PIP 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 principal's improvement in those areas.

As a required attachment to this APPR plan, upload the PIP forms that are used in the LEA.

Principal_Improvement_Plan_for_3012-d_9-1-19 1.pdf

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Appeal Assurance

Please check the box below.

☑ Assure the LEA has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

Appeals

Pursuant to Education Law§3012-d, a principal may only challenge the following in an appeal to their LEA:

(1) the substance of the annual professional performance review;which shall include the following:

(i) in the instance of a principal rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;

(2) the LEA's adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents; and

(4) the LEA's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Page Last Modified: 05/29/2020

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

Appeals Process

A. Any principal who receives an ineffective or developing rating on their annual total composite APPR or a tenured principal, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-d of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-d of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP.

In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP. Appeals concerning a principals performance review must be filed no later than ten (10) school days of the date when the principal receives his/her final overall rating, or if appealing the issuance or implementation of a Principal Improvement Plan (PIP), within ten (10) days of issuance of the PIP or identifying an implementation issue.

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered preliminary.

E. If not satisfied by the preliminary decision of the Superintendent or his/her designee the building principal shall within three (3) school days request a review be performed by a mutually agreed upon retired administrator. Within five (5) calendar days from the request, for review the parties shall be furnished a list of nine (9) retired administrators willing to conduct a review from the New York State Retired Supervisors and Administrators Association or any other organization that may maintain such a list. The list of names shall also include resume and fees. The parties shall mutually agree upon the selected retired administrator. If the parties cannot mutually agree upon the selection of the retired administrator each party shall be allowed to strike out four names from the list with the sole remaining name being the selected retired administrator to conduct the review. The cost of the independent review shall be born equally by both parties and shall be no greater than prevailing arbitration rates. The selection of an arbitratorwillbecompletedwithin10days from the date the partiesreceive the list of names from the superintendent.

F. The review shall consist of reviewing the preliminary decision of the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented to the retired administrator for review within fifteen (15) business days after his/her selection. Upon completion of the review the retired administrator shall render a written advisory opinion within ten (10) business days after receipt of the evidence and arguments from both sides. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including but not limited to, adjustments to the principal improvement plan or other corrective actions.

G.Upon receipt of the advisory decision the Superintendent shall within five (5) school days review said advisory opinion and in his/her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the Superintendent, upon review of the advisory opinion, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

Page Last Modified: 04/28/2020

Training Assurance

Please check the box below.

☑ The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent evaluators and peer principals need only be trained on elements 1, 2, and 4 below.

Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent evaluators and peer principals, and certifying and re-certifying lead evaluators must include:

1) the process for training lead evaluators and evaluators, including impartial independent evaluators and peer principals;
2) the process for the certification and re-certification of lead evaluators;
3) the process for ensuring inter-rater reliability; and
4) the nature (content) and the approximate duration (how many hours, days) of such training.

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

Task 11 Training (if you train all evaluators the same, this should be the same as task 6)
The superintendent will ensure that all evaluators (evaluators, lead evaluators, and independent observers)have been trained and that all lead evaluators
have been trained and certified in accordance with regulation. Evidence oftraining ofall evaluatorswill be sent annually to the Bayport-Blue Point AdministratorsAssociation. The district
may utilize the NYSUT Education and Learning Trust and/or a BOCES training and lead evaluator training and certification. Evaluators will be trained in the Multidimensional Principal Performance Rubric and the six domains,as set forth inRegents Rule 30-3.10. Training consists of approximately one full day training.The Superintendent willensure that lead evaluators participate in training and are certifiedand willforward a list of all trained evaluators to the BOE who will certify and re-certify annually.

Page Last Modified: 02/24/2020

Principal Evaluation Assurances

Please check all of the boxes below.

- ☑ Assure that the LEA shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- ☑ Assure that the evaluation system will be used as a significant factor for employment decisions.
- ☑ Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- ☑ Assure that the following prohibited elements listed in Education Law Section 3012-d(6) are not being used as part of any principal's evaluation: 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; any locally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- ☑ Assure that the LEA shall compute and provide principals with their APPR scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.

Assessment Assurances

Please check all of the boxes below.

- ☑ 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 scoring of those assessments.

Data Assurances

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 LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- ☑ Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the overall rating, as per NYSED requirements.
- ☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

Page Last Modified: 06/12/2020

Upload APPR LEA 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 the "LEA Certification Form" found in the "Documents" menu on the left side of the page.

Joint Certification of APPR Plan Signatures.pdf

BAYPORT – BLUE POINT UNION FREE SCHOOL DISTRICT
THE TEACHER IMPROVEMENT PLAN **(TIP)** WORKSHEET

If a teacher's performance is evaluated as "ineffective" or "developing", the principal shall be required to develop a teacher improvement plan (TIP) in conjunction with the teacher. The TIP will be implemented within ten days of the start of the school year within which the TIP will be applied. The TIP shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated. The TIP is not considered disciplinary in nature. The sole purpose of the TIP is the improvement of teaching practice.

The TIP will describe the professional learning activities that the educator must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their TIP will be described and could include items such as lessons, student work, or unit plans. The TIP will state the specific additional support and assistance that the educator will receive. All costs associated with the implementation of a TIP, including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety. In the final stage of the improvement, the teacher should meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

Name of Teacher: _____

Building: _____

Subject/Grade Level: _____

Evaluator: _____

BBPTA Representative: _____

Effective Date: _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline, and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a Mentor Teacher: ☐ **yes** ☐ **no**

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet on the following date _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

BBPTA Representative's Signature _____ Date _____

OR Teacher's Initials Waiving BBPTA Representation _____ Date _____

TIP Meeting Dates and Records

The teacher and evaluator are expected to meet as needed throughout the TIP implementation. For each meeting date the evaluator will prepare an anecdotal record that will be attached to this document. Each anecdotal record will include, but not be limited to, the following: 1) people present at the meeting, 2). progress towards indicated performance goals, 3) points of agreement, 4) points of disagreement, and 5) modifications or suggestions for action to reach TIP goals.

Meeting Date: _____
Teacher Comments:

Meeting Date: _____
Teacher Comments:

Meeting Date: _____
Teacher Comments:

Meeting Date: _____
Teacher Comments:

Recommendation for Results of TIP

☐ The teacher has met the performance goals identified through the TIP.
☐ The teacher has not met the performance goals.

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

BBPTA Representative's Signature _____ Date _____

OR Teacher's Initials Waiving BBPTA Representation _____ Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be borne by the District.

No later than November 15th shall the Superintendent meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 1st the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 1st the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at any time, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition the above meetings with the Superintendent the building principal shall meet with the Assistant Superintendent in charge of Curriculum monthly throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association adhering to the

requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing of a specific school year.

Any PIP plan created must consist of the following components:

I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the plan.

II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.

III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.

IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.

V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.

VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, and workshop to be used to support the PIP

3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD ***(Educational Impact or ASCD)***

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

_____ _____

Superintendent **Date**

_____ _____

Principal **Date**

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			

CULTURAL COURTESY			
COLLABORATION			

Principal Signature: _____ Date: _____

Assistant Supt. Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM

	Summary of Meeting (Superintendent or Ass't Supt)	**SIGN-OFF BY BOTH PARTIES**
Meeting #1 Date		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____

Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) plan.

By signing this document, the LEA and its collective bargaining agent(s) certify that the APPR plan submitted to the Commissioner for approval constitutes the school LEA's complete APPR plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-3 of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are 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 require that all classroom teachers and building principals will be evaluated using the APPR plan submitted to the Commissioner for approval.

The LEA and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the LEA's complete APPR Plan and that such plan will be fully implemented by the LEA; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

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 APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11).

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

- Assure that the overall APPR rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire APPR will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal his or her score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statues and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, 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;

- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- 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 of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature: Date:

Timothy P. Hearney 6/11/2020

Superintendent Name (print):

Timothy Hearney

Teachers Union President Signature: Date:

6/11/20

Teachers Union President Name (print):

Eric Iberger

Administrative Union President Signature: Date: 6/11/20

Administrative Union President Name (print):

Board of Education President Signature: Date: 6/11/2020

6/11/2020

Board of Education President Name (print):

Michael Miller