**Annual Professional Performance Review Plan For LCS  
Principals Covered By 3012-d, Effective July 1, 2016**

The Board of Education of the LaFargeville Central School District (the “District”), acting in public session, hereby adopts this Annual Professional Performance Plan (the “APPR Plan”) for those principals who will be covered by the annual professional performance review provisions of 3012-d.

All aspects of the principal evaluation process and appeal will be placed in the LaFargeville Central School Professional Development Plan. The Annual Professional Performance Review (APPR) will become part of the PDP and reviewed on an annual basis. The APPR will reflect the laws and commissioner’s regulations.

The provisions of this Plan and Memorandum of Agreement shall be in effect upon acceptance of the same, in its entirety, by the two (2) principals and the Board of Education. All parties agree to modify their present agreement in accordance with a revised evaluation procedure; the primary components are outlined below.

All parties view this revised procedure as subject to ongoing review and possible adjustment upon mutual agreement to any further changes. This document shall be subject to an annual review by the parties, if possible no later than August 1 of each year. Such review may include negotiations upon request of either party and agreement of both.

This document along with the supporting rubric, administrative standards and principal improvement plan will replace the current APPR.

1. **Definition of Covered Principals**

This APPR Plan will apply only to a principal of a registered public school building in charge of an instructional program of a school district or BOCES. Part ~80-1.1 of the Commissioner’s regulations.

1. **Definition of Evaluators**

The Lead Evaluator is the Superintendent and is responsible for conducting and completing an observation of the administrator weighted at 80% and the Independent Evaluator is the administrator responsible for conducting and completing a separate observation of the same administrator weighted at 20% as defined in Commissioner's Regulations. All evaluators will be employed by the LaFargeville Central School District.

The District shall ensure that all evaluators are properly trained and certified, as prescribed by law, before conducting evaluations. The District shall comply with recertification requirements as prescribed by the Commissioner. The District shall ensure that lead evaluators maintain inter-rater reliability over time by conducting annual calibration sessions among evaluators.

1. **Ensuring Accurate Teacher and Student Data**

The District shall provide accurate data to the State Education Department (“SED”) in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered principal to verify the subjects and/or student rosters assigned to him/her. Verification of subjects and or student rosters shall take place as required by SED. Verification of students taking state assessments shall take place at the time the exam is administered. Every covered principal shall receive a digital copy of each verification from SED.

The District Data Coordinator in conjunction with MORIC (Madison Oneida Regional Information Center) shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

In the event inaccurate information is discovered by the principal, the principal will give the corrected information, in writing, to the Data Coordinator. In the event the District does not make the requested changes, the district will provide the reasons in writing to the principal within 10 days of being presented with the corrected information.

1. **Development, Security and Scoring of Assessments**

The District Data Coordinator shall be responsible for overseeing test security and the scoring processes utilized by the District under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate principals are not disseminated to students before administration, and that principals do not have a vested interest in the outcome of the assessments they score.

1. **Details of the District's Principal Evaluation System**
2. **ISLLC (2008) Leadership Standards**

The professional performance review plan for principals is based on the NYS ISLLC Standards (see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators):

* **Vision, Mission, and Goals**: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
* **Teaching and Learning**: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
* **Managing Organizational Systems and Safety**: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
* **Collaborating with Families and Stakeholders**: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
* **Ethics and Integrity**: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
* **The Education System**: An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers’ and students’ needs.

1. **Principal Effectiveness**

Annual professional performance reviews shall differentiate principal effectiveness using the state provided HEDI Matrix. Based on the state provided HEDI Matrix, a principal shall be rated as Highly Effective, Effective, Developing, or Ineffective.

1. **Multiple Measures of Effectiveness**

In order to support continuous professional growth, the observation effectiveness score shall be based on supervisory visits, the Multi-Dimensional Rubric, and a review of state and local accountability measures. Data from these sources will serve as the foundation for the principal evaluator’s application of the rubric.

1. **Observation Weights**

A principal’s observation score will be calculated by taking an average of the individual components (1-4 points each) that were observed by the evaluator during the observation time period. The weights will be set at 80% for the supervisor's observation(s) and 20% for the independent observer's observation.

1. **Observation Effectiveness**

Principal performance will be assessed using multiple measures grounded in the New York State Administrative Standards. The Multi-dimensional Rubric, selected from the State approved list, will be used to assess the principal’s professional practice.

Evidence will be gleaned from: teacher evaluation process, SLO, transition to Core Standards, principal created documents, professional development summary and other resources provided by the principal.

The responsibility for gathering supporting evidence of a principal’s performance is shared by the principal and the superintendent; both must provide a commitment to provide a complete and accurate picture of the principal’s professional performance.

Each component will be scored using a 4 point rubric and the overall observation effectiveness rating will be determined by finding the average rubric score and utilizing the negotiated overall observation scoring ranges below (f).

1. **Negotiated Overall Observation Scoring Ranges and Ratings**

Pursuant to the Rules of the Commissioner of Education, the Parties have negotiated the following scoring ranges and rating for the overall observation category.

|  |  |  |
| --- | --- | --- |
| **Overall Observation Category Score & Rating** | | |
|  | **Minimum Value** | **Maximum Value** |
| H | 3.5 | 4.0 |
| E | 2.5 | 3.49 |
| D | 1.5 | 2.49 |
| I | 0 | 1.49 |

**\*The above chart will be used when calculating a principal's observation effectiveness rating for the overall effectiveness rating score.**

1. **Student Performance Effectiveness Rating**

The student performance effectiveness rating will be determined in one of two ways:

1. The state provided growth score
2. The transition SLO score
3. **Overall Effectiveness Rating**

Principals will receive their overall effectiveness rating no later than the first official workday of the year. The principal and lead evaluator will sign and date to signify review of the principal composite effectiveness score. The overall effectiveness rating will be determined based on the following matrix:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overall Observation Effectiveness Rating Effectiveness Ratig** | | | | | |
| **Student**    **Performance**  **Effectiveness**  **Rating** |  | Highly Effective | Effective | Developing | Ineffective |
| Highly Effective | H | H | E | D |
| Effective | H | E | E | D |
| Developing | E | E | D | I |
| Ineffective | D | D | I | I |

1. **Written Response**:

Each principal has the right to respond to their final evaluation and HEDI rating. Principals who wish to respond to their score must do so within ten (10) business days. The written response will be attached to the evaluation and placed in their personnel file.

1. **Details of Timely and Constructive Feedback Provided to Principals**

Quarterly, the superintendent and principal will have a meeting regarding the principal’s individual goals and the rubric dimensions that were observed. The summative evaluation, including composite effectiveness score, will be provided to the principal by August 1st (if the State score is available).

The District will support each principal’s development and ensure that all individuals receive appropriate professional development. Everyone in the system should focus on the goal of student achievement, as per the APPR regulations. This will include keeping to the timelines set forth in this document.

1. **Appeals of Annual Professional Performance Reviews**
2. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be limited to those that rate a principal as Ineffective or Developing only or where compensation decisions are linked to rating categories.

1. WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures will limit the scope of appeals under Education Law §3012-d to the following subjects: (1) the substance of the annual professional performance review; which shall include in the instance of a principal rated Ineffective on the student performance category but rated Highly Effective on the observation/school visit category based on an anomaly, as determined locally. (2) the school district’s or board of cooperative educational services’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner’s regulations; (3) the adherence to the Commissioner’s regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d; and (4) the school district’s or board of cooperative educational services’ issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-d.

1. PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

1. BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

1. TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives his or her APPR. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

1. TIMEFRAME FOR DISTRICT/BOCES RESPONSE

Within 15 calendar days of receipt of an appeal, the school district/BOCES staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal’s improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district’s or BOCES’ response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district/BOCES, and any and all additional information submitted with the response, at the same time the school district/BOCES files its response.

1. DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent’s designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal. DECISION A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal’s appeal papers and any documentary evidence accompanying the appeal, as well as the school district/BOCES’ response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal’s appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

1. EXCLUSIVITY OF §3012-D APPEAL PROCEDURE

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

1. **Principal Improvement Plan**

The purpose of a Principal Improvement Plan (PIP) is to provide the principal with a concrete set of expectations based on evidence collected from the previous school year that attributed to a ranking of ineffective or developing, in the total composite rating. They will then be provided a Principal Improvement Plan. The plan will contain: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which improvement will be assessed; and where appropriate, differentiated activities to support improvement in the identified areas.

In order for this process to be successful the principal and supervisor must be in partnership and active contributors to the success of the plan. The plan will provide action steps, timelines, and District supports to build the capacity of the principals to increase the likelihood of moving the principal to the effective realm.

In accordance with the laws and regulations of 3012c any and all principals identified as ineffective or developing will be provided an improvement plan. The following procedure will be followed.

1. Upon receipt of the principal’s annual evaluation rating, those rated ineffective or developing will be notified. The notification will address the rating and the expectation of scheduling a meeting to discuss the formulation of the Principal Improvement Plan (PIP) with their supervisor (superintendent). This meeting to discuss the implementation of the PIP must take place within 5 days, commencing with the first day of each school year.
2. The superintendent, in collaboration with the principal, will select no more than three goals to address in the PIP.
3. The plan will include: Critical Attributes Indicating Success, Principal’s Action Plan, Superintendent Responsibilities, Timeline and Elements of Measurement. These will be specific expectations that will, if followed, lead to improvement. (Forms – Appendix D)
4. The principal and superintendent will sign and date the improvement plan. A copy will be provided to the principal with the original signed copy being placed into the principal’s personnel file.
5. By regulation the PIP must be signed and implemented within ten (10) school days of the following school year or as soon as the evaluations are complete including receipt of the State Scores
6. Costs associated with the implementation of a PIP, including but not limited to registration, fees, materials and travel*,* shall be borne by the District.
7. **Duration and Nature of Training Provided to Evaluators and Lead Evaluators**
8. The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.
9. All evaluators, including lead evaluators, evaluators, and independent evaluators, will be administrators employed by the LaFargeville Central School District.
10. All evaluators will be trained and all lead evaluators will be trained and certified by the Board of Education under the nine requirements prescribed in §30-3.10 of the Rules of the Board of Regents.
11. Impartial independent observers will receive training on the three requirements prescribed in §30- 3.10(c).
12. Refresher training for all evaluators, lead evaluators, and independent evaluators will primarily be conducted by our local BOCES and will consist of a minimum of one school day in the summer months or early fall (future first time evaluators will receive a minimum of 3 days of ongoing training throughout the school year provided by a combination of BOCES and district trainings).
13. Inter-rater reliability will be maintained over time through various activities, including data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration sessions across evaluators within the district. These activities will result in another 2 school days of training.
14. Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of an APPR prior to completion of the training required by §30-3.10 provided such training is successfully completed prior to completion of the evaluation. Lead evaluators will be re-certified by the Board of Education annually. Additionally, all impartial independent evaluators and evaluators will also be retrained annually to maintain calibration levels consistent with district expectations.
15. **Required Certificates**

The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered principals.

1. **Effect on Existing Contracts**

Nothing herein shall be construed to abrogate any conflicting provisions of contracts in effect prior to the signing of this agreement.

1. **Savings Clause**

This agreement and all provisions herein are subject to all applicable laws and regulations and decisions of the Commissioner of Education for New York State. In the event of any provision of this agreement is held to violate such laws, said provision shall not bind either of the parties; but the remainder of this agreement shall remain in full force and effect as if the invalid provisions had not been a part of this agreement.

1. **Filing and Publication of APPR Plan**

This APPR Plan shall be filed in the District Office, and shall be made available to the public on the District's website within ten days of approval by SED.

Adoption Date:

Legal Reference(s): Education Law §3012-c; 8 N.Y.C.R.R. Part 30-2 and Section 100.2

**PROCEDURAL CHECKLIST – Appendix A**

**APPR APPEAL -\_PRINCIPAL**

Dates

APPR Rating Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting With Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appeal must be filed by (5): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Appeal filed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District’s response must be filed by (15):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* District’s response filed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \* District’s response copied

to principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_\_

Initial Panel designations must be

made by (5): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Superintendent’s Panel

designation to principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_\_

\* Principal’s Panel desig-

nation to Superintendent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_\_

Third Panel designation must be

made by (5): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Third Panel designation

to Superintendent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_\_

\* Third Panel designation

to principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date appeal and District response

provided to Panel (5): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date Panel must meet: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Date Panel met: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Decision must be filed (15): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Decision filed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Copy to principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_

*Use only if Panel determines dismissal is warranted based on procedural grounds*:

Date Panel must file decision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(same as date Panel must meet)

\* Decision filed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* Copy to principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ method: \_\_\_\_\_\_\_\_\_\_\_\_

**PRINCIPALS’ IMPROVEMENT PLAN (Appendix B)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Date Superintendent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Subject/Grade Level Composite Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Principal Goals  (1 to3) | Rubric – Domain-Element  Chosen for Further Development | Critical Attributes Indicating Success | Principal’s  Action Plan | Superintendent Responsibilities | Timeline of Progress &  Review | Elements of Measurement |
|  |  |  |  |  |  |  |

Principal’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Principal’s

Meeting Date Evaluator Comments of Progress Initials Principal’s Comments Initials

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Recommendation for Results of PIP**

🞏 The principal has met the performance goals identified through the PIP.

🞎 The principal has not met the performance goals.