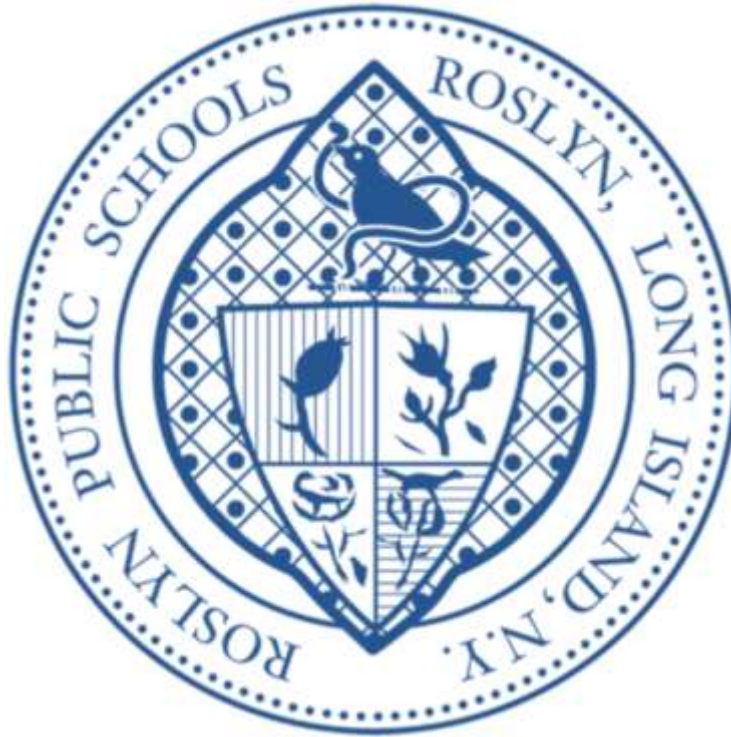


Roslyn Public Schools

Annual Professional Performance Review Plan

2014-2015



Dr. Dan Brenner, Superintendent of Schools

Board of Education
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ROSLYN APPR PLAN 2014-2015

INTRODUCTION

The New York State Board of Regents has committed to the transformation of the preparation, support, and evaluation of all teachers and school leaders in New York State. Chapter 21 of the Laws of 2012 amended Education Law §3012-c to fundamentally change the way teachers and principals are evaluated. The purpose of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices.

Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c(2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development).

I. Collection and reporting of teacher and student data:

- A. No later than the first day of school in September each teacher shall be given a list of all students in each of the classes for whom she/he is the teacher of record. On October 23 each teacher will receive a list of the students currently in each of her/his classes for whom he/she is the teacher of record. Teachers will notify their building principals in writing within 10 school days of any discrepancies between the lists of students provided and the actual students attending the class.
- B. The District and the Association shall collaboratively develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations and Education Law 3012-c prior to using student growth and/or achievement data in an APPR.
- C. In the event that a teacher's class is negatively impacted by chronic or severe absenteeism, the District will implement the "Weighting Scores for Absenteeism" procedure. Chronic or severe absenteeism is more than 20 days absent in a school year. The district has a procedure for increasing student attendance, which is as follows:

1. Teacher reports absence.
2. School notifies parent.
3. Written notification is sent home.
4. Student is referred to student support teams or appropriate agency.

D. Weighting Scores for Absenteeism: These are the steps for weighting student scores to adjust for absenteeism:

1. Multiply each individual student's assessment score by the number of days in attendance. Days in attendance is the official record in the student information system.
2. Add all the values created above for all together into one sum.
3. Add together total days all students were in attendance in the class.
4. Divide the value created in step 2 by the value created in step 3.
5. Sample:

Student	Days in Attendance	Assessment	Calculation	Result
1	175	98	98*175	17150
2	100	94	94*100	9400
3	75	72	72*75	5400
	350	88		31950
			31950/350=	91.286

E. The district will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association or as required by Education Law 3012-c.

II. Internal assessment development and assessment security

A. Assessment development

District-developed and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The district will insure the development of assessments by individual or teams of teachers and administrators provided that the assessments are comparable across classrooms.

B. Assessment security

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of state assessments must be done by educators who do not have a vested interest in the assessments they score.

III. **Training for evaluators and staff**

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted during new teacher orientation prior to the start of school each subsequent school year for newly hired staff, and will also be offered during the school year for staff hired after September 1st.

IV. **Calculation of subcomponents:**

A. Student growth measures (State Provided/Determined 20% or Approved Value-Added Model 25%)

1) SED is required to score and report the teacher student growth percentile for teachers of Common Branch or ELA or Math in grades 4-8 (or value-added measure after the VAM system is approved by the Regents no sooner than the 2012-2013 school year.) This may expand to include teachers of other grades and subjects if SED develops additional growth measures. The state has required that the vendor for this component of the evaluation system provide the growth/VAM data to the district by September 1. For all other subjects and grade levels, the state 20%/(25%) will be determined through the use of a Student Learning Objective (SLO).

2) Student Learning Objectives

For teachers who have one or more SLO's, the district will follow the guidance set forth by SED for Student Learning Objectives in the most recently updated release. Please note the following regarding Student Learning Objectives:

- a. One or more SLOs must be used in order to include at least 50.1% of a teacher's caseload when a SLO is being used for the state 20% (25%) score. For teachers with multiple SLOs, the Student Growth Measure (SGM) 20 (25) point score will be determined by weighting both scores appropriately, as referenced in the NYSED Student Learning Objective Guidance Document.
- b. The District APPR Committee will create SLO templates to be used in September of each subsequent year. This will include SLOs for all grade levels and subjects, including references to the baseline and exit assessments to be used. These baseline and exit assessments will be determined and reviewed by the District APPR Committee annually. Where appropriate, teachers of similar courses will utilize the same SLO templates. Goals and targets will still be set based on the specific cohort of students and the baseline data that is provided.
- c. Teachers will be provided with historical data on their current students in September in order to formulate specific goals and targets.
- d. Teachers cannot score any assessment they have a vested interest in for evaluative purposes. The district will determine how baseline and exit assessments will be scored in order to ensure this fidelity. In all instances where a test cannot be scored by a scanning device, an appropriate certified teacher will be required to score the assessment. The district reserves the right to have state assessments scored by a third party vendor.
- e. In instances where a SLO is used for the state's 20% (25%) score, the SLO will focus on student growth using a baseline assessment and exit assessment.

B) Locally selected measures of student achievement (Local 20%/15%)

- 1) The measures of student achievement shall be determined by the District APPR Committee. This committee shall consist of the RTA president, teachers appointed by the Association and administrators appointed by the Superintendent.
- 2) The Committee will be guided by the following principles:
 - a. Local measures should be aligned with the State's student learning standards and performance indicators.
 - b. Local measures should be aligned with NY State Common Core Standards, meet statewide criteria and consist of multiple measures of student performance.
 - c. The Superintendent has the sole right to certify that the measures meet the requirements for rigor and comparability. Comparability is defined as using the same measures across a subject and/or grade level within the

school district. Rigor is defined as being aligned to the New York State Learning Standards and, to the extent practicable, valid and reliable as defined by the testing standards, meaning the “Standards for Educational and Psychological Testing” (American Psychological Association, National Council on Measurement in Education, and American Educational Research Association; 1999 – available at the Office of Counsel, SED).

- d. The process by which points are assigned in each subcomponent and the scoring ranges for the subcomponents are transparent and will be emailed available to all teachers being rated no later than the first day of school.
- e. The assignment of points in each subcomponent ensures that it is possible for all teachers to obtain any of the available points in each subcomponent.
- f. The process for assigning points uses the narrative descriptions below to effectively differentiate educators’ performance in ways that improve student learning and instruction.

<i>For 2014-2015 for educators for whom there is <u>no approved Value-Added measure of student growth</u> the scoring ranges will be:</i>					
2014-15 where there is no Value- Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)		Overall Composite Score
Highly Effective	18-20	18-20	56-60		91-100
Effective	9-17	9-17	46-55		75-90
Developing	3-8	3-8	27-45		65-74
Ineffective	0-2	0-2	0-26		0-64
<i>For 2014-15 for educators for whom there is an <u>approved Value-Added measure for student growth</u> the scoring ranges will be:</i>					
2014-15 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)		Overall Composite Score
Highly Effective	22-25	14-15	56-60		91-100
Effective	10-21	8-13	46-55		75-90
Developing	3-9	3-7	27-45		65-74
Ineffective	0-2	0-2	0-26		0-64

- g. The District APPR Committee (hereinafter “Committee”) will periodically review the locally selected measures of student achievement to ensure their continued validity, reliability and appropriateness. The selection of other local measures of student achievement shall be agreed on by Superintendent and the RTA. The Superintendent shall, to the extent practicable, provide all committee members with time during the contractual work day to meet.
 - h. The local component will be converted into a numerical effectiveness score using a methodology selected by the Superintendent and the Association.
- 3) Measures of teacher effectiveness based on the NYS Teaching Standards (60%).
- a. The District and the Association agree to use the New York State approved “Teacher Evaluation and Development Rubric” (TED) as the teacher practice rubric (Appendix 1).
 - b. The 60 points assigned to “Measures of Teacher Effectiveness” are tied to an average rubric score from 1 (ineffective) to 4 (highly effective). Each of the 98 indicators on the TED rubric shall be weighted equally. The score will be converted to a value between 0-60 by using the following agreed upon conversion scale (Appendix 2).

Standards for Rating Categories	Growth or Comparable Measures	Locally-Selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader Standards)
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).	Results are well-above District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or District goals if no state test).	Results are well below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.
<i>For the 2014-2015 school year and thereafter, the Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents for consideration.</i>			

V. Analysis of teaching practices through multiple measures

A. Observations – Formal and Drop-ins

1. Tenured Teachers
 - One observation per school year (30 minutes or more in length).
 - No less than two drop-in visits (less than 15 minutes)
2. Non-tenured Full Time Teachers
 - Two observations per school year (30 minutes or more in length)
 - No less than four drop-in visits (less than 15 minutes)
3. For tenured and non-tenured teachers' formal observations:
 - a. There will be a pre-observation conference between teacher and observing administrator which will occur within five school days prior to the formal observation. During the conference the teacher shall share evidence/ artifacts including but not limited to student work and student assessments.
 - b. Post observation conference between teacher and administrator will occur within 5 school days after the observation. The administrator shall cite evidence observed during the lesson including but not limited to how students are learning and/ or artifacts presented by the teacher.
 - c. Within five school days after the post conference, the administrator shall give two completed and signed copies of the Full Observation Summary Form (Appendix 3) to the teacher.
4. Drop-in visits for tenured and non-tenured teachers:
 - a. All of the drop-in visits shall be recorded by the administrator on the "Drop-in Visit Log" (Appendix 4).
 - b. A brief follow-up conversation shall occur in the building where the observation took place or via phone between the teacher and the administrator within 3 school days of the drop-in visit.
 - c. Drop-in visits will not be scheduled to occur during the formal observation process which is defined as the time period between the pre-observation meeting and the post-observation conference.

The district continues to reserve the right to write up any additional teacher observation or incident occurring inside or outside of the classroom. No mechanical or electronic recording devices shall be used for the purpose of observation without the written consent of the teacher in advance of such use.

B. Final Evaluation Report Teacher Evaluation and Development Rubric (TED)

1. The Final Evaluation Report (TED Rubric Appendix 1) includes the teacher's annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas in need of improvement must be identified and specific recommendations made to improve effectiveness. The Final Evaluation Report will include all of the evidence of effective teaching practice and the measures of student achievement.
2. All observations (formal and drop-ins) of tenured teachers will be completed by April 30. All observations (formal and drop-ins) of non-tenured teachers will be completed by March 31 except for teachers in their final probationary year which will be completed by February 6.

C. Project/Goal

1. Teachers will have the opportunity to identify ways to enhance instructional practice and student achievement and to tie their individual professional growth goal/project to the New York State Standards, Common Core Learning Standards and the attainment of school and district goals. (APPR Project/Goal Form Appendix 5)

VI. Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and improve student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

The District Professional Development Committee (as required by Part 100.2) shall be responsible for developing all aspects of the Professional Development Plan. Among the responsibilities of the Committee shall be to: (i) oversee the design, selection and implementation of all professional development activities; (ii) ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs; and (iii) ensure that professional development includes training on the Teaching Standards and rubrics(s) used in the APPR process.

Every effort will be made to provide professional development within the teachers' contractual day or during contractual after-school meeting time or on days within the contractual work year that are designated for professional development. In the event that professional development must occur outside of the teachers' contractual day or on days other than contractual work days, teachers will receive in-service credit or will be compensated at the contractual hourly rate for professional development.

VII. Teacher Improvement Plan (TIP)

1. The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose performance has been identified in conformity with the observation and evaluation procedures of this Article as developing or ineffective. (A rating of Developing does not apply to teachers in their first year of teaching in Roslyn.) Additionally, the District at its sole discretion may implement a TIP for any teacher (probationary or tenured) who is not progressing in one or more of the following standards.

Standard 1: Knowledge of Students and Student Learning

Standard 2: Knowledge of Content and Instructional Planning

Standard 3: Instructional Practice

Standard 4: Learning Environment

Standard 5: Assessment for Student Learning

Standard 6: Professional Responsibilities and Collaboration

Standard 7: Professional Growth

2. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. This TIP is intended to assist the teacher to improve her/his performance. (Teacher Improvement Plan Appendix 6)
 - a) In compliance with this Article, the teacher will be required to participate in a Teacher Improvement Plan.
 - b) The Principal, in concert with an Assistant Principal and/or Department Chair, will develop a written prescriptive supervision plan that is designed to target specifically delineated goals by identifying the specific areas that are considered to be developing or ineffective as well as required activities to achieve these goals.
 - c) The plan will identify how progress toward these goals will be assessed.
 - d) The TIP will include targeted professional development to be provided to the teacher by the district.
 - e) Prior to implementation of such a plan, the appropriate administrator will meet with the teacher and a union representative, if requested by the teacher, to review the plan to insure that its objectives and the methods by which these objectives will be realized are clear to all concerned parties.
 - f) After the TIP is in place the teacher, administrator, peer coach (if one has been assigned) shall meet according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP.
 - g) Whether or not the teacher will be required to participate in a Teacher Improvement Plan for additional years shall be determined by the plan developers.
 - h) The APPR is to be a significant factor for termination and tenure determinations.

VIII. APPR Evaluation Appeals

1. Within ten (10) school days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee.
2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance of the annual professional performance review and the School District's issuance and/or implementation of the terms of the teacher improvement plan issued to a teacher rated "ineffective". Procedural issues respecting observation and evaluation arising under the parties' prior and current collective bargaining agreements, together with observation and evaluation procedures contained in the APPR plan previously required by 8 NYCRR 100.2 that were previously incorporated into the parties' labor agreement for the period 7/1/2008 to 6/30/2012, and which remain in effect respecting those teachers not subject to 8 NYCRR 30.2, and procedural issues respecting observation and evaluation under the APPR Plan finally adopted by the Board of Education shall not be the subject of an appeal hereunder and shall be processed as a contract grievance to the extent that the same does not conflict with the APPR plan that will be adopted by the Board of Education pursuant to 8 NYCRR 30.2.
3. Within ten school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, respecting the appeal.

The determination of the Superintendent of Schools or his/her designee shall not be grievable, arbitral, nor subject to any review in any forum, whatsoever, except as otherwise provided by law and regulation.

4. A performance rating of "ineffective" is the only rating subject to appeal by the probationary or tenured teacher. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Nothing in this appeal process shall be construed to alter or diminish the authority of the Board of Education to terminate probationary teachers or deny tenure to a probationary teacher during the pendency of an appeal pursuant to this process.
5. Authority of Arbitrator:
 - a. Any arbitrator appointed pursuant to this contract shall be wholly without authority and jurisdiction to consider any appeal of any unit member's APPR evaluation except as provided in sub paragraph VIII (2) herein.

However, the arbitrator may hear any claimed breach of a contract provision related to observation or evaluation, or any claimed breach of the APPR plan adopted pursuant to 8 NYCRR 30.2, approved by the Board of Education.

- b. Nothing contained in this labor agreement shall conflict with, nor be determined to conflict with, 8 NYCRR 30.2 of the Regulations of the Commissioner of Education which have been and may hereafter be issued, nor with the provisions of Section 3012-c of the Education Law of the State of New York, and any amendments thereto, nor with any provisions of the APPR plan which has been adopted and approved by the Board of Education in conformity with Chapter 21 of the Laws of 2012 amended Education Law §3012-c.
- c. The substance of an APPR evaluation shall not be subject to the Contract's grievance procedure. Accordingly, an arbitrator appointed to this Contract shall be wholly without authority and jurisdiction to consider the substance of an appeal of any unit members APPR evaluation. An appeal of an APPR evaluation on procedural grounds, as set forth in subsection VIII (2) below, is and will be subject to the Contractual grievance procedure. Appeal of the substantive aspects of an APPR evaluation is within the sole jurisdiction of the Superintendent of Schools as set forth in subsection VIII (2).
- d. Evaluations of Pre Kindergarten teachers, guidance counselors, school psychologists, social workers and nurses are not subject to and covered by the APPR Plan. Accordingly, an employee in any of these titles who wishes to challenge any aspect of their contractual evaluation must do it through the contractual grievance procedures.
- e. If it is determined by a final court of competent jurisdiction that a conflict exists between the Memorandum of Agreement and the final APPR Plan adopted by the Board of Education, with 8 NYCRR 30.2 of the regulations of the Commissioner of Education or the law of the State of NY, the law and aforesaid regulations shall govern.
- f. The Superintendent in formulating recommendations to the Board of Education respecting the award of tenure, or the termination of the services of a probationary employee during the probationary term, or in reaching a decision not to recommend the grant of tenure at the end of a probationary employee's term of appointment, shall consider APPR evaluations as a significant factor. The foregoing shall not be applicable to the termination of a teacher for an act of misconduct or insubordination.
- g. Nothing herein shall be construed to affect the statutory right of the Board of Education, the Superintendent nor the District to terminate a

probationary teacher in conformity with applicable law and regulations or to restrict the discretion the Board of Education, the Superintendent nor the District in terminating a probationary teacher, in conformity with applicable law and regulations or in making a tenure determination in conformity with applicable law and regulations. Any determination made by the Superintendent pursuant to the provisions of this section shall not be grievable, arbitral nor subject to any review in any forum, whatsoever, except as otherwise provided by law or regulations.

IX. Faculty Members Not Covered Under Section 3012c.

The parties recognize that Pre Kindergarten, Nurses, Psychologists, Guidance Counselors and Social Workers are not covered by the provisions of the APPR plan to be adopted pursuant to 8 NYCRR 30.2. The observation/evaluation of these employees shall be governed solely by Articles XXIV, XXV and Appendices G-1, G-2, and G-5 of the parties 2008-2012 labor agreement currently in effect.

X. Annual Review

This plan will be reviewed annually by the district APPR committee. The Parties agree that more frequent reviews may be necessary during the first year of implementation.

XI. Collective Bargaining Agreement

The Annual Professional Performance Review (APPR) shall be considered an appendix to the collective bargaining agreement between the Roslyn Teachers Association and the Roslyn Public Schools.

Roslyn Public School District
APPR Composite Scoring Sheet

Teacher Name:			
School			
Grade Level/Subject			
School year			
Evidence	Value	Points Awarded	HEDI Category
State Growth Score	20		
Local Score	20		
Multiple Measures	60		
Overall			

HEDI Category	State growth measure	Local Measure	Other Measures of Effectiveness (60 pts)	Overall Composite score
Highly Effective	18-20	18-20	56-60	91-100
Effective	9-17	9-17	46-55	75-90
Developing	3-8	3-8	27-45	65-74
Ineffective	0-2	0-2	0-26	0-64

Appendix 2

TED Rubric Conversion Chart (60%)

Total Average Rubric Score	Conversion Score
Ineffective 0-26	
1	0
1.1	6-11
1.2	12-17
1.3	18-23
1.4	24-26
Developing 27-45	
1.5	27-28
1.6	29-30
1.7	31-32
1.8	33-34
1.9	35-36
2	37-38
2.1	39-40
2.2	41-42
2.3	43-44
2.4	45-46
Effective 46-55	
2.5	46
2.6	47
2.7	48
2.8	49
2.9	50
3	51
3.1	52
3.2	53
3.3	54
3.4	55
Highly Effective 56-60	
3.5	56
3.6	57
3.7	58
3.8	59
3.9	60
4	60

**Full Observation Summary Form
(Completed by Evaluator)**

Based on our pre-conference meeting held on _____, my observation on _____ and our post conference on _____ listed below are the notable strengths and areas for improvement.

Teacher: _____ Trade / Subject: _____

Evaluator: _____ Title: _____

Notable Strengths	Areas for Growth Suggestions for Growth

=====

Comments:

Evaluator signature _____ Date _____

Teacher signature _____ Date _____

Teacher Comments:

Roslyn Public Schools Drop-in Visit Log

Teacher Name: _____

Administrator Name (Print): _____

Grade/Subject: _____

Circle one: Tenured Non-tenured

(Check the box)

Date of drop-in	Time of drop-in	Phone	In person	Date of follow-up conversation	Subject/Topic	Teacher Initials	Administrator Initials

NOTE: No less than two drop-in visits (less than 15 minutes) for tenured teachers

No less than four drop-in visits (less than 15 minutes) for non-tenured teachers

7/16/12

Roslyn Public School District
Annual Professional Performance Review Project/Goal Form

Teacher Name (Print): _____

Grade(s): _____ **School (s):** _____ **School Year** _____

Administrator's Name: _____

Teachers may select from a variety of professional growth opportunities. Please complete the form below and return it to your principal by June 12.

1. Description of proposed APPR Project/Goal:

2. Please check off all of the NYS Teaching Standards that your Project/Goal will focus on:

- _____ Knowledge of Students and Student Learning
- _____ Knowledge Content and Instructional Planning
- _____ Instructional Practice
- _____ Learning Environment
- _____ Assessment for Student Learning
- _____ Professional Responsibilities and Collaboration
- _____ Professional Growth

3. Type of Project/Goal: (check one)

_____ Independent _____ Collaborative

If you choose collaborative, please list the names of the teachers you will be working with this year.

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

Roslyn School District
Teacher Improvement Plan

Teacher Name (Print): _____ Tenure____ Non-Tenure____

School Year: _____ School: _____

Department/Grade: _____ Date: _____

Administrator (Print): _____ RTA Representative (Print): _____

Assignment of Peer Coach: Yes____ No____ Name of Peer Coach: _____

The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose performance has been identified as needing improvement.

1. Identification of areas that need improvement:

2. Timeline for achieving improvement:

3. The manner in which improvement will be assessed:

4. Differentiated/Targeted activities to support improvement in these areas:

Administrator's Signature: _____

Teacher's Signature: _____

Growth Model (20%)
K-1 Teachers

Heights K-1 Elementary School

**Elementary School Grades K-1 School Wide Student Learning Objectives as Comparable
Growth Measure for Untested Teachers**

Percentage of Students Meeting Target	Percentage Range	Points	HEDI Catagories
100%	99% to 100%	20	Highly Effective
97%	97% to 98%	19	
94%	94% to 96%	18	
91%	91% to 93%	17	Effective
88%	88% to 90%	16	
85%	85% to 87%	15	
82%	82% to 84%	14	
79%	79% to 81%	13	
76%	76% to 78%	12	
73%	73% to 75%	11	
70%	70% to 72%	10	
67%	67% to 69%	9	
60%	60% to 66%	8	Developing
52%	52% to 59%	7	
45%	45% to 51%	6	
37%	37% to 44%	5	
30%	30% to 36%	4	
22%	22% to 29%	3	
15%	15% to 21%	2	Ineffective
7%	7% to 14%	1	
0%	0% to 6%	0	

Growth Model (20%)
Elementary School Untested Teachers 2-5

**Elementary School Grades 2-5 School Wide Student Learning Objectives as Comparable
Growth Measure for Untested Teachers**

Percentage of Students Passing	HEDI Scores and Mastery Range	Points	HEDI Catagories
100%	99% to 100%	20	Highly Effective
97%	97% to 98%	19	
94%	94% to 96%	18	
91%	91% to 93%	17	Effective
88%	88% to 90%	16	
85%	85% to 87%	15	
82%	82% to 84%	14	
79%	79% to 81%	13	
76%	76% to 78%	12	
73%	73% to 75%	11	
70%	70% to 72%	10	
67%	67% to 69%	9	
60%	60% to 66%	8	Developing
52%	52% to 59%	7	
45%	45% to 51%	6	
37%	37% to 44%	5	
30%	30% to 36%	4	
22%	22% to 29%	3	
15%	15% to 21%	2	Ineffective
7%	7% to 14%	1	
0%	0% to 6%	0	

Growth Model (20%)
Non Tested Grades 6-8 Teachers

**Grades 6-8 School Wide Student Learning Objectives as Comparable Growth Measure for
Untested Teachers**

Percentage of Students Meeting Target	Percentage Range	Points	HEDI Catagories
100%	99% to 100%	20	Highly Effective
97%	97% to 98%	19	
94%	94% to 96%	18	
91%	91% to 93%	17	Effective
88%	88% to 90%	16	
85%	85% to 87%	15	
82%	82% to 84%	14	
79%	79% to 81%	13	
76%	76% to 78%	12	
73%	73% to 75%	11	
70%	70% to 72%	10	
67%	67% to 69%	9	
60%	60% to 66%	8	Developing
52%	52% to 59%	7	
45%	45% to 51%	6	
37%	37% to 44%	5	
30%	30% to 36%	4	
22%	22% to 29%	3	
15%	15% to 21%	2	Ineffective
7%	7% to 14%	1	
0%	0% to 6%	0	

Growth Model (20%)**Grade 8 Regents Courses Teachers**

Teachers Grade 8 Student Learning Objectives as Comparable Growth Measure for each of the following Regent Exam:

Integrated Algebra Regents, Common Core Algebra Regents, and Geometry Regents

Percentage of Students Passing	Percentage Range	Points	HEDI Catagories
100%	99% to 100%	20	Highly Effective
98%	98% to 98%	19	
96%	96% to 97%	18	
94%	94% to 95%	17	Effective
91%	91% to 93%	16	
89%	89% to 90%	15	
87%	87% to 88%	14	
85%	85% to 86%	13	
83%	83% to 84%	12	
81%	81% to 82%	11	
79%	79% to 80%	10	
76%	76% to 78%	9	
68%	68% to 75%	8	Developing
59%	59% to 67%	7	
51%	51% to 58%	6	
42%	42% to 50%	5	
34%	34% to 41%	4	
25%	25% to 33%	3	
17%	17% to 24%	2	Ineffective
8%	8% to 16%	1	
0%	0% to 7%	0	

Growth Model (20%)
Social Studies and Science 6-8 Teachers

**Student Learning Objectives as Comparable Growth Measure for Grades 6-8 Social Studies
and Science Teachers**

Percentage of Students Meeting Target	Percentage Range	Points	HEDI Catagories
100%	99% to 100%	20	Highly Effective
97%	97% to 98%	19	
94%	94% to 96%	18	
91%	91% to 93%	17	Effective
88%	88% to 90%	16	
85%	85% to 87%	15	
82%	82% to 84%	14	
79%	79% to 81%	13	
76%	76% to 78%	12	
73%	73% to 75%	11	
70%	70% to 72%	10	
67%	67% to 69%	9	
60%	60% to 66%	8	Developing
52%	52% to 59%	7	
45%	45% to 51%	6	
37%	37% to 44%	5	
30%	30% to 36%	4	
22%	22% to 29%	3	
15%	15% to 21%	2	Ineffective
7%	7% to 14%	1	
0%	0% to 6%	0	

Growth Model (20%)**Regents Courses Teachers 9-12 and All Other 9-12 Non Tested Teachers**

Teachers Grades 9-12 Student Learning Objectives as Comparable Growth Measure for each of the following Regent Exam:

US History, Global History, Physics, Earth Science, Living Environment, Chemistry, Algebra I, Geometry, Algebra 2 and English

Percentage of Students Passing	Percentage Range	Points	HEDI Catagories
100%	99% to 100%	20	Highly Effective
98%	98% to 98%	19	
96%	96% to 97%	18	
94%	94% to 95%	17	Effective
91%	91% to 93%	16	
89%	89% to 90%	15	
87%	87% to 88%	14	
85%	85% to 86%	13	
83%	83% to 84%	12	
81%	81% to 82%	11	
79%	79% to 80%	10	
76%	76% to 78%	9	
68%	68% to 75%	8	Developing
59%	59% to 67%	7	
51%	51% to 58%	6	
42%	42% to 50%	5	
34%	34% to 41%	4	
25%	25% to 33%	3	
17%	17% to 24%	2	Ineffective
7%	8% to 16%	1	
0%	0% to 7%	0	

Local Measures of Achievement
Achievement Model (20%)
All Elementary Teachers Grades K-5

Grades 3-5 ELA and Math Averaged Score Difference	State Achievement of the Grades 3-5 ELA & Math Averaged Score	Points	HEDI Catagories
9% or more	TBD	20	Highly Effective
6% to 8%	TBD	19	
1% to 5%	TBD	18	
0%	TBD	17	Effective
-1 %to -2%	TBD	16	
-3% to -4%	TBD	15	
-5% to -6%	TBD	14	
-7% to -8%	TBD	13	
-9% to -10%	TBD	12	
-11% to -12%	TBD	11	
-13% to -14%	TBD	10	
-15%	TBD	9	
-16%	TBD	8	Developing
-17%	TBD	7	
-18%	TBD	6	
-19%	TBD	5	
-20%	TBD	4	
-21%	TBD	3	
-22%	TBD	2	Ineffective
-23%	TBD	1	
24% or less	TBD	0	

Local Measures of Achievement
Achievement Model (20%)
All Middle School Teachers Grades 6-8

Grades 6-8 NYS ELA , 6-7 NYS Math and Algebra 1 Common Core Regents Averaged Score Difference	State Achievement of the Grades 6-8 NYS ELA , 6-7 NYS Math and Algebra 1 Common Core Regents Averaged Score Difference	Points	HEDI Catagories
9% or more	TBD	20	Highly Effective
6% to 8%	TBD	19	
1% to 5%	TBD	18	
0%	TBD	17	Effective
-1 %to -2%	TBD	16	
-3% to -4%	TBD	15	
-5% to -6%	TBD	14	
-7% to -8%	TBD	13	
-9% to -10%	TBD	12	
-11% to -12%	TBD	11	
-13% to -14%	TBD	10	
-15%	TBD	9	
-16%	TBD	8	Developing
-17%	TBD	7	
-18%	TBD	6	
-19%	TBD	5	
-20%	TBD	4	
-21%	TBD	3	
-22%	TBD	2	Ineffective
-23%	TBD	1	
24% or less	TBD	0	

Local Measures of Achievement
Achievement Model (20%)
All High School Teachers 9-12

High School Grades 9-12 School Wide

Grades 9-12 Five Core Regents Averaged Score Difference	State Achievement of the Grades 9-12 Five Core Regents Averaged Score	Points	HEDI Catagories
9% or more	TBD	20	Highly Effective
6% to 8%	TBD	19	
1% to 5%	TBD	18	
0%	TBD	17	Effective
-1 %to -2%	TBD	16	
-3% to -4%	TBD	15	
-5% to -6%	TBD	14	
-7% to -8%	TBD	13	
-9% to -10%	TBD	12	
-11% to -12%	TBD	11	
-13% to -14%	TBD	10	
-15%	TBD	9	
-16%	TBD	8	Developing
-17%	TBD	7	
-18%	TBD	6	
-19%	TBD	5	
-20%	TBD	4	
-21%	TBD	3	
-22%	TBD	2	Ineffective
-23%	TBD	1	
24% or less	TBD	0	