



POUGHKEEPSIE CITY SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANT

**POUGHKEEPSIE PUBLIC SCHOOL
ADMINISTRATORS' ASSOCIATION**

APPR COMPLIANCE DOCUMENT

2011-12 SCHOOL YEAR

POUGHKEEPSIE PUBLIC SCHOOL
ADMINISTRATORS' ASSOCIATION
SMOA

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**SUPPLEMENTAL MEMORANDUM OF AGREEMENT FOR THE
POUGHKEEPSIE HIGH SCHOOL SIG STATUS FOR 2011-12 SCHOOL YEAR**

BY THE SUPERINTENDENT OF SCHOOLS AND THE BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT, hereinafter referred to as the "District" and the **POUGHKEEPSIE PUBLIC SCHOOL ADMINISTRATORS ASSOCIATION**, hereinafter referred to as "PPSAA;"

WHEREAS the District and the PPSAA, in an effort to support the redesign of the Poughkeepsie High School which is identified as Persistently Low Achieving (PLA) by the New York State Education Department (NYSED), agree to place a moratorium for the duration of the 2011-12 school year, on specific obstacles and challenges and work collaboratively in order to create learning environments that produce increased student achievement. Principal and teacher empowerment, teacher quality, parent engagement and student achievement are the cornerstones of this process and this agreement reflects the efforts of both parties to ensure that the redesign plans are successful;

WHEREAS the PPSAA's Annual Professional Performance Review (APPR), was developed in accordance with Education Law 3012-c and Subpart 30-2 of the Rules of the Board of Regents and Section 100.2(o) of the Regulations of the Commissioner of Education, as amended by litigation, to enhance professional effectiveness and to positively impact our school environments; and

WHEREAS the Leadership and Learning Center provided a five-day training to all District administrators and designated PPSAA members, as well as ensuring to actively collaborate with the BOCES Consortium Network to provide designated principals with training on the Reeves Leadership Performance Matrix; and

WHEREAS the District and the PPSTA recognize that if and when the Commissioner changes the HEDI Bands, the District will modify and change its Bands to comply with the Bands established by the Commissioner; and

WHEREAS The Superintendent and all designees shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL New York State Certification,

NOW, THEREFORE, the District and the PPSAA agree to the following for the 2011-12 school year:

1. The parties agree, for the 2011-12 school year only, the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment as the State growth measure of the academic progress of students for a total of 20 points toward the 20% composite score of 100%. Poughkeepsie High School students will be formally assessed in January 2012. The MAP assessment will take place in the academic areas of English Language Arts, Mathematics and in English Language Arts specifically to the component of *Information and Understanding*. These scores will serve as the pre-test for determining baseline academic data. The students will again be assessed in June 2012. These scores will serve as the post-test to determine academic growth.
2. As required by Law, for the 2011-12 school year only, the State growth score will be based on the ELA and Math MAP assessments and will count as 20% of the overall evaluation for all teachers in the following manner:
 - ELA Grades 9-12 Teachers will be evaluated based on student growth in the ELA MAP assessment, based on the pre-test and post-test scores for each teacher's students.
 - Math Grades 9-12 Teachers will be evaluated based on student growth in the Math MAP assessment, based on the pre-test and post-test scores for each teacher's students.
 - All teachers, other than ELA and Math 9-12 teachers, at the High School will be evaluated based on the total student growth score, for all students in the building, on the ELA MAP assessment component - *Information and Understanding*. This is a total score based on pre-test and post-test results.

The parties also agree, for the 2011-12 school year only, to the following HEDI bands for the MAP assessments. These assessments will be utilized to determine the State academic growth of students based on the scores of all enrolled students who have pre-test and post-test scores.

HEDI BANDS	
Highly Effective	84-100%
Effective	74-83%
Developing	63-73%
Ineffective	0-62%

HEDI	POINTS	PERCENTAGE OF STUDENTS DEMONSTRATING GROWTH	
Highly Effective	20	97 – 100%	Highly Effective (84% - 100%)
Highly Effective	19	93 – 96%	
Highly Effective	18	89 – 92%	
Highly Effective	17	86 – 88%	
Highly Effective	16	84 – 85%	
Effective	15	82 – 83%	Effective (74% - 83%)
Effective	14	80 – 81%	
Effective	13	78 - 79%	
Effective	12	76 – 77%	
Effective	11	75%	
Effective	10	74%	
Developing	9	72 – 73%	Developing (63% - 73%)
Developing	8	70 – 71%	
Developing	7	68 – 69%	
Developing	6	66 – 67%	
Developing	5	63 – 65%	
Ineffective	4	41 - 62%	Ineffective (0 – 62%)
Ineffective	3	29 – 40%	
Ineffective	2	17 – 28%	
Ineffective	1	5 – 16%	
Ineffective	0	0 – 4%	

3. The parties also agree, for the 2011-12 school year only, to commit to a minimum of one observation pursuant to 8 NYCRR 100.2 (o) or 8 NYCRR 30-2 by the Superintendent or Superintendent's designee and/or other trained administrators for the composite score of 60% utilizing the Reeves Leadership Performance Matrix.
4. The parties agree, for the 2011-12 school year only, to use the Reeves Leadership Performance Matrix tool approved by the New York State Education Department, which will represent up to 80% of the Principal's and designated school building administrator's overall evaluation. This score is obtained by a combining 60% Reeves Leadership Performance Matrix and 20% "other" (Completing two unannounced walk-throughs (See Addendum A) and local Evidence of Success Goals –Addendum B).

Up to 60% can be obtained by utilizing the Reeves Leadership Performance Matrix Tool. To obtain a rating, the administrator demonstrates success in: Resilience, Personal Behavior, Student Achievement, Decision Making, Communication, Faculty Development, Leadership Development, Time Task, Technology, and Personal Professional Learning. The percentage of points to score the administrator is explained in the chart in Item #5 below.

Up to 20% of a score can be obtained by the administrator achieving goals and unannounced walkthroughs as explained in Item #6 below.

This is how a Poughkeepsie administrator receives a total of up to 80% for the 2011-12 school year.

5. The Reeves Leadership Performance Matrix evaluation tool represents a total score of 100 points that will be divided to reflect a score of up to 60% from the total composite score, (i.e. $100 \times .60$). Below is the point breakdown for both, tenured and non-tenured teachers, for the 60% score, for purposes of implementing the HEDI:

REEVES	POINTS
Resilience	9
Personal Behavior	9
Student Achievement	9
Decision Making	13
Communication	11
Faculty Development	9
Leadership Development	7
Time Task	11
Technology	13
Personal Professional Learning	9
	100

Examples of HEDI related to Principal Evaluation Conversion Points		
Observation Points	Formula	HEDI POINTS
94	$94 \times .60$	H = 56
77	$77 \times .60$	E = 46
73	$73 \times .60$	D = 44
40	$40 \times .60$	I = 24

HEDI and HEDI CONVERSION FORMULA FOR SCORING ADMINISTRATOR'S SUCCESS ON THE REEVES LEADERSHIP PERFORMANCE MATRIX			
Based on converting score $100 \times .60$	91-100	Highly Effective	55 – 60
	75-90	Effective	45 – 54
	65-74	Developing	39 – 44
	0-64	Ineffective	0 – 38

6. The parties agree, for the 2011-12 school year only, for an additional 20% of evaluation, described as "Other" by Commissioner King, utilizing the Reeves Leadership Performance Matrix to meet the district goals established, collaboratively by the Superintendent and PPSAA, utilizing the District's Evidence of Success, as well as ensuring that all teachers will be provided with two unannounced short term duration observations/visits by the principal or other qualified administrator at the PHS. This 20% "OTHER" will be added to

the 60%, thereby equating to 80% for the purpose of evaluation. This 80% total will only be used as a measure for the total composite score, for the 2011-12 school year (see Addendum A).

The following are the scores established for the Evidence of Success:

Poughkeepsie City School District Evidence of Success for 2011-12		
INCREASE THE NUMBER OF STUDENTS GRADUATING FROM THE POUGHKEEPSIE HIGH SCHOOL = 10 POSSIBLE POINTS		
GOALS	Total Points	Principal's Score
The overall passing rate for the Comprehensive English Regents (81.7%), the Global History Regents (46%), and the US History Regents (71%) exams in June 2012 will increase by 3% over June 2011. The Board of Education will receive a report on this item by July 31, 2012.	2	Pending Overall Building Result Data
The overall percentage of students passing Science Regents (aggregate) exams (50.2%) in June 2012 will increase by 3% over June 2011. The Board of Education will receive a report on this item by July 31, 2012.	2	
The overall percentage of students passing Math Regents (aggregate) exams (44.5%) in June 2012 will increase by 3% over June 2011. The Board of Education will receive a report on this item by July 31, 2012.	2	
By July 31, 2012, the District will provide to the Board of Education the passing and failure rates of teachers who teach in the core content areas. This report will include only Regents failure and pass rates for those students taking the Regents exam directly subsequent to completing the class; it will not include students repeating a Regents exam.	2	
The average daily attendance for the Poughkeepsie High School will be 90% (previously 88.19%, a 1.81% increase).	2	
TOTAL POINTS	10	

HEDI BANDS	
Highly Effective	84-100%
Effective	74-83%
Developing	63-73%
Ineffective	0-62%

EVIDENCE OF SUCCESS FOR PRINCIPAL AND OTHER ADMINISTRATION AT THE HIGH SCHOOL		
HEDI	POINTS	PERCENTAGE OF GOALS ACHIEVED BY ADMINISTRATOR
Highly Effective	10	97-100%
Highly Effective	9	84 – 96%
Effective	8	79 - 83%
Effective	7	74-78%
Developing	6	68 – 73%
Developing	5	63 – 67%
Ineffective	4	50 – 62%
Ineffective	3	37 – 49%
Ineffective	2	25 –36%
Ineffective	1	13 –24%
Ineffective	0	0 – 12%

2 UNANNOUNCED SHORT TERM CLASSROOM OBSERVATIONS by the PRINCIPAL or OTHER ADMINISTRATOR AT THE PHS UTILIZING ELEMENTS AND INDICATORS OF THE NYSUT TEACHER PRACTICE RUBRIC = 10 POSSIBLE POINTS		
HEDI	POINTS	PERCENTAGE OF TEACHERS VISITED and FEEDBACK PROVIDED
Highly Effective	10	97-100%%
Highly Effective	9	84 – 96%
Effective	8	79 - 83%
Effective	7	74-78%
Developing	6	68 – 73%
Developing	5	63 – 67%
Ineffective	4	50 – 62%%
Ineffective	3	37 – 49%
Ineffective	2	25 –36%
Ineffective	1	13 –24%
Ineffective	0	0 – 12%

- The HEDI rating of the administrator is based on the completion of unannounced short term classroom observations by the principals or other administrator at PHS.
- Feedback on and scores from an unannounced visit will be forwarded electronically by the principal or other administrator within 48 hours.
- The Principal or other administrator will ensure that all goals, along with his/her action plan, pertaining to the Evidence of Success are submitted by February 9, 2012. The Principal or other administrator, prior to June 30, 2012, for the 2011-12 school year only, will complete the timelines for reviewing and assessing the completion of each the Evidence of Success results along with a completion report of all teachers visited unannounced (see Addendum B).

7. The parties agree, for the 2011-12 school year only, to commit to using the four (4) HEDI criteria for all teachers and principals subject to evaluation by using the HEDI Composite Rating as reflected in the APPR and not inconsistent with the CBA. The composite rating will consist of the following criteria, for the 2011-12 school year only:

GROWTH	OBSERVATION + "OTHER"
20%	60% + 20% = 80%

8. The parties also agree, for the 2011-12 school year only, that the composite scores will be tallied by the Superintendent and/or his designee(s). The administrative staff at the PHS will receive their evaluations prior to the end of the school 2011-12 school year, with the exception of probationary administrators at the PHS who have been designated a PIP and/or facing mid-term termination and/or will not be receiving a positive recommendation for tenure.

Below is an example of how scores will be tallied, to determine a principal's or his/her other trained administrators at the PHS, overall evaluation at the Poughkeepsie High School, for the 2011-12 school year only:

PRINCIPAL	State Growth 20%	Observation 60%		Other 20%	Total Score	HEDI /100%	NYSED BANDS	
Administrator A	18	94	94 X .60 =	56	18	92	H	91-100
Administrator B	14	81	81 X .60 =	49	15	78	E	75-90
Administrator C	10	75	75 X .60 =	45	13	68	D	65-74
Administrator D	3	40	40 X .60 =	24	4	31	I	0-64

9. The parties agree, for the 2011-12 school year only, to implement a new Appeals process to the APPR outlining in detail the course of action for the PHS Principal and other administrators at the PHS (see Addendum C).

10. The parties agree, for the 2011-12 school year only, to implement new procedures for implementing a new PIP in accordance to Education Law 3012-c and the implementation of the School Improvement Grant at the Poughkeepsie High School. In addition to writing out the procedures, the district has also developed a new template that aligns itself entirely to the Reeves Leadership Performance Matrix, along with interventions, supports and timelines (see Addendums D and E).
11. The goal to implement the new APPR evaluation at the Poughkeepsie High School, as written in the SIG and communicated with the School Improvement Office, will commence as scheduled in the second semester, February 2012.

So agreed this day of February 2012

For the District

For the Association



Dr. Laval S. Wilson
Superintendent of Schools



Mr. Edgar Glascott
PPSAA President

Elements	Performance Indicators	Evidence/Notes	Pts
3.1 Teachers use research based practices and evidence of student learning to provide developmentally appropriate and standards driven instruction that motivates and engages students in learning.	a. Aligns instruction to standards b. Uses research-based instruction c. Engages students		/3
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	a. Provides directions and procedures b. Uses questioning techniques c. Responds to students d. Communicates content		/4
3.3. Teachers set high expectations and create challenging learning experiences for students.	a. Establishes high expectations b. Articulates measures of success c. Implements challenging learning experiences		/3
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	a. Differentiates instruction b. Implements strategies for mastery of learning outcomes		/2
3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology.	a. Provides opportunities for collaboration b. Provides synthesis, critical thinking, and problem-solving		/2
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	a. Uses formative assessment b. Provides feedback during and after instruction c. Adjusts pacing		/3
4.1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	a. Interacts with students b. Supports student diversity c. Reinforces positive interactions among students		/3
4.2 Teachers create an intellectually challenging and stimulating learning environment.	a. Establishes high expectations for achievement b. Promotes student curiosity and enthusiasm c. Promotes student pride in work and accomplishments		/3
4.3 Teachers manage the learning environment for the effective operation of the classroom.	a. Establishes expectations for student behavior b. Establishes routines, procedures and transitions c. Establishes instructional groups		/3
4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	a. Organizes the physical environment b. Manages volunteers and paraprofessionals c. Establishes classroom safety		/2

Poughkeepsie City School District Evidence of Success for 2011-12 for Principals and Other Administrators at Poughkeepsie High School				
INCREASE THE NUMBER OF STUDENTS GRADUATING FROM THE POUGHKEEPSIE HIGH SCHOOL				
GOALS	Reeves Leadership Performance Matrix Performance Indicators	Evidence	Total Points	Principal's Score
The overall passing rate for the Comprehensive English Regents (81.7%), the Global History Regents (46%), and the US History Regents (71%) exams in June 2012 will increase by 3% over June 2011. The Board of Education will receive a report on this item by July 31, 2012.	3.2 Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results 3.4 Student Requirements and Academic Standards: The leader demonstrates understanding of Student requirements and academic standard 3.5 Student Performance: The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards 4.3 Decisions Linked to Vision: The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans 8.3 Project Objectives and Plans: The leader establishes clear objectives and coherent plans for complex projects		2	Principal's score pending on overall PHS results
The overall percentage of students passing Science Regents (aggregate) exams (50.2%) in June 2012 will increase by 3% over June 2011. The Board of Education will receive a report on this item by July 31, 2012.	3.2 Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results 3.4 Student Requirements and Academic Standards: The leader demonstrates understanding of Student requirements and academic standard 3.5 Student Performance: The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards 4.3 Decisions Linked to Vision: The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans 8.3 Project Objectives and Plans: The leader establishes clear objectives and coherent plans for complex projects		2	Principal's score pending on overall PHS results

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<p>The overall percentage of students passing Math Regents (aggregate) exams (44.5%) in June 2012 will increase by 3% over June 2011. The Board of Education will receive a report on this item by July 31, 2012.</p>	<p>3.2 Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results 3.4 Student Requirements and Academic Standards: The leader demonstrates understanding of Student requirements and academic standard 3.5 Student Performance: The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards 4.3 Decisions Linked to Vision: The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans 8.3 Project Objectives and Plans: The leader establishes clear objectives and coherent plans for complex projects</p>		2	Principal's score pending on overall PHS results
<p>By July 31, 2012, the District will provide to the Board of Education the passing and failure rates of teachers who teach in the core content areas. This report will include only Regents failure and pass rates for those students taking the Regents exam directly subsequent to completing the class; it will not include students repeating a Regents exam</p>	<p>3.2 Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results 3.4 Student Requirements and Academic Standards: The leader demonstrates understanding of Student requirements and academic standard 3.5 Student Performance: The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards 4.3 Decisions Linked to Vision: The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans 8.3 Project Objectives and Plans: The leader establishes clear objectives and coherent plans for complex projects</p>		2	Principal's score pending on overall PHS results
<p>The average daily attendance for the Poughkeepsie High School will be 90% (previously 88.19%, a 1.81% increase).</p>	<p>4.3 Decisions Linked to Vision: The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans 4.4 Decisions Evaluated for Effectiveness: The leader evaluates decisions for effectiveness and revises, where necessary 5.1 Two-Way Communication with Students: The leader demonstrates two-way communication with students 5.2 Two-Way Communication with Faculty and Staff: The leader demonstrates two-way communication with faculty and staff 5.3 Two-Way Communication with Parents and Community: The leader demonstrates two-way communication with parents and community</p>		2	Principal's score pending on overall PHS results
<p>TOTAL POINTS</p>			10	Principal's score pending on overall PHS results

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT, hereinafter referred to as "The District, and "THE POUGHKEEPSIE PUBLIC SCHOOL ADMINISTRATOR'S ASSOCIATION", hereinafter referred to as "PPSAA."

WHEREAS Education Law § 3012-c and Part 30-2 and Regents Rules for APPR Compliance requires an appeals process;

- A. **NOWHEREFORE**, the District and the PPSAA agree to the following 3 Tier Appeals Process for The Poughkeepsie High School Principal and PHS Assistant Principals during the 2011-2012 school year. The Poughkeepsie High School Principal and PHS Assistant Principals have a right to appeal two consecutive composite score ratings of "Ineffective" on the Reeves Leadership Performance Matrix and concerns regarding the PPSAA Member Improvement Plan (PIP) in accordance with the requirements set forth in Section 3012-c of the Education Law. The Tier 1 Appeal is to the Superintendent's Designee. The Tier 2 Appeal is to the Superintendent. The Tier 3 Appeal is to an Arbiter. The Tier 3 Appeal is only for the tenured PHS Principal and Assistant Principals who have received two consecutive composite score ratings of "Ineffective" on the Reeves Leadership Performance Matrix. The Tier 3 Appeal does not apply to the PIP process.
- B. The Superintendent and all designees shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL New York State Certification.
- C. Notwithstanding, the implementation of the 3 Tier Appeal Process, a TIP will commence within ten (10) days of the school year, or ten (10) days after the receipt of the APPR.
- D. A PHS Principal and/or Assistant Principal who is rated "Ineffective" on the total composite rating of the Reeves Leadership Performance Matrix, on his or her annual evaluation composite score shall be entitled to appeal the rating.

Tier 1: An appeal of the rating must commence within fifteen days of the presentation of the document to the PHS Principal and/or Assistant Principal or else the right to appeal shall be deemed waived in all regards.

- a. The Appeal must be brought in writing to the Superintendent's Designee, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.
 - b. The written Appeal will be placed in the Personnel File.
- E. Within fifteen days of receipt of the Appeal, the Superintendent's Designee will meet with the PHS Principal and/or Assistant Principal, the evaluator, and the PPSAA President. The purpose of the meeting will be for the Superintendent's Designee to:
- a. Collaboratively review the Appeal.
 - b. Determine if the evidence and actions are appropriate.
- F. Within ten days, the Superintendent's Designee shall respond to the Appeal with a written response granting the Appeal and directing further administrative action or denying the Appeal.
- a. In the event that the Appeal is granted by the Superintendent's Designee, the annual evaluation composite score shall be changed within 5 days.
 - b. In the event that the Appeal is denied by the Superintendent's Designee, the PHS Principal and/or Assistant Principal may appeal to the Superintendent.
- G. Tier 2: An appeal to the Superintendent must commence within five days of the presentation of the document to the PHS Principal and/or Assistant Principal or else the right to appeal shall be deemed waived in all regards.
- a. The Appeal must be brought in writing to the Superintendent, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.
 - b. The written Appeal will be placed in the Personnel File.

- c. Within ten days, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.
 - d. In the event that the Appeal is granted by the Superintendent, the annual evaluation composite score shall be changed within 5 days.
 - e. In the event that the Appeal is denied by the Superintendent, the decision of the Superintendent 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.
- H. Tier 3: Notwithstanding the above, in the event that the tenured PHS Principal and/or Assistant Principal has received two consecutive composite score ratings of Ineffective, the third tier appeal shall be to a mutually agreed upon arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PPSAA Member Improvement Plan (PIP).
- a. An appeal to an arbitrator must commence within five days of the receipt of the second consecutive composite score rating of Ineffective or else the right to appeal shall be deemed waived in all regards.
 - b. In the event that the District then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the Appeal shall be jointly selected by the PHS Principal and/or Assistant Principal and the District to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue was not resolved in the Tier 2 appeal or clearly should have been presented in the Tier 2 appeal but was not. It is expected that the cost of said hearing shall be jointly shared between the District and PPSAA.
 - c. In order to take advantage of the procedure outlined above, the tenured PHS Principal and/or Assistant Principal must consent to the use of the arbitration panel should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured PHS Principal and/or Assistant Principal are unwilling to do so, the second tier appeal shall be heard by the Superintendent.



- I. A tenured PHS Principal and/or Assistant Principal who is placed on a PPSAA Member Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law. It is understood that the Superintendent and all designees shall all be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL New York State Certification.
 - a. An appeal of the PIP must commence within fifteen days of the presentation of the document to the PHS Principal and/or Assistant Principal or else the right to appeal shall be deemed waived in all regards.
 - b. The Appeal must be brought in writing to the Superintendent's Designee and the PPSAA president , specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.
 - c. The written Appeal will be placed in the Personnel File.
- J. Within fifteen days of receipt of the Appeal, the Superintendent's Designee will meet with the PHS Principal and/or Assistant Principal, the evaluator, and the PPSAA President. The purpose of the meeting will be for the Superintendent's Designee to:
 - a. Collaboratively review the Appeal.
 - b. Determine if the evidence and actions are appropriate.
- K. Within ten days, the Superintendent's Designee shall respond to the Appeal with a written response granting the Appeal and directing further administrative action or denying the Appeal.
 - a. In the event that the Appeal is granted by the Superintendent's Designee, the annual evaluation PIP shall be eliminated within 5 days.
 - b. In the event that the Appeal is denied by the Superintendent's Designee, the PHS Principal and/or Assistant Principal may appeal to the Superintendent.

- L. An appeal to the Superintendent must commence within five days of the presentation of the PIP recommendation to the PHS Principal and/or Assistant Principal or else the right to appeal shall be deemed waived in all regards.
- a. The Appeal must be brought in writing to the Superintendent, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.
 - b. The written Appeal will be placed in the Personnel File.
 - c. Within ten days, the Superintendent shall respond to the Appeal with a written answer granting the appeal and directing further administrative action or denying the Appeal.
 - d. In the event that the Appeal is granted by the Superintendent, the PIP requirement will be eliminated within 5 days.
- M. In the event that the Appeal is denied by the Superintendent, the decision of the Superintendent 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.

So agreed this day of February, 2012

For the District

For the Association



Dr. Laval S. Wilson
Superintendent of Schools



Mr. Edgar Glascott
PPSAA President



SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT, hereinafter referred to as "The District, and "THE POUGHKEEPSIE PUBLIC SCHOOL ADMINISTRATOR'S ASSOCIATION, hereinafter referred to as "PPSSA."

WHEREAS Education Law § 3012-c and Part 30-2 and Regents Rules for APPR Compliance requires a PPSAA Member Improvement Plan (PIP);

A. **NOWHEREFORE**, the District and the PPSAA agree that when a PPSAA member receives a composite score rating of "Developing" or "Ineffective" on the APPR, then the Immediate Supervisor, the Superintendent or his Designee will design and implement a PPSAA Member Improvement Plan (PIP). The PIP will be collaboratively monitored by the PPSAA Member, the Principal, the President of PPSSA, and the Assistant Superintendent for Human Resources. The purpose of the PIP will be to assist the PPSAA member in increasing his or her performance to the level of "Effective" or "Highly Effective" based on the Reeves Leadership Performance Matrix.

1. The PPSAA member's Immediate Supervisor, the Superintendent or his Designee will recommend a PPSAA Member Improvement Plan (PIP) for a tenured PPSAA Member who receives, on his or her APPR, a composite score rating of Developing or Ineffective on at least two (2) consecutive evaluations (one per year).
2. The PPSAA member's Immediate Supervisor, the Superintendent or his Designee will recommend a PPSAA Member Improvement Plan (PIP) for a probationary PPSAA Member who receives, on his or her APPR, a composite score rating of Developing or Ineffective on at least one (1) evaluation (one per year).
3. It is understood that the Superintendent and all designees shall all be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL New York State Certification.

B. Within the first ten (10) days of the school year, or ten (10) days after the receipt of the APPR, the Principal will convene a PIP Support Team consisting of the PPSAA member, the Principal (and designee as appropriate), the President of PPSAA, and the Assistant Superintendent for Human Resources. The purpose of the PIP Support Team meeting will be to:



1. Review and clarify the evidence that supports the Developing or Ineffective composite score.
2. Identify strategies, behaviors, and/or techniques that demonstrate evidence of an Effective or Highly Effective composite score.
3. Identify appropriate interventions, activities, and supports that will enable the PPSAA member to improve the composite score to Effective or Highly Effective, based on the Reeves Leadership Performance Matrix. Supports may include, but are not limited to:
 - a. Peer Coaching
 - b. Shadowing
 - c. Professional Learning Community
 - i. Study Group
 - d. Course Work: In-Service, Conference
 - e. Mentor (As required by the PPSAA contract)
 - f. Modeling by Central Office Administrative Staff
 - g. Central Office Administrative Staff Support
 - i. Providing principal with time to comply with PIP activities
 - ii. Building Walkthroughs
 - iii. PIP meetings/discussions
4. To establish reasonable timeframes and deadlines for the PPSAA member to improve to the composite score of Effective or Highly Effective.
 - a. The time limit for demonstrating improvement shall range between two months and twelve months.
5. To establish the manner of assessment of improvement which will include:
 - a. Direct observation of strategies and/or behaviors
 - b. Log of activities i.e. meetings, readings, etc.
 - c. Records of attendance/completion
 - d. Student progress based upon the state and local measure activities
 - e. Composite score rating of Effective or Highly Effective on the APPR.

C. Within five (5) days of the conclusion of the PIP timeline, the Principal will convene the PIP Support Team to review the artifacts of the PIP assessment(s) and the composite score of the subsequent evaluation.

1. If the PPSAA Member subsequently receives a composite score of Effective or Highly Effective on the APPR, then the improvement will be noted on the subsequent evaluation, and the PPSAA member will resume the evaluation process and schedule as outlined by the APPR.
2. If the PPSAA Member subsequently receives a composite score of Developing or Ineffective, then the PPSAA member may be placed on another PIP.

So agreed this day of February, 2012

For the District

For the Association



Dr. Laval S. Wilson
Superintendent of Schools



Mr. Edgar Glascott
PPSAA President



**POUGHKEEPSIE CITY SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN (PIP)**

ADDENDUM E

PRINCIPAL:		TENURE AREA:	
PIP MEETING DATE:		TENURE DATE:	

Reeves Leadership Performance Matrix	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
1.0 Resilience 1.1 Constructive Reactions 1.2 Willingness to Admit Error 1.3 Disagreement 1.4 Dissent 1.5 Improvement of Specific Performance Areas			
2.0 Personal Behavior and Professional Ethics 2.1 Integrity 2.2 Emotional Self-control 2.3 Ethical and Legal Compliance with Employees 2.4 Tolerance 2.5 Respect			
3.0 Student Achievement 3.1 Planning and Goal Setting 3.2 Student Achievement Results 3.3 Instructional Leadership Decisions 3.4 Student Requirements and Academic Standards 3.5 Student Performance			
4.0 Decision Making 4.1 Factual Basis for Decisions 4.2 Decision Making Structure 4.3 Decisions Linked to Vision 4.4 Decision Evaluated for Effectiveness			

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**POUGHKEEPSIE CITY SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN (PIP)**

ADDENDUM E

Reeves Leadership Performance Matrix	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
5.0 Communication 5.1 Two-way communication with Students 5.2 Two-way communication with Faculty and Staff 5.3 Two-way communication with Parents and Community 5.4 Analysis of Input and Feedback			
6.0 Faculty Development 6.1 Faculty Proficiencies and Needs 6.2 Leading Professional Development 6.3 Formal and Informal Feedback 6.4 Modeling, Coaching, and Mentoring 6.5 Recruitment and Hiring of Faculty			
7.0 Leadership Development 7.1 Mentoring Emerging Leaders 7.2 Identification of Potential Future Leaders 7.3 Delegation and Trust			
8.0 Time/Task/Project Management 8.1 Organization of Time and Projects 8.2 Fiscal Stewardship 8.3 Project Objectives and Plans			
9.0 Technology 9.1 Use of Technology to Improve Teaching and Learning 9.2 Professional Proficiency in Electronic Communication			

**POUGHKEEPSIE CITY SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN (PIP)**

ADDENDUM E

Reeves Leadership Performance Matrix	Interventions and Activities to Support Improvement	Time Limit for Achievements	Manner of Assessment of Improvement
10.0 Personal Professional Learning 10.1 Personal Understanding of Research Trends 10.2 Personal Professional Focus 10.3 Professional Development Focus 10.4 Application of Learning			

<i>POSITION</i>	<i>SIGNATURE</i>	<i>DATE</i>
PPSTA MEMBER		
PPSTA PRESIDENT		
PRINCIPAL		
ASST. SUPERINTENDENT FOR HR		

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