/ THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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March 8, 2017

Revised ï §3012-d Supplemental Form for Alternate SLOs (Material Change)

Thomas Piatti, Superintendent
Richfield Springs Central School District
93 Main Street, P.O. Box 631
Richfield Springs, NY 13439

Dear Superintendent Piatti:

Congratulations. I am pleased to inform you that the material change you sub(erin)4(t2e)-33(m)-3(ate)

Page Last Modified: 02/28/2017

2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

You may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "all other teachers not named above".

For other courses indicate the following:

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course
- Column 4: measure used
- Columns 5-6: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	Common Core English, Common Core Algebra
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores may only be used for advisory purposes during the transition period and cannot be used for calculating transition scores and ratings during the 2015-16 through 2018-19 school years. If such assessments are selected for the original SLO and there are not remaining measures in the Student Performance category for an educator, an alternate SLO must be included for that educator here.

Annual Professional Performance Review - Supplemental Form for Alternate

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

Page Last Modified: 02/28/2017

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	6	Art	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
K	6	Physical Education	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
7	8	Special Education	School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
1	3	Special Education	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
4	6	Special Education	District- or BOCES-wide results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment ☑ Global 2 ☑ US History		
7	12	Reading	School- or program-wide group, team, or linked results	☑ Common Core English ☑ Common Core Algebra ☑ Living Environment		

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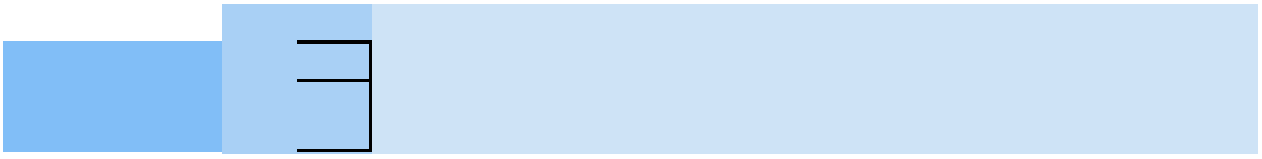

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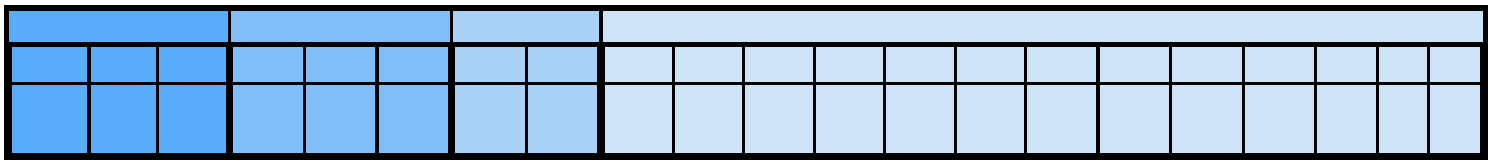

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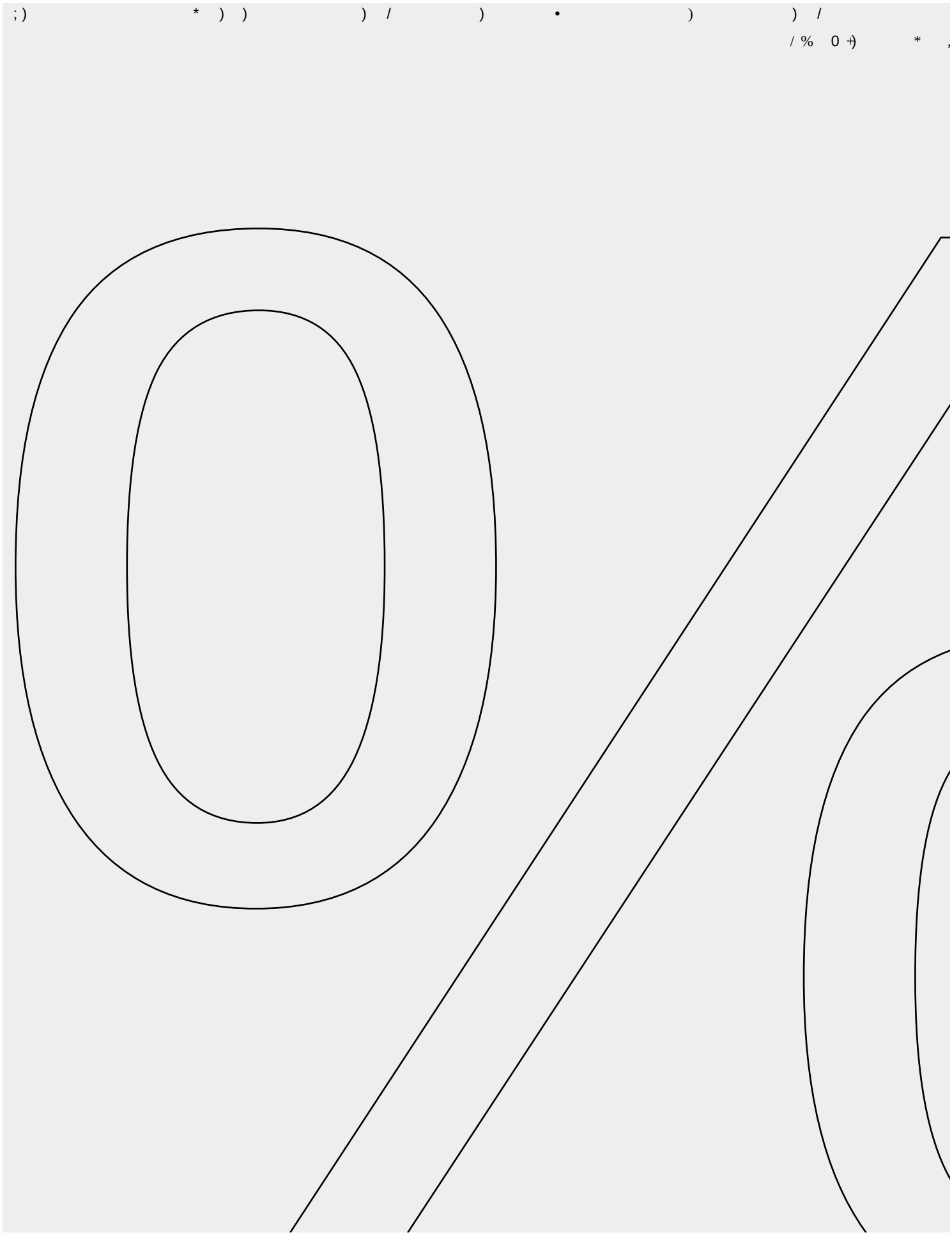

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School Building: _____ School Year: _____

Meeting Dates: 1st 2nd 3rd _____

Dates of implementation for thisplan: _____ _____

Submitted by: _____ Title: _____

Check specific focus area(s) of Professional Practice Standards to be improved:

Knowledge of Students/Learning	Learning Environment	Professional Responsibilities
Knowledge of Content/Planning	Assessment for Student Learning	
Instructional Practice	Professional Growth	

Specific standards for improvement in each area:

Focus Area #1

Evaluation Timeline and Review Periods:

	to		Meeting:
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Richfield Springs Central School District

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The Superintendent of Schools must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing rating.

2. Specific improvement goal/outcome statements.

3. Specific improvement action steps/activities.

4. A reasonable time line for achieving improvement.

5. Required and accessible resources to achieve goal.

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.

7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

8. All parties will sign off on the completion of the plan with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____Academic Year _____

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Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Plan Completion Date _____Goal Achieved (check one) _____ Yes _____ No

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*Your signature serves as an acknowledgement that you have had the opportunity to review and respond to the memo, that you received a copy, and that you are aware that a copy will be placed in your file. It does not necessarily indicate agreement.

their pedagogical judgment

- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will