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| **Regents Reform Agenda Topic** | **Rating** | **Action Plan** | **BOCES Support Needed** |
| **Standards***All teachers fully implement high quality, deeply rigorous, and standards-based curriculum.* | Overall Rating1 2 3 4 |  |  |
| * Priorities
 | 1 2 3 4 |
| * Shifts
 | 1 2 3 4 |
| * Standards
 | 1 2 3 4 |
| * Unit Planning
 | 1 2 3 4 |
| * Mapping
 | 1 2 3 4 |
| **Data Driven Instruction***All teachers collaboratively incorporate results from analysis of common formative assessments to inform instruction* | Overall Rating1 2 3 4 |  |  |
| * PLCs
 | 1 2 3 4 |
| * Common Assessments
 | 1 2 3 4 |
| * Assess & Analyze
 | 1 2 3 4 |
| * Action
 | 1 2 3 4 |
| * Inquiry Team & Culture
 | 1 2 3 4 |
| **Professional Practice***All APPR steps are implemented within a context of continuous improvement. Growth-producing feedback is the goal of supervisory relationships. Instructional leadership is emphasized.* | Overall Rating1 2 3 4 |  |  |
| * APPR System
 | 1 2 3 4 |
| * Multiple Measures
 | 1 2 3 4 |
| * Student Growth
 | 1 2 3 4 |
| * Achievement
 | 1 2 3 4 |
| * Alignment
 | 1 2 3 4 |
| **Culture***All educators report feeling part of a safe, risk-taking environment where continuous learning and improvement is prioritized as part of a Professional Learning Community. The focus is on the students and their future (College, Career, and Citizenship Readiness).* | Overall Rating1 2 3 4 |  |  |