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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 Rating  1 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 Rating  1 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 Rating  1 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 Rating  1 2 3 4 |  |  |