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|---|---|
| Name of principal: | Matthew Gonzales |
| Name/number of school: | Mount Vernon High School |
| School address: | 100 California Road, Mount Vernon, NY, 10052 |
| School telephone number: | 914.665.5300 |
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A Message to School/District Leaders:

The purpose of the New York State Education Department (NYSED) school review focused on the DTSDE is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation cogent messages around school improvement and highly effective educational practices. We also encourage interested school and district communities looking to assess the state of a school and/or the district's effectiveness in supporting the school to use the DTSDE as a self-assessment tool. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

In addition, the school review process supports continuous improvement by raising expectations and setting the standards of effectiveness expected by schools, providing a challenge and motivation to act where improvement is needed, and promoting rigor in the way schools evaluate their own performance thus enhancing their capacity to improve.

School reviews have the strongest impact on school improvement when the school understands the evidence and findings that have led to the judgments and recommendations, and with this in mind, we encourage you to be actively engaged with the review process.

Guidance

The DTSDE self-assessment documents give the school the opportunity to clearly articulate the strategies, practices and accomplishments that should be noted and considered by the NYSED review team when conducting the school review. Schools should use the self-assessment task as an opportunity to reflect on the rubric and honestly consider areas for sustainability and improvement so that the school review process can be a collaborative effort. The School information sheet and the narrative describing the school's top priorities will be added to the final report. The DTSDE self-assessment document should be completed and returned four weeks (28 days) prior to the scheduled review.

Completing This Form

- ✓ Before completing this form, we suggest you take a moment and peruse the DTSDE rubric. In your review of the rubric, be sure to look at the impact statements for each SOP. After examining the rubric, take a look at the following documents, which are available online:
 - Tenets Big Ideas
 - Sub-Statements Big Ideas
 - Mental Model of Statement Interdependence
- ✓ Discuss your interpretation of the rubric and support documents with your school community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to complete this form by identifying the strategies and practices you either are planning to implement or have implemented that correlate to the expectations in the rubric.
 - Use evaluative language and don't forget to connect how the strategies and practices have or will impact teaching and learning and/or student outcomes
 - Name it! Tell us where the review team can and will find evidence of the strategies and practices noted above in the school or district.
- ✓ Be concise and clear when writing your statements. Consider using bullet points to list multiple points.

A Successfully Completed Self-Assessment Document

A successfully completed self-assessment document creates an accurate, real-time picture of your school that allows the reviewer to see evidence and artifacts of the work you have been doing in creating an effective and coherent educational experience for your community. The description cogently states the areas you and your school community are looking to sustain and ways in which you are attempting to improve areas of need. The statements in the document will closely align to the expectations put forth in the rubric so that you and the team of reviewers can discuss how your current practices align to the optimal conditions for school and district effectiveness.

Evidence for any statement of practice that is rated as effective or better will need to be more than just a list of what is currently happening. To support effective ratings, the evidence should be connected to the impact the initiatives or strategies have had, and how the strategies have added value to the school.

Extraordinary Circumstances of the School

(Please use the space below to alert the review team to any extraordinary circumstances related to the current operations of the school).

The school has focused on climate, culture, safety and security to date during this academic year. The number of physical altercations within the school has decreased by 95% from November 2021 to January 2022.

The school has experienced administrative shifts in the fall of 2021. The original team of four assistant principals was reduced to two assistant principals. The two assistant principals and the principal support the safety and security of the school community.

| Name of those assisting in the completion of the Self-Assessment | Title |
|---|--|
| Dr. Eric Brand | Humanities Department Chair |
| Mr. Noel Campbell | Assistant Principal |
| Dr. Matthew Gonzales | Principal |
| Ms. Samone Gixti | Science Department Chair |
| Ms. Joanne Maxwell | AVID Co-coordinator & teacher |
| Ms. Erica Naughton | Assistant Principal |
| Ms. Daphne Platt | IB Diploma Programme Coordinator & teacher |
| Ms. Toni Ann Trombetta | Guidance Counselor |
| Ms. Pamela Tumminello | SPED Coordinator |
| Ms. Sonya Wingate | ELA Coach |
| Mr. Jaechul Yang | Science Teacher |

School Information Sheet for Mount Vernon High School

| School Configuration (2021-22 data) | | | | | |
|--|---------------|--|------|---|-----|
| Grade Configuration | 9, 10, 11, 12 | Total Enrollment | 1164 | SIG Recipient | N |
| Types and Number of English Language Learner Classes (2021-22) | | | | | |
| # Transitional Bilingual | 0 | # Dual Language | 0 | # Self-Contained English as a Second Language | 111 |
| Types and Number of Special Education Classes (2021-22) | | | | | |
| # Special Classes | 70 | # SETSS | 17 | # Integrated Collaborative Teaching | 12 |
| Types and Number of Special Classes (2021-22) | | | | | |
| # Visual Arts | 9 | # Music | 5 | # Drama | 5 |
| # Foreign Language | 33 | # Dance | 1 | # CTE | 66 |
| School Composition (most recent data) | | | | | |
| % Title I Population | 66.5% | % Attendance Rate | | 84.1% | |
| % Free Lunch | 66.5% | % Reduced Lunch | | NA | |
| % Limited English Proficient | 10.1% | % Students with Disabilities | | 20.5% | |
| Racial/Ethnic Origin (most recent data) | | | | | |
| % American Indian or Alaska Native | 0.1% | % Black or African American | | 79.1% | |
| % Hispanic or Latino | 21.7% | % Asian or Native Hawaiian/Pacific Islander | | 0.1% | |
| % White | 17.6% | % Multi-Racial | | NA | |
| Personnel (most recent data) | | | | | |
| Years Principal Assigned to School | 0.5 | # of Assistant Principals | | 2 | |
| # of Deans | 0 | # of Counselors/Social Workers | | 7/7 | |
| % of Teachers with No Valid Teaching Certificate | 0 | % Teaching Out of Certification | | 0 | |
| % Teaching with Fewer Than 3 Years of Experience | 2% | Average Teacher Absences | | 10 per week | |
| Student Performance for Elementary and Middle Schools (most recent data available) | | | | | |
| ELA Performance at levels 3 & 4 | NA | Mathematics Performance at levels 3 & 4 | | NA | |
| Science Performance at levels 3 & 4 (4th Grade) | NA | Science Performance at levels 3 & 4 (8th Grade) | | NA | |
| Student Performance for High Schools (most recent data available) | | | | | |
| ELA Performance at levels 3 & 4 (2018-19 School Year) | 73% | Mathematics Performance at levels 3 & 4 (2018-19 School Year) | | 35% | |
| Credit Accumulation High Schools Only (most recent data available) | | | | | |
| % of 1st year students who earned 10+ credits | NA | % of 2nd year students who earned 10+ credits (5+ credits not 10+) | | 72.8% | |
| % of 3rd year students who earned 10+ credits | 61.7% | 4 Year Graduation Rate (as of August 2020) | | 60.0% | |
| 6 Year Graduation Rate (as of August 2020) | 76.8% | | | | |
| Overall NYSED Accountability Status (most recent data available) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | | Focus School Identified by a Focus District | | | |
| Priority School (TSI) | X | | | | |

Accountability Status – Elementary and Middle Schools

| Met Adequate Yearly Progress (AYP) in ELA (2020-21 or most recent data available) | | | |
|---|----|---|----|
| American Indian or Alaska Native | NA | Black or African American | NA |
| Hispanic or Latino | NA | Asian or Native Hawaiian/Other Pacific Islander | NA |
| White | NA | Multi-Racial | NA |
| Students with Disabilities | NA | Limited English Proficient | NA |
| Economically Disadvantaged | NA | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2020-21 or most recent data available) | | | |
| American Indian or Alaska Native | NA | Black or African American | NA |
| Hispanic or Latino | NA | Asian or Native Hawaiian/Other Pacific Islander | NA |
| White | NA | Multi-Racial | NA |
| Students with Disabilities | NA | Limited English Proficient | NA |
| Economically Disadvantaged | NA | | |
| Met Adequate Yearly Progress (AYP) in Science (2020-21 or most recent data available) | | | |
| American Indian or Alaska Native | NA | Black or African American | NA |
| Hispanic or Latino | NA | Asian or Native Hawaiian/Other Pacific Islander | NA |
| White | NA | Multi-Racial | NA |
| Students with Disabilities | NA | Limited English Proficient | NA |
| Economically Disadvantaged | NA | | |

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

1. Data-Driven instruction
 - DDI is the foundation for addressing students' needs and delivering curricula that lead to high graduation rates.
 - DDI supports MVHS's vision of graduating inquisitive & knowledge-seeking citizens by allowing faculty-guided analysis and student support to increase knowledge and understanding.
 - Targeted application of DDI has been proven by research to be highly effective in increasing student achievement scores, but overall student learning. DDI will be used to provide targeted and focused instruction to the subgroup of students (SWD, ELL, and Hispanic) who are designated for additional support and growth.
 - MVHS student scores and graduation rates have room to grow. DDI is a method to "laser-focus" approaches to each discipline without sacrificing rigor.
 - DDI is a foundational strategy that is effective for students across varied demographics. Application of DDI will support not only our general student population, but our targeted groups of SWD, ELL and Hispanic students as well by providing differentiated resources and supports for these students.
2. Increasing teacher agency
 - MVHS is making this commitment to develop teacher leadership at MVHS. This commitment emerged as there are high levels of knowledge and skills across the instructional community at MVHS. The more MVHS instructional faculty can work together to develop, implement, and reflect on instructional strategies, the more benefit students will gain from this work.
 - This commitment will support data-driven instruction (commitment 1) and increasing socio-emotional wellness (commitment 3) at MVHS as we will be able to leverage the collective knowledge of our community to improve MVHS.
3. Improve upon students' socio-emotional wellness
 - Our vision specifically states that our students will be compassionate and principled. SE skills are necessary for students to adequately develop these traits.
 - Working our way through the COVID pandemic, we have become increasingly aware of the importance of socio-emotional wellness with all students. MVHS has been working to identify needs and develop strategies to address the needs for black and brown communities.
 - Students who develop SE skills resolve more conflicts without escalation creating a safer learning environment for all students.
 - Students who feel good about themselves are more successful at school across all measures. Also, community is important to MVHS; as students learn skills to develop their socio-emotional wellness, the effects of this will be evidenced in their homes and community organizations.

Briefly list the major reasons for deciding the HEDI score. You only need to include a minimum amount of detail in support of the rating and bullet points are acceptable.

Examples of evidence to support a stage 3 or stage 4 judgment should include evidence of how the practice described has added value to the educational experience of students at the school. For example, saying the school hired an early childhood reading specialist is not sufficient evidence of effective practices if that decision cannot be connected to evidence of impact. You should support your judgments with carefully chosen evidence that demonstrates the impact of the school's actions on improving outcomes for students especially when supporting an effective or highly effective judgment. It is expected that schools may not have information for some of the boxes.

Statement of Practice 2.3:

Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Self-Assessment Rating for 2.3 – Developing (2)

Evidence of Work

What is the practice aligned to this SOP

Academic Power Hour has been established and has established and running since October. Saturday School and Smart Scholars will commence in February.

Professional Learning Communities meet regularly and discuss teaching and learning strategies.

DDI and drop-out prevention support provided by BOCES.

Staffing needs of MVHS have been met over time. In September 2021, MVHS had seven instructional vacancies. As of January 2022, MVHS has three instructional vacancies. The school leader articulated the need for additional administrative support from the district and the district approved this additional support.

The school leader uses current budget for teacher trainings that support building initiatives. The building leader has advocated for additional funding to support SEL initiatives – in-school lunchtime clubs - and this funding was approved by the district.

Evidence of Impact

What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measurable data when available.

The students who attend Academic Power Hour are receiving additional support.

Additional instructional staff has resulted in increased student engagement and more meaningful lessons.

SEL initiatives have provided more options for students during the school day.

Next Steps

Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?

Aligning PLCs to focus on DDI; using data in targeted ways to have more of an impact on student learning.

Continuing hiring of teachers and administrators for academic year 2021-2022.

Aligning full school training needs and sending teachers to training based on SCEP and DTDSE identified needs.

Statement of Practice 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Self-Assessment Rating for 3.2 - Developing (2)

**Evidence of Work
What is the practice aligned to this SOP**

The 2021-2022 SCEP has been finalized and is in the process of being translated into targeted goals. There are building-specific and district-level trainings available to faculty and staff. DDI, ENL and IB trainings have been made available to faculty and staff this fall. Vertical CCLS planning, student data analysis, and instructional strategy development occurs in weekly PLCs, but more standardization of this process is needed. Horizontal meetings are being developed.

Administrators and teachers have been working to standardized curriculum. Department Chairs have continued and increased the walk-through process. Teachers have begun to submit leaders with lesson plans and common assessments that are aligned with standards. MVHS receives regular BOCES supports (SDI and EDI instructional framework).

Evidence of Impact

What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measurable data when available.

Some teachers are incorporating and using feedback to inform and enhance their instruction.

The work completed in PLCs is being used to enhance instruction and provide more data-informed strategies.

Curriculum maps for some classes are available on Atlas Rubicon.

Next Steps

Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?

Complete curriculum maps on Atlas Rubicon.

Collaborate with the School-based leadership team to write comprehensive school instructional goals.

Continue to standardize the curriculum and instruction feedback cycle.

Continue to connect feedback to DDI work completed in PLCs.

Sub-committees need to be developed outside of the allotted PLC time to discuss the most critical parts of the lesson implementation, student achievement, and the data from informal and formal assessments.

Incorporating more professional development time in our academic calendar.

Develop standardized DDI & RTI protocols, developing common assessments, and providing targeted training for teachers to support this work.

Statement of Practice 3.3: Teachers develop and ensure that unit and lesson plans used include data-drive instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

Self-Assessment Rating for 3.3 - Developing (2)

Evidence of Work
What is the practice aligned to this SOP of Work

Some teachers use data from different sources to guide instruction.

Students are assessed using formative assessments quarterly and i-Ready data are used to guide instruction. Additionally, the Career Reading and Writing classes (AIS for 9th and 10th graders) use a computer reading program (Power-Up) that continually measures student progress and adjusts instruction based on student need.

Student work analysis and/or common planning occurs in PLCs (as evidenced in some PLC agendas). Development of unit and lesson plans based on analysis of student work occurs in some PLCs.

Teachers submit lesson plans and receive feedback 1-2 times per month.

Teachers gave common assessments to students for midterms.

Most Geometry PLC teachers use the online Pearson End of Topic assessments.

Evidence of Impact
What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measurable data when available.

Improved scores on i-Ready, Power-Up, and common assessments.

Teachers plan lessons and work to incorporate district provided resources.

In PLCs, some teachers have discussions on their questioning techniques, how to engage students, student strengths and weaknesses based on student work, and sharing of interactive materials. This is evidenced in their PLC minutes.

Teachers will use the midterm data to plan for interventions during Marking Period 3.

Some teacher lesson plans, PLC Meeting Notes, rubrics, and data from common assessments are aligned to CCLS.

Next Steps
Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?

Clarify subgroup planning and data usage expectations to compensate for lesson plans templates (agreed to by the union) that do not fully address planning for subgroups or using of data as part of the

template. The expectation is that teachers will plan for subgroups and how they are using data to support instruction regardless of what is listed on the lesson plan.

Increased usage of: (1) data-informed CCLS-aligned differentiated units/lessons and (2) data-generated formative assessments.

More consistent application of PLC protocols with clear next steps and dates. Increasing responsiveness rate/turnaround time for analyzing data and planning data driven instruction within PLC structure. Department-specific DDI protocols and rubric utilization for student work assignments in each content area.

Additional support for students and teachers who struggle with materials, understanding, instruction, and/or time and attendance.

Celebration of student and teacher successes.

Danielson Framework for Teaching Domain 3 training for teachers. DDI and RTI training for teachers and administration.

Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Self-Assessment Rating for 3.5 - Developing (2)

Evidence of Work
What is the practice aligned to this SOP

Some formative assessment results are shared with students so that students can bear witness to their own growth and needs.

Teachers discuss data, but these discussions do not always inform curricular decisions. Not all teachers provide feedback based on data. Most students are not heavily involved in reflecting on or taking ownership of their own learning.

Some teachers are observed walking around the room giving students individualized feedback as needed.

Some teachers have tried 2-3 protocols for analyzing data in PLCs.

AVID elective students are utilizing the tutorology process and follow a GPA monitoring protocol on a continual basis.

Other evidence includes:

- PLC agendas
- Common exit tickets
- Common “You do” questions
- Common unit assessments
- Common assessments/project-based assessments

Evidence of Impact

What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measurable data when available.

There is inconsistent impact of the practice as different teachers have different levels of understanding of assessments and the use of data to inform instruction.

Many teachers give students an opportunity to correct their work or resubmit. However, students who need it the most are often observed not advocating for themselves.

Next Steps

Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?

Continue using of Data Trackers and formative assessments.

Continue creating standards-based common assessments/project-based assessments.

More collaboration amongst teachers, counselors, and parents with students of concern.

Developing a system that allows students to monitor their own progress in class and reflect on their learning including teaching students how to identify and advocate for their needs and initiating Bi-weekly check-ins with specific students and their progress.

Training on high-quality feedback.

Implementing rubrics more regularly to provide students clear expectations and transparent feedback.

Breaking PLCs into even smaller sub-groups (3-4 teachers) when doing student work analysis.

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Self-Assessment Rating for 4.2 - Developing (2)

Evidence of Work
What is the practice aligned to this SOP

Teachers work in PLCs to develop common assessments and common lesson planning. These teams include subject area teachers as well as specialists in Special Ed. and E.N.L.

PLC time is intended to develop annual, unit and daily lesson plans that address all students' goals and needs. Some teachers share data in their PLCs that are foundational to the types of lessons prepared.

Some curriculum has been written and shared on Rubicon Atlas so that teachers have access to long term planning and vision.

Some teachers have discussions in PLC about supporting subgroups.

ENL teachers have planned PDs for content teams and SPED teachers are part of PLC discussions.

Beginning in January 2022, all teachers submit lesson plans and receive feedback from department administrators. Some student modifications are stated in some lesson plans.

Evidence of Impact
What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measurable data when available.

There have been some increases in formative and summative assessments. There has been a shift to support the growth of IB-aligned inquiry-based assessments. Some teachers are trying more ways to support ENL learners.

Some teachers are more closely aligned in pacing. Some teams (geometry and chemistry) are increasing their sharing of resources, lessons plans and assessments. Lab trackers are being used to ensure students have access to sufficient hands-on activities and prepared for regents.

Some students are more successful because instructional goals are addressing their needs.

Next Steps

Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?

Continuing to work in PLCs to develop common assessments and common lesson planning. These teams should continue to include subject area teachers as well as specialists in Special Ed. and E.N.L.

Continuing to develop and share curriculum on Rubicon Atlas so that all teachers have access to long term planning and vision.

Agree on a set of data as a baseline and set a goal and benchmark check in dates.

Use after-school faculty and department meetings to develop some common language and strategies around data analysis for school-level consistency.

Develop and introduce student reflection strategies, metacognitive strategies, and rubric usage strategies to students.

More training for teachers on Danielson domain one.

Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Self-Assessment Rating for 4.3 - Developing (2)

Evidence of Work
What is the practice aligned to this SOP

Teachers work in PLCs to examine student work and to plan appropriately for all students. This helps teachers differentiate lessons to provide access to diverse learners.

Some teachers use common core aligned materials and texts; Discovery Education has 2 Lexile levels for texts and Pearson is CCLS aligned.

Some teachers use Regents-aligned questions to ensure higher order questioning. Some teachers have engaged in discussions on what high level questions look like and share feedback with each other.

Teachers are directed by leadership to align lesson to learning standards.

Some teachers build their lessons around CCLSs and utilize suggested strategies;

Teachers are directed by leadership to align lesson plans to CCLSs.

Evidence of Impact
What is the impact (of this practice on teacher practice, student achievement, and school improvement)? Use measurable data when available.

Increases in formative and summative assessments. Some lesson plans include CCLS.

PLC minutes – some teachers have increased the caliber of student question to higher order thinking questions. Some teachers have used their discussions and analysis of student work to adjust instruction.

Next Steps

Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?

Increasing planning for (with PLCs) and using higher order thinking questions across all subject areas. Increasing planning for and using more complex instructional materials to support higher order thinking.

Incorporating feedback into units and lessons regarding opportunities for adding and increasing higher order thinking questions into instruction.

Reorganize PLC expectations to prioritize what teachers can reasonably accomplish in their weekly PLC meeting.

Though PD has been offered in this area before, individual teachers will receive special coaching in instructional practices to improve critical thinking as needed. IB DP expectations will support this next step.

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Self-Assessment Rating for 4.5 - Developing (2)

Evidence of Work
What is the practice aligned to this SOP

Some teachers work in PLCs to examine student work (different data sources) and use the student work analysis to plan for all students. Teachers are beginning to use plans for adjusting student groupings and instructional strategies.

Some teachers provide limited data-based feedback for students. Some teachers use CCLS-based assessment questions and exit tickets. Some PLCs share assessment resources and exit tickets. Some teachers circulate room to provide individualized feedback. Some teachers give feedback through Schoology.

Some teachers individually use data to inform instruction. Some lesson plans show more planning for subgroups or groups of students than others.

Teachers are provided i-Ready monitoring tools for 9 graders. Though some teachers plan their student groupings in their instructional strategies, many teachers are just beginning to do this. Though some teachers use summative and formative assessment to inform their decision making or the practice of using data sources, many teachers are just beginning to do this. Teachers provide limited data-based feedback to students.

Summative assessments are used to evaluate students' learning. Some teachers use data to target instructional strategies to groups and specific students.

Evidence of Impact
What is the impact (of this practice on teacher practice, student achievement, and school improvement)?

Some teachers use formative and summative assessment data. Some teachers are increasing their usage of formative and summative assessments.

Some teachers provide students with additional practice and reteach as needed. Some teachers give students additional opportunities to retake assessments to demonstrate growth.

When teachers can collaborate, they share resources and support each other from having similar difficulties.

Next Steps

Based on your analysis of evidence of impact, what is the work ahead to ensure you and the school community is on track for making gains in student achievement?

Clarifying teacher expectations in PLCs to examine student work and to plan appropriately for all students.

Reorganizing PLC expectations to focus the weekly PLC meetings.

Consistently communication with their students about their progress and how growth may be possible.

Administration encouraging teachers to find value in building relationships and having conversations with students about their academics.

Teachers having authentic dialogue with students about student successes on a frequent and consistent basis.

Regular meetings with counselors, teachers, parents, and students.

Providing additional training for teachers on how to plan using data and how to write lesson plans that differentiate and group students, increasing teacher agency to develop and implement a variety of summative and formative screening, interim measures, and progress monitoring tools.

Providing additional training regarding and exposure to using rubrics. This will support teacher efforts to cull and analyze their own data for instructional decision making.

Providing i-Ready student results to counselors.

Turning SOP ratings into Conceptual Frame Ratings

The overall Conceptual Frame rating shall be calculated in a manner that determines the average of the four SOP ratings. To calculate the average of the SOP ratings, use the following scale:

Stage 4 = 4 Stage 3 = 3 Stage 2 = 2 Stage 1 = 1

Identify the point value associated with each SOP rating, and then divide by the number of affiliating SOPs. The average of the scores will result in either an *Ineffective*, *Developing*, *Effective* or *Highly Effective* based on the following:

| Stage 1 | Stage 2 | Stage 3 | Stage 4 |
|----------|------------|-------------|------------|
| 1 – 1.49 | 1.5 - 2.74 | 2.75 – 3.74 | 3.75 – 4.0 |

For example:

| SOP | SOP rating | Point Value |
|------------------------------|------------|-------------|
| 2.2 | H | 4 |
| 3.2 | E | 3 |
| 4.2 | D | 2 |
| 5.2 | H | 4 |
| 5.3 | D | 2 |
| 6.2 | I | 1 |
| Overall SOP Total | | 16 |
| Average score (Divided by 6) | | 2.67 |
| The Overall CF Rating = D | | |

Final Self-Assessment Scores

| Conceptual Frame | Individual Statement of Practice Ratings (Insert the ratings you assigned each SOP below) Add all of the rating scores Average score (Divided by 7) Determine final rating and place in appropriate box | Overall Conceptual Frame Rating |
|----------------------|---|---------------------------------|
| CF 4: Common Core | Statements of Practice Aligned to the CF: <input type="checkbox"/> 2.3 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3 <input type="checkbox"/> <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 4.5 | 2 = Developing |