

SOP Prompts – Guiding Questions

<p><u>Statement of Practice 2.2:</u> The school leader ensures that the school community shares the specific, measurable, ambitious, results-oriented, and timely (SMART) goals/ mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</p>	<p>Have school leaders worked with the school community to develop and promote goals/mission/vision that drive and bring about measurable school improvement?</p>
<p><u>Statement of Practice 2.3:</u> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p>	<p>Have school leaders used resources strategically to bring about school improvement and increased student success?</p>
<p><u>Statement of Practice 2.4:</u> The school leaders has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students data and feedback.</p>	<p>Have school leaders increased the instructional capacity of staff through collaboration, support, and targeted feedback to ensure continuous improvement in instructional practices and ensure high-quality instruction exists?</p>
<p><u>Statement of Practice 2.5:</u> Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</p>	<p>Have school leaders established systems to track and monitor individual and school-wide practices to know what is happening in the school, and do they use this insight to make informed decisions that will move the school forward?</p>
<p><u>Statement of Practice 3.2:</u> 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.</p>	<p>Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum that takes into account student needs and leads to college and career readiness?</p>
<p><u>Statement of Practice 3.3:</u> 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.</p>	<p>Do teachers plan effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught prepares them for their future?</p>
<p><u>Statement of Practice 3.4:</u> The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.</p>	<p>Are teachers providing interdisciplinary curricula and working together to connect the curriculum across subjects in ways that increase students’ engagement, deepen students’ understanding of the curriculum, and provide better opportunities for student success?</p>

<p><u>Statement of Practice 3.5:</u> 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.</p>	<p>Are teachers using a range of assessments to guide and inform their curriculum planning, and are they giving students the feedback they need to ensure ownership of learning and improve achievement?</p>
<p><u>Statement of Practice 4.2:</u> 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.</p>	<p>Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices promote high levels of student engagement and result in increased achievement?</p>
<p><u>Statement of Practice 4.3:</u> Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p>	<p>Do the teachers' instructional practices lead to high levels of student engagement and achievement?</p>
<p><u>Statement of Practice 4.4:</u> Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.</p>	<p>Do the teachers' instructional practices meet the diverse needs of the class, allow students to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking leading to increased achievement?</p>
<p><u>Statement of Practice 4.5:</u> 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).</p>	<p>Do teachers use data and assessments to inform and adjust their instructional strategies and groupings while engaging students in self-evaluation through feedback and other approaches to ensure that students are learning at high levels?</p>
<p><u>Statement of Practice 5.2:</u> The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</p>	<p>Have school leaders established systems that identify the social/emotional developmental health needs to ensure that appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?</p>
<p><u>Statement of Practice 5.3:</u> The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</p>	<p>Are all students' social/emotional health needs being met as a result of the school's social/emotional curricula, programs, and materials and the professional development addressing social/emotional developmental health?</p>
<p><u>Statement of Practice 5.4:</u> All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and</p>	<p>Has the school strategically organized their work with school stakeholders to support students' social/emotional developmental health needs and remove barriers to success?</p>

emotional developmental health supports tied to the school's vision.	
<u>Statement of Practice 5.5:</u> The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	Has the school developed and implemented a strategic plan to collect, analyze and utilize data to identify and address the social/emotional developmental health needs of all students?
<u>Statement of Practice 6.2:</u> The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	Do school leaders' actions, practices, and decisions for promoting family and community engagement result in partnerships with families that allow children to reach the leaders' high expectations?
<u>Statement of Practice 6.3:</u> The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	Is the school providing multiple and equitable opportunities for reciprocal communication to increase staff and families' understanding about student needs and further support student achievement?
<u>Statement of Practice 6.4:</u> The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	Has the school's training to parents and to staff on creating and sustaining home-school partnerships allowed both parties to be able to work together to support student achievement?
<u>Statement of Practice 6.5:</u> The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	Is data shared in a way that allows stakeholders to understand both student and family needs and advocate for services that address those needs?