

## Academic Proficiency

### Sub-domain, Education Quality Standard and Quality Criteria

#### Curriculum Coordination - 2120.5, 2120.6

Each SU/SD has a coordinated, written and delivered curriculum that is aligned to the standards approved by the State Board of Education and enables all students to engage in rigorous, relevant, and comprehensive learning opportunities.

- Vermont Approved Curriculum Standards
  - Common Core Math
  - Common Core ELA
  - NGSS
  - NCAS
  - SHAPE
  - NHES
  - C3
  - 2 PE classes per week; 30 minutes physical activity daily
- Coordination
  - Informed by on-going research
  - All students to achieve graduation requirements
  - PK must meet high quality programming as defined by state board rule 2600

#### Local Assessment System - 2123.1, 2123.2

Each SU/SD shall develop, and implement a comprehensive assessment system that employs a balance of assessment types, including but not limited to, teacher-or-student designed assessments, portfolios, performances, exhibitions and projects, includes both formative and summative assessments, enables decisions to be made about student progression and graduation, including measuring proficiency-based learning, and provides data that informs decisions regarding instruction, professional learning, educational resources, curriculum and reflects goals and strategies outlined in the SUSD's Continuous Improvement Plan.

- State Comprehensive Assessment System
  - Participate in state assessment system
- Local Comprehensive Assessment System
  - System of balanced assessment types that are formative and summative and inform PLP

#### Instructional Practices - 2120.1

Instructional practice shall promote personalization for each student and enable each student to successfully engage in the curriculum and meet the graduation requirements. Classroom instruction should include a range of research-based instructional practices that most effectively improve student learning, as identified and locally collected and analyzed student data.

### Proficiency-Based Learning - 2120.1, 2120.7, 2121.5, 2123.2

Instruction is aligned to proficiencies based on transferable skills and standards adopted by the state of Vermont. The SU/SD implements a ~~multi-tiered~~ system of supports framework to differentiate instruction, adapt content and utilize digital tools and resources to create personalized learning opportunities that meet the diverse needs of all students.

Instruction, assessment, grading and academic reporting is based on students demonstrating mastery of the knowledge and skills they expect to learn before they progress to the next lesson, get promoted to the next grade level, or receive a diploma.

- Graduation Requirements
  - Students with an IEP/504 plan need to meet same requirements as all students, with appropriate modifications in their PLP
  - Students with an IEP/504 receive regular diploma
- Local Grad Requirements (2120.8)
  - Define proficiency-based requirements
  - Credits must be under appropriately licensed educator

## **Personalization**

### **Sub-domain, Education Quality Standard and Quality Criteria**

#### Personalized Learning Plans - 2120.4

Schools shall ensure all students in grades seven through 12 shall have a Personalized Learning Plan, which shall be a written document that describes the scope and rigor of learning opportunities and support services necessary for the student to achieve college and career readiness prior to graduation, and to attain a high school diploma.

#### Flexible Pathways - 2120.2

Schools must provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career technical education, dual enrollment, early college, work-based learning, and virtual/blending learning taught by a properly licensed educator.

- Coordinate with CTE Center for appropriate career counseling

#### Full Breadth of Courses - 2120.1, 2122.2

Instructional practices shall enable each student to successfully engage in the curriculum and meet the graduation requirements. Schools shall provide a learning environment with sufficient supplies and infrastructure to allow for learning and ensure that students are afforded the opportunity to learn the skills necessary to meet graduation requirements.

- Credit-bearing courses taught by appropriately licensed educator
- Schedule includes coordination with School Librarian
- Access to broadband Internet

### Student Agency (voice and choice) - 2120.1, 2120.2

Schools shall promote personalization for each student and students must be allowed to demonstrate proficiency by presenting multiple types of evidence that allows students to take ownership over their own learning.

## **High Quality Staffing**

### **Sub-domain, Education Quality Standard and Quality Criteria**

### Professional Development - 2121.2, 2121.3

Each SU/SD shall develop and implement a system of needs-based professional learning for all staff involved in student instruction. System shall be aligned with its staff evaluation and supervision policies, mentoring program, Continuous Improvement Plan and goals.

### Staff - 2121.2

The SU/SD has appropriate policies and procedures in place to ensure that all teachers are appropriately licensed and qualified for their content areas.

- All faculty licensed and appropriately endorsed
- Staffing Ratios
  - K-3 average fewer than 20 students per teacher
  - 4-12 average fewer than 25 students per teacher
  - School Librarian full time if more than 300; pro rata if under 300 students

### Staff Evaluation - 2121.4

Staff evaluation programs and policies shall be designed and implemented with the goal of improved student outcomes for employees working with students.

- Faculty evaluation system in place consistent with Vermont Guidelines of Teacher and Leader Effectiveness

### Leadership - 2121.1

The roles and responsibilities of the school's leadership, including the school board, superintendent, principal or CTE director, shall conform to applicable provisions in 16 V.S.A regarding authority and duties.

- Licensed principal
- Established school leadership team
- 10 or more teachers need full-time principal; fewer than 10 teacher, principal pro rata

## **Safe Healthy Schools**

### **Sub-domain, Education Quality Standard and Quality Criteria**

#### Tiered System of Support - 2121.5

Each school has ensured that a tiered system of academic and behavioral supports is in place to assist all students working toward attainment of the standards.

- Tiered System of Supports in place aligned to PLP
- Licensed School Counselor meeting ratios outlined in EQS
- Licensed School Nurse meeting ratios outlined in EQS
- Comply with requirements of state law for vision and hearing screening, immunization, and child abuse reporting

#### Social/Emotional Health - 2122.1

Each school shall maintain a safe, orderly, civil, flexible and positive learning environment, which is free from hazing, harassment, and bullying based on sound instruction and classroom management practices and clear discipline and attendance policies that are consistently and effectively enforced.

- Develop and share hazing, harassment, and bullying policy

#### Physical Well-being - 2122.1

Each school's comprehensive plan for responding to student misbehavior, shall address student behavior, language, classroom attendance, clothing and treatment of property, as well as consequences for violations of policy, and shall be clear and consistently enforced.

#### Physical Environment - 2122.1

The design and operation of the school facilities shall be in full compliance with all state and federal fire, health and safety, chemical and architectural standards.

## Investment Priorities

### Sub-domain, Education Quality Standard and Quality Criteria

#### Continuous Improvement - 2125

The Continuous Improvement Plan is developed, implemented and designed to improve the performance of all students enrolled in the district. The plan (at a minimum shall include: goals and objectives for improved student learning, strategies and activities designed to achieve the goals, strategies and supports to ensure the school maintains a safe, orderly, civil and positive learning environment and required technical assistance from the Agency of Education.

- Need to develop and submit a CIP as defined in 2125, continually maintained and submitted at least every two years for review by the AOE

#### Student Data System - 2124

The SU/SD has established a secure student data system that enables regular access for teachers and administrators. Teachers have access to data on individual students whom they teach and aggregate data on student and system performance results. Administrators have access to individual student data and on student and system performance results.

- Need data system accessible by teachers and administration and not reveal personally identifiable information
- Report student performance annually

#### Financial Alignment (Federal and State Entitlements) - 2113

Each SU/SD school shall ensure that students are furnished educational and other services in accordance with state and federal entitlements and requirements. See EQS 2122.1 for more information.

#### Communication - 2123.2, 2124

SU/SD communicates policies, procedures, performance criteria, and any other information that is necessary for students, parents, teachers, administrators and any other community member.